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Acronyms and Abbreviations

ACIAR	Australian Centre for International Agricultural Research
ADC	Agriculture and Forestry Research and Development
ANU	Australian National University
AST	Asian Studies
CARE	Cooperative for Assistance and Relief Everywhere
CVN	CARE Vietnam
CCD	Centre for Nature Conservation and Development
DARD	Department of Agriculture and Rural Development
DFAT	Department of Foreign Affairs and Trade
EM	Ethnic Minority
FGD	Focus Group Discussions
FPAR	Feminist Participatory Action Research
GAD	Gender and Development
GALS	Gender Action Learning System
GBV	Gender Based Violence
GREAT	Gender Responsive Equitable Agriculture and Tourism
GTA	Gender Transformative Approaches
GTAR	Gender Transformative Approaches Research project
GTT	Gender Transformative Tools
IFPRI	International Food Policy Research Institute
M&E	Monitoring and Evaluation
M, DB	Man, Dien Bien
M, SL	Man, Son La
MEL	Monitoring, Evaluation, Learning
MOU	Memorandum of Understanding
NA	Not Applicable
ODK	Open Data Kit – mobile data collection platform
PPC	Provincial People’s Committee
Pro-WEAI	Project-level Women’s Empowerment in Agriculture Index
R4D	Research for Development
RA	Research Assistant
SAA	Social Analysis and Action
SLWU	Son La Women’s Union
SNV	Stichting Nederlandse Vrijwilligers (Foundation of Netherlands Volunteers)
SRA	Small Research Activity
TANGO	International development consultancy
TBU	Tay Bac University
TEAL	Technically Enhanced Agricultural Livelihoods
USAID	United States Agency for International Development
VSLA	Village Savings and Loans Association
WEAVE	Women’s Economic Empowerment through Value Chain Enhancement
We-RISE	Women’s Empowerment: Improving Resilience, Income and Food Security
WhatsApp	Mobile phone application
W, DB	Woman, Dien Bien
W, SL	Woman, Son La
Zalo	Mobile phone application

1 Acknowledgments

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The TEAL project was implemented in partnership with Centre for Nature Conservation and Development (CCD) in Dien Bien and DARD Extension Centre and the Women's Union in Son La. They also assisted with the research fieldwork programmes and recruiting participants for the project.

2 Executive summary

The following executive summary provides an overview of the key findings, impacts and recommendations presented in this report. The aim of this report was to analyse the process of gender transformation that is facilitated by the suite of tools used in the *Technologically Enhanced Agricultural Livelihoods* (TEAL) northern uplands project in Vietnam with Thai ethnic minority farmers, in order to provide an evidence base on *how* and *why* gender relations are transformed, and Thai women farmers are empowered. In providing an evidence base, the data was drawn from Thai beneficiaries themselves, and highlights what they consider the catalysts for change. The SRA rationale lies in the imperative to provide end-user perspectives on the gender transformative tools that target them. But also, to increase capacity of early career social science researchers, in the use of the pro-WEAI and qualitative participatory gender research and analysis.

Key Findings:

The fieldwork findings provide answers to the research questions regarding the interpretation and experience of gender transformative approaches (GTAs) in participants' everyday lives and the catalysts for changes in gender attitudes and behaviours. The key themes that emerged from the participants' recollections of the gender dialogues are organized according to the claims made for GTAs' distinctive contribution to positive changes in gender justice:

1. GTAs are relational in targeting gender as a social relation: The gender dialogues are designed to be relational, involving spouses working together on issues related to their household and marital relationships. They also extend to broader social relations between neighbours, fellow villagers, and other household members. The dialogues bring to light the unequal nature of behaviours and practices and highlight the potential for different and more equal relationships.
2. GTAs raise critical awareness of gender inequalities: Participants exhibited new levels of critical awareness of gender inequalities, both in their own households and as a wider social phenomenon. The gender dialogues provided informative tools that highlighted disparities in household tasks, time allocation, and decision-making, leading to a deeper understanding of gender inequalities and their consequences.
3. GTAs build empathetic relations between spouses: Empathy is an important aspect of GTAs, as it allows participants to understand and share the feelings of their spouses. Men, in particular, showed increased empathy towards their wives and expressed concerns about the workloads of their wives. Empathetic identification with others is seen as crucial for transformative change and wider social action.
4. GTAs foster normative commitments to gender equality: The gender dialogues were often characterised as "gender equality trainings." Participants associated gender equality with non-discrimination, equal work, and greater sharing of household tasks and care. Shifting social norms played a significant role in participants' discussions, and they expressed a willingness to judge and sanction behaviours that contravene gender equality.
5. GTAs are transformative: The gender dialogues aim to go beyond individual self-improvement and address power dynamics and structures that reinforce gender inequalities. They promote changes in gender relations, challenge social norms, and empower individuals to take action towards gender justice.

Overall, the fieldwork findings suggest that the gender dialogues have a positive impact on participants' understanding of gender inequalities, their relationships with their spouses, and their commitment to gender equality. The dialogues facilitate conversations about household gender relations, raise critical awareness, build empathy, and foster transformative change at both individual and societal levels.

Summary of Impacts

Scientific:	Although the SRA did not aim for scientific impacts, the research findings were utilized by CARE Vietnam for program reflection and to gain insights into specific elements of the gender transformative tools for improvement in their application in agricultural development programming.
Capacity:	<ul style="list-style-type: none"> • A Feminist Participatory Action Research (FPAR) project was implemented with Thai ethnic minority communities, involving training Thai ethnic minority research assistants in photovoice methodology, who then trained Thai women co-researchers. • Trained research assistants and junior social scientists in gender and participatory research. • Some research assistants were recruited for the DFAT GREAT project in Vietnam, where they applied the knowledge and skills gained from this SRA. • CARE Vietnam have recruited RAs and Thai co-researchers for monitoring and evaluation data collection in other programs. • Research findings are being presented at international conferences. • Co-authored research outputs with CARE women researchers.
Community:	<ul style="list-style-type: none"> • The SRA, being a social science research project focused on an existing agricultural intervention, observed impacts on the community level. While knowledge-sharing workshops have not yet taken place, the project methodologies and findings generated interest among gender and development researchers. Additionally: • The photovoice training manual developed through the SRA is being used to train students at Murdoch University • Discussions are underway to pilot the FPAR approach and photovoice method in a fishing village in Bali, Indonesia, in collaboration with Udayana University

	<ul style="list-style-type: none"> • The research findings led to collaboration offers, including co-designing a new unit on Gender Analysis in Development Practice at the University of Melbourne and participating in a conference and writing workshop at ANU focusing on Gender and Development. • Social science research methodologies and findings are generating interest in feminist participatory action research and gender transformative approaches.
Economic:	<ul style="list-style-type: none"> • Gender dialogues and the TEAL intervention led to changes in household financial decision making. • Women gained confidence and influence in discussing and implementing their knowledge and skills related to coffee growing. • Husbands showed more respect for their wives' contributions and involved them in decision making. • Shared housework allowed couples to spend more time on income-generating activities. • Increased efficiency and effectiveness of income-generating labour.
Social:	<ul style="list-style-type: none"> • Gender transformative tools in the TEAL intervention combined with agricultural and VSLA components, resulted in improved gender equality outcomes within Thai ethnic minority farming households, contributing to improved gender equality outcomes. • Men and women reported positive changes in attitudes and behaviours related to more equitable sharing of household work, decision-making and knowledge sharing. • Men and women reported improved communication with a decrease in arguments and domestic violence in villages. • Women gained more decision-making power in family income. • Positive changes observed in men's respect and valuing of women. • GTAs facilitated relational changes at the interpersonal and community levels. • Informal advocacy and dissemination of gender equality messaging within communities.
Environmental:	<ul style="list-style-type: none"> • Women beneficiaries gained knowledge and skills in sustainable coffee farming practices, emphasising environmentally friendly practices such as organic farming, shade tree planting, and chemical-free weeding, which they disseminated with their husbands, families, and peers.

Recommendations:

<ol style="list-style-type: none"> 1. Start gender transformative approaches early in the technical intervention: The implementation of gender dialogues should begin early in rural development programming to raise awareness of gender inequality and incorporate gender transformative approaches throughout the intervention. 2. Invest properly in gender transformative approaches: Allocate sufficient budget and time for gender training at various levels, including households, community partners, and organisations along the value chain. Identify barriers and solutions to improve women's recognition, valuing of women's time and contributions, and their access to extension and technical services. 3. Support localisation of gender research: Provide guidance and training to in-country partners and research assistants through video conferencing platforms and detailed guidance notes. Develop flexible data collection protocols and establish communication channels for feedback and support (i.e., WhatsApp group). Conduct post-fieldwork workshops for sense-making to ensure localised interpretation of data sets. 4. Support and resource transformative change through research for development: Implement participatory grant-making models for locally led research. Provide flexible long-term funding, as gender transformative approaches require time to effect change. Commit to longer funding cycles to allow for meaningful social change, particularly in gender relations, in agricultural contexts. 5. Host regional knowledge-sharing workshops: Organise workshops with IFPRI and ACIAR projects in the region to share experiences of implementing the pro-WEAI with ethnic minorities in Vietnam. Showcase activities with ACIAR and contribute to the gender network and knowledge hub in Vietnam.

Conclusions:

In conclusion, the findings of this report highlight the distinctive contribution of gender transformative approaches to recognise, question and challenge harmful gender norms and unequal power relations. The empirical data highlights that GTAs foster critical awareness among men and women to contest the gendered allocation of duties, as well as the unequal distribution of and access to resources in rural contexts. The relational nature of GTAs points to the potential for long-term changes in gender equality. The recommended actions aim to address these findings and maximise the positive impact that a focus on funding localised gender research can have on gender equality. The SRA demonstrated the positive impacts of the gender transformative approach in agricultural development programming, highlighting changes at the individual, relational, and community levels. It provides evidence that sustained change requires addressing power dynamics that negatively affect women and men's agricultural productivity and livelihoods. It is recommended to fund more projects that are co-designed with in-country partners to support significant capacity building in gender analysis and work for transformative change. This evidence base will inform future agricultural development policy and programming (particularly in relation to the intersecting barriers to economic inclusion of gender and ethnicity) and gender-responsive agricultural extension services. The final objective of this project was to "lay foundations for longitudinal research into how advances in women's empowerment (as indicated through the pro-WEAI) have demonstrable positive effects on rural livelihoods and agricultural productivity". This we have achieved, but we have revealed only part of the agricultural development story. The question remains "what shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?". This requires longitudinal research that reaches beyond just the household level and reaches into the gender disparities that exist in agricultural eco-systems—local institutions and organisations, community structures, markets, and technologies.

3 Background

While there have been significant advances in gender equality in Vietnam, the gender gaps experienced by ethnic minority groups persist. As a multi-ethnic country, ethnic minority groups in Vietnam comprise 14.12 million people—14.7 per cent of the country's population¹. Despite ethnic minority groups mostly residing in the significantly important—in terms of the socio-economically, ecologically, security and national defence—geographic mountainous areas, according to the Government's 2019 survey on ethnic minority groups, they are the most marginalised and disadvantaged with significantly higher poverty rates than the national average. In addition, ethnic minority groups experience persistent gender inequality with women and girls the most disadvantaged in terms of their access to opportunities and resources. Prevailing social norms reinforce ethnic minority women's inequality by restricting women to childbearing and home-based production.

As such, *Vietnam's National Strategy on Gender Equality (2011-2020)* committed to narrowing the gender gap in the economy and, specifically, increase the access of poor rural and ethnic minority women to economic resources. While progress was made on many targets under the strategy, some goals were not fulfilled, including the proportion of rural women workers under 45 years who access resources such as technical training. In the current *National Strategy on Gender Equality (2021-2030)*, there is a focus on fostering women's entrepreneurship.

CARE Vietnam's DFAT-funded Technically Enhanced Agricultural Livelihoods (TEAL) project aims to ensure Thai ethnic minority women are visible, respected, and productive actors in the Arabica coffee value chain, in Dien Bien and Son La provinces aligning directly with both provincial sector development plans and policies that prioritise coffee production. TEAL takes a transformative gender approach (GTA), utilising tools from a suite of resources including:

- the Social Analysis and Action (SAA) approach
- the Gender Action Learning System (GALS) – Practical guide for transforming gender and unequal power relations in value chains
- Good Practices Framework – Gender Analysis
- Applying Theory to Practice – Piloting social norms measures for gender programming

The tools guide critical discussions on social norms and activities in coffee producer communities to achieve progress in gender equity within these.

This Small Research Activity (SRA) responds to calls for systematic, qualitative research into how changes in gender relations are brought about through programming that uses GTAs. TEAL itself aimed to strategically advance, not merely replicate, CARE's previous gender work in Vietnam, and the SRA therefore value-adds to TEAL through careful analysis of the processes by which changes in gender relations occur, that project-level monitoring and evaluation (M&E) cannot pick up.

The SRA builds on the gender work that CARE undertakes, particularly the DFAT-funded *Women's Economic Empowerment through Value Chain Enhancement* (WEAVE) Vietnam project (with Oxfam and SNV Netherlands), which supports ethnic minority women to participate more effectively and equitably in three value chains. The SRA's pro-WEAI² component builds explicitly on CARE's *Women's Empowerment: Improving Resilience, Income and Food Security* (WE-RISE) projects in Africa, which focus on women's empowerment and men's engagement, and on the short A-WEAI implemented in the baseline for the WEAVE project.

CARE's experience on the ground demonstrates that when agricultural systems are more inclusive, women farmers possess enormous potential to contribute to long-term food security for their families and impact sustainable nutritional outcomes. However, whilst CARE's M&E systems capture change in gender relations at the household and community levels, this SRA took a more qualitative approach to explore questions of 'how' and 'why' these shifts in gender occur. It also focused on capacity development and relationship building in-country, laying the foundation for ethnic minority social science researchers to undertake future long-term qualitative, participatory research and gender analysis.

The project objectives and research questions were:

¹ General Statistics Office, 2019. Survey on Socio-Economic Situation of 53 Ethnic Minority Groups of Vietnam 2019.

² Pro-WEAI consists of 12 indicators of women's empowerment in agriculture: autonomy in income, self-efficacy, attitudes about domestic violence, input in productive decisions, ownership of land and other assets, access to and decisions on credit, control over use of income, work balance, visiting important locations, group membership, membership in influential groups, and respect among household members. These are organized into three domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with).

1. Measure initial changes in ethnic minority women's empowerment in the Arabica coffee value chain, using the project-level Women's Empowerment in Agriculture Index (pro-WEAI), adapted to the northern uplands context.
2. Employing a Feminist Participatory Action Research (FPAR) approach, provide an evidence base for CARE's gender transformative approach in agriculture, from the perspectives of TEAL beneficiaries.
Indicative research questions: How do women and men beneficiaries interpret and experience the gender transformative tools in their everyday lives? What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours, for themselves and for others?
3. Build gender analysis capacities of in-country partners and social science researchers to advance Thai ethnic minority women's empowerment.
4. Leverage CARE Vietnam's existing involvement with ACIAR projects in order to share knowledge about research outcomes and include project staff in the pro-WEAI trainings.
5. Lay foundations for longitudinal research into how advances in women's empowerment (as indicated through the pro-WEAI) have demonstrable positive effects on rural livelihoods and agricultural productivity.
Indicative research question: What shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?

3.1 Gender Transformative Approaches

GTAs in development practice have emerged in response to the limitations of mainstream 'women's empowerment' approaches that promote women's individual choice and agency without concerted changes to the gendering norms and power relations that structure social disadvantage (Hillenbrand et al. 2015, Wong et al. 2019, MacArthur et al. 2022, Hutchison and Sinclair 2022). As argued by Khader (2018, 151) "being able to question [gender] norms is not the same thing as being able to change the social context where it is rational to comply with them. The latter is rarely something one can take up as an individual goal". GTAs address this issue, shifting 'the burden of change' from women to collectively raising critical awareness of gender norms and normative commitments to gender equality (Hillenbrand et al. 2015, 5).

GTAs to agricultural development seek to actively examine, question, and change unequal gender norms as a means of achieving positive sectoral and gender equality outcomes. Gender transformative tools (GTTs) are methods or means to advance gender equality and women's empowerment in development practice, both as a goal in and of itself and to achieve improved agricultural outcomes for households and communities (Poulsen 2018, Cole et al. 2014).

In this SRA, we examined a specific set of GTTs that adopt a relational approach in a specific sectoral program (coffee growing by ethnic minority in two northern provinces of Vietnam).³ The focus of these is on 'gender socialisation and relationship training'; 'building critical awareness around harmful gender norms, generating empathy between partners, and enhancing conflict management and communication skills' (Funmilola et al. 2021, 1072).

Hence, key claims for how GTAs work are as follows:

- GTAs are relational in targeting gender as a social relation
- GTAs raise critical awareness of gender inequalities
- GTAs build empathetic relations between spouses
- GTAs foster normative commitments to gender equality
- GTAs are transformative in moving 'beyond individual self-improvement among women and toward transforming the power dynamics and structures that serve to reinforce gendered inequalities' (Hillenbrand et al. 2015, 5).

The GTTs bring husbands and wives together to help both understand each other's daily activities and thereby making the contributions of women to the household more visible. The TEAL intervention adopted tools that involve participatory activities in safe single-gender spaces for men and women to discuss and reflect on gender stereotypes and social norms separately (Thảo luận và đối thoại về giới). Following these with mixed-gender groups, built shared understanding through mutual diagnoses of problems and solutions in gender relations between husbands and wives. Couples were introduced to new ways of being a family and new skills for negotiating power in the household between one another, for example in relation to divisions of labour and decision making (Thảo luận và đối thoại về giới). Collectively, these were called 'gender dialogues'. The table below provides summary information about the gender dialogues.

³ MacArthur et al. 2002 outline further approaches encompassed by GTAs.

Gender Dialogue Modules	Objectives	Goals	Participants
Module 1: Don't think of yourself as a 'man'	Raise awareness on norms and identify three norms that TEAL focuses on	<ul style="list-style-type: none"> • Men to thoroughly understand and describe concept of social norms • Men to identify social norms held by themselves • Men to understand where social norms come from and their role in holding on to such social norms • Men to challenge existing social norms at community level 	Discussion with men only who are husbands of village savings and loans association (VSLA) members
Module 2: women with stereotypes and social norms	Raise awareness on norms and identify three norms that TEAL focuses on	Female participants to recognise they hold social norms, and three stereotypes to change	Discussion with women only who are VSLA members
Module 3: dialogue on labour division and connection with gender-based violence	Understand about the impact of identified norms on labour division (including GBV) and challenge these norms	<ul style="list-style-type: none"> • Men and women clearly recognise social norms on labour division and disadvantages to families, men and women, including GBV • Participants to identify expected changes and develop plans for changes 	Dialogue between men and women who are VSLA members, their husbands or family members
Module 4: dialogue and reflection of decision making	Understand about the impact of identified norms on decision making (including GBV) and challenge these norms	<ul style="list-style-type: none"> • Men and women to clearly understand how the social norms of men being decision maker of important issues positions them as most powerful family member • How this concept is detrimental to family, men, women and GBV • Participants to identify expected changes and develop plan for changes (by family) 	Dialogue between men and women who are VSLA members, their husbands or family members
Module 5: celebration	Celebrate changes in gender relation and inspire the larger changes	Couples to have a chance to discuss positive changes which they have noticed in their family and sustained positive changes	Dialogue between men and women who are members of VSLA, their husbands or family members

Across the three data collection methods implemented—pro-WEAI, participatory focus groups, photovoice—there emerged evidence about certain tools in the gender dialogues that TEAL beneficiaries considered were key catalysts in bringing about specific changes in gender attitudes and behaviours for themselves and for others:

- a. 24-hour activity clock
- b. Talking footsteps

- c. Gender balance tree
- d. Collaboration games.

Below are descriptions of the three gender transformative tools most cited by participants:

3.1.1 24-hour clock

This activity helps everyone to look back on their working day to see how long and how much effort it has taken them. Participants recognise difference between men and women in time and work allocation. Couples are divided into female and male groups, yet each man and each woman work independently. Participants think about what they did yesterday. They determine their bedtime and when their day starts. They are asked what the first thing they do and determine the time for that and do similarly for other activities. Participants draw pictures that correspond to what they do. Participants determine their total working time and total rest time and the total time duration which they spend doing their main tasks (including rest and time for themselves). They consider whether their clock changes with seasons/months in terms of working more or less, for example, it is emphasised that coffee harvesting is mainly done by women. Participants identify which task/work is 'big' and which one is 'light', who is taking care of more tasks in family, and why. Participants sit down in a circle and discuss:

- How do you feel when looking at the clock of your wife/husband/family member?
- What do men usually spend time on?
- What do women usually spend time?
- Why are there such differences?

3.1.2 Talking footsteps

This activity poses a series of statements about some key gender concepts to encourage participants to deepen their understanding around issues of social norms, equality, and power. As the facilitator reads an opinion, participants take a step to either side of the room depending on if they agree or disagree with the opinion. After each statement comes a discussion with each cluster of people to determine why they agree or disagree. Statements might include:

- Men are breadwinners
- Men can decide everything
- Men should not cook everyday
- Women cannot make important decisions
- Women arguing with their husbands should be punished
- Families with women being income earners are likely unhappy
- Men listen and consider their wives' opinions in making farming and marketing decisions
- Women lead production groups/teams.

3.1.3 The gender balance tree

The gender balance tree is a tool used to analyse household and couples' situations. Participants are asked to draw the household chores that men and women undertake in their own household and income generating activities disaggregated by gender. They then put these onto a drawing of a tree and explain each one. Following this, participants draw how they use money in their household as men and women, with the analysis differentiating between paid and unpaid labour. For many women, these activities might be the first time they have considered their house chores and caring roles as 'unpaid work'. The gender balance tree is used to analyse who contributes most of the household work and who benefits most from the income generated by the family members. It increases awareness of the gender inequalities regarding division of labour and financial decision making.

4 Objectives

4.1 Project Aim

The main project aim was to analyse the processes of gender transformation that are facilitated by the suite of GTTs used in the *Technologically Enhanced Agricultural Livelihoods* (TEAL) northern uplands project in Vietnam with Thai ethnic minority communities, to provide an evidence-base for how and why gender relations are transformed and women are empowered from the perspectives of TEAL participants themselves.

4.2 Research Objectives

1. Measure initial changes in ethnic minority women's empowerment in the Arabica coffee value chain, using the project-level Women's Empowerment in Agriculture Index (Pro-WEAI), adapted to the northern uplands context.
2. Employ a Feminist Participatory Action Research (FPAR) approach to provide an evidence-base for CARE's gender transformative approach in agriculture, from the perspectives of TEAL participants.
3. Build gender analysis capacities of in-country partners and junior, social science researchers to advance Thai ethnic minority women's empowerment.
4. Leverage CARE's existing involvement with ACIAR projects in order to share knowledge about research outcomes and include project staff in the pro-WEAI trainings.
5. Lay foundations for longitudinal research into how advances in women's empowerment (as indicated through the pro-WEAI) have demonstrable positive effects on rural livelihoods and agricultural productivity.

4.3 Research Questions

There were several research questions that grew from these objectives and guided us in our project design:

1. How do women and men participants interpret and experience the GTTs in their everyday lives?
2. What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours for themselves and for others?
3. What shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?

Throughout the project, it became clear that the research objectives needed to be adjusted based on contextual circumstances. For example, the CARE TEAL intervention, which was initially planned to target Thai and Hmong ethnic minorities farming communities, focused on Thai farming households only. As such, our research reflected this change to focus on Thai women and men who had participated in the gender dialogues.

Another change in the objectives was that the TEAL roll-out of the producer groups, village savings and loans associations (VSLAs)⁴, and the gender dialogues was delayed by the Covid-19 pandemic, which meant that the research question into shifts in power relations between Thai ethnic minority women and value chain actors could not be addressed. Nonetheless, this remains a very important question for research and now that a cohort of Thai women and men have completed all the TEAL gender dialogues, it is timely to gain further understanding about how the targeting of gendered social norms at the household level (the producer end of the value chain), impacts along the value chain in terms of how well supported Thai women are to engage at different points along the value chain.

Probably the most significant shift in the research objectives in light of the Covid-19 pandemic was the emphasis placed on the capacity building objective to build gender analysis capacities of junior social science researchers. As explained under Methodology, inadequacies in the capabilities of the initial group of trained research assistants (RAs) also necessitated changes in our subsequent recruitment strategies.

⁴ A Village Savings and Loan Association (VSLA) is a group of people who meet regularly to save together and take small loans from those savings. The activities of the group run in cycles of one year, after which the accumulated savings and the loan profits are distributed back to the members.

5 Methodology

As the research is tied to the CARE TEAL programme, the research took place where the TEAL intervention was located: Son La and Dien Bien provinces in the northern uplands of Vietnam.

To uncover empowerment as a process resulting from the TEAL intervention, it was important to

- a) take time and care to engage ethnic minority communities in all aspects of the research (the design, implementation, and analysis)
- b) use qualitative, participatory methods that delve into change over time, such as Most Significant Change, Photovoice, Critical Moments, etc. because they provide rich information about how individuals perceive their lives to be affected by an intervention
- c) as far as possible, train Thai, junior graduate, social science researchers and TEAL participant women in feminist research methods.

It takes time for ethnic minority women to feel comfortable talking with researchers (particularly given the language barriers of Thai, Kinh, and English) and to have meaningful participation throughout the process.

CVN and its locally based provincial partners (CCD and SLWU) sensitised the ethnic minority communities, particularly the women, about the prospective research and its feminist participatory action research (FPAR) approach. It was intended that sensitisation would be done via the TEAL VSLAs and Producer Groups, but as there were delays in their implementation, the sensitisation happened via the local implementing partners CCD and SLWU instead. In line with an FPAR approach, CVN and partners talked with TEAL participants about the opportunities to engage as co-researchers in the research project. Given photovoice had been used successfully in previous CVN projects and the high use of mobile phones with cameras in the communes, this proved the preferred method of the co-researchers.

5.1 Trainings

In terms of our capacity building objective, we aimed to recruit ethnic minority (EM), junior, social science researchers to build research capacity within EM communities to undertake feminist research. CVN advised that it would be acceptable to recruit some Kinh RAs because many EM people speak Vietnamese, but our priority always remained to recruit EM researchers in the first instance.

In partnership with Thai Nguyen University's Agriculture and Forestry Research and Development Centre and Tay Bac University, 14 junior graduates were shortlisted for a two-day intensive CARE-conducted gender training workshop in Hanoi in mid-March 2019. From this training, CVN provided feedback on the ten strongest candidates to join the GTAR project.

In the first field trip the 10 RAs were Thai, Hmong, and Kinh women and men (seven were ethnic minority researchers), none with English language skills.⁵ Recruiting social scientists of Thai ethnicity was an important aspect of an FPAR approach for this SRA, allowing us to reflect on how our norms and biases as researchers from a developed country and as development workers from the majority ethnic group (Kinh) might impact the way we ask questions, interact with local researchers, or interpret the meaning of data. Some examples of how this helped us design our participatory methods were the role plays that we used in the first field work. These were drafted and workshopped with the RAs during the training to ensure cultural appropriateness for the ethnic minority context. Another example was the sense-making workshops we held post fieldwork with the RAs, and with the co-researchers as part of the Photovoice field work.

The final research team travelled to Son La city from Hanoi or Son La province in mid-April 2019. The team included the two Murdoch researchers, four CARE staff, ten RAs and two translators, one being an English Language lecturer at Tay Bac University.

A four-day training workshop by the Murdoch team (Rochelle Spencer, Jane Hutchison, and Josie Huxtable) was undertaken in Son La focusing on the Pro-WEAI and qualitative participatory research methods. It was attended by representatives from the Provincial People's Committee (PPC) and two Tay Bac University researchers from Law.

A one-day pilot was conducted on 18th April with the qualitative team piloting the research instruments in Cang Mường village, Mường Chanh commune and the Pro-WEAI team piloting the survey in Hạm village, Chieng Chung commune of Mai

⁵ Only after the RAs were recruited were the Murdoch researchers made aware that the TEAL project was to no longer include Hmong communities.

Son district, Son La province. The final day of training involved reflecting on the learnings from the pilot and troubleshooting.

The Pro-WEAI training focused on:

- familiarising the RAs with the format and questions in the Pro-WEAI
- contextualising the questions for the ethnic minority context in northern Vietnam
- translation of key terms, and
- role playing the survey interviews

The qualitative research training in the first field trip focused on (see Appendix 1 – training slides; and Appendix 2 – GTAR Training Notes):

- informed consent and ethics in the research process
- the role of facilitation in participatory Focus Group Discussions
- critical role of accurate note taking
- Feminist Participatory Action Research (FPAR) and the introduction to three participatory techniques:
 - Paulo Friere’s sequencing method using role play scenarios (role-play exercises promote joint learning and “ah-ha” moments that stem from seeing a problem from a new perspective)
 - Storyboarding
 - Most Significant Change using Wheel Spokes method.

After the initial fieldwork and once the first RA’s field notes were translated, it became clear that the RAs we had recruited had not been up to the task. As recent undergraduates, they RAs required more ongoing training beyond the intensive one-week training we provided. The importance of Thai language skills was underlined, however, some of the Thai RAs were not as proficient as the task required.

For the second fieldtrip in April/May 2021, twelve co-researchers (Thai, female, coffee farmers) were introduced to gender analysis and co-operative inquiry as a precursor to feminist participatory action research (FPAR). The fieldwork re-engaged with the co-researchers to facilitate them to diagnose a gender-related issue in their commune or household and choosing the photovoice method to explore what aspects of the gender dialogues are bringing change for them. The co-researchers who were trained in the photovoice method (see Appendix 3 for training manual; Appendix 4 online training slides) and provided with a guidance cheat sheet to use in the field (see Appendix 5). Each received a certificate (see Appendix 6).

The third field trip in October/November 2021 we ensured that we recruited a team of RAs whose Thai language skills were strong. We engaged five new Thai EM RAs and one senior research assistant who is Kinh but who has worked extensively with EM communities and is completing her doctoral studies at the University of Wageningen, Netherlands. In particular, we ensured that the new EM Thai RAs were fluent in Thai language as previously some of our Thai RAs actually hadn’t been using Thai language and struggled in the field. In October 2021, the Murdoch team conducted online technical training⁶ with the five RAs (two for qualitative data collection and 3 for Pro-WEAI data collection) and the senior research assistant.

5.2 Methods

Qualitative, participatory methods were implemented to:

- establish how change takes place via the gender transformation tools used in the TEAL intervention
- understand why change happens (or does not happen) from the perspectives of TEAL beneficiaries
- research how people understand and describe change
- identify unintended changes or impacts.

⁶ Due to Murdoch University’s Covid-19-linked travel restrictions at the time, the Murdoch team contributed remotely to the planning, trainings and sense-making workshop.

5.2.1 Pro-WEAI

One methodology we implemented to analyse processes of gender transformation was the project-level women's empowerment in agriculture index (pro-WEAI)—a survey-based index developed by USAID's Feed the Future, the International Food Policy Research Institute, and the Oxford Poverty and Human Development Initiative. For this project, we adapted the survey tool for the Thai ethnic minority context (see Appendices 7 and 8 for the adapted version and the summary of the changes made to the tool).

This survey instrument is composed of 12 indicators of women's empowerment in agriculture: autonomy in income, self-efficacy, attitudes to domestic violence, respect among household members, visiting important locations, work balance, access to and decisions on financial services, control over use of income, ownership of land and other assets, input into productive decisions, group membership, and membership in influential groups. These indicators are organised into three domains: Intrinsic agency (power within), instrumental agency (power to), and collective agency (power with).

Accordingly, the pro-WEAI, was utilised by the research team to identify key areas of empowerment for men and women and to support monitoring of TEAL project outcomes related to empowerment. Murdoch and CARE engaged 20 households with project level WEAI in Dien Bien and Son La provinces to measure change in empowerment occurring within a two-to-five-year project cycle (see Appendix 9 – pro-WEAI sampling guidance note). Household data was collected from identified female and male primary decision makers within a household. Data was collected twice over the course of the project, once in April 2019 (Round 1) and once more in November 2021 (Round 2). We provided a 'cheat sheet' (guidance note for what to do each evening post field work – Appendix 10) for the senior research assistant and junior research assistants conducting the pro-WEAI survey.

There were three data collection tools: a quantitative household survey made up of 11 modules and conducted with the primary female adult and primary male adult of the same household, qualitative interview questions with the primary female consisting of five to seven questions for each of the 11 modules (Appendix 11). And the third tool involved the research assistants taking photographs to bring the household profiles to life. Photographs provided supplementary evidence and thus instructions to the research assistants were to ensure they took photos of relevance such as portrait of the woman and her small-business activities such as small shop front, coffee cherries growing, raking cherries, rice field etc.

Data was submitted in ODK to TANGO⁷ for quantitative analysis of the pro-WEAI results. Prior to analysis of the data, TANGO adjusted the pro-WEAI index to produce scores at the individual and household level.



⁷ TANGO International is an international development consultancy that specialises in analysis of WEAI datasets.

5.2.2 Participatory Gendered Focus Group Discussions

Four female and four male focus group discussions (FGDs) were held in four villages and two communes in each province (Son La and Dien Bien) in April 2019 and again in October/November 2021. Most FGDs had 8 participants, sometimes more, but on average 256 people participated in the FGDs across the two field trips in 2019 and 2021.

We prepared Guidance Notes for the research assistants and had them translated into Vietnamese (See Appendix 12, 13, and 14). Research assistants were also provided with fieldnote templates to assist their data collection (Appendix 15).

Activities in the gendered FGDs were structured to assist participants to recall the gender dialogues, to rank them and then to talk about their impacts. We would start with an ice-breaker warm-up activity between the researchers and participants. The FGDs were participatory in nature and included activities such as role-plays followed by discussions of the gender social norms; storyboards; and/or participatory ranking activities.

Ranking activities using coloured dots

Middle image from top to bottom: VSLA; gender balance tree; 24-hour clock; collaboration games; talking footsteps



Role Plays

During the training session with the research assistants, we provided them with a list of scenarios to choose from and collectively design four role plays that were culturally appropriate representations of gendered social norms in Thai rural communities. Participants in the FGDs would volunteer to role play each scenario, then the facilitator would ask a series of questions to prompt discussion:

- what's happening in this situation? What can you see?
- why do you think it is like that? What are the causes?
- how does the scenario compare with your own situation? How do you feel about that?
- do you expect any changes?

Storyboards

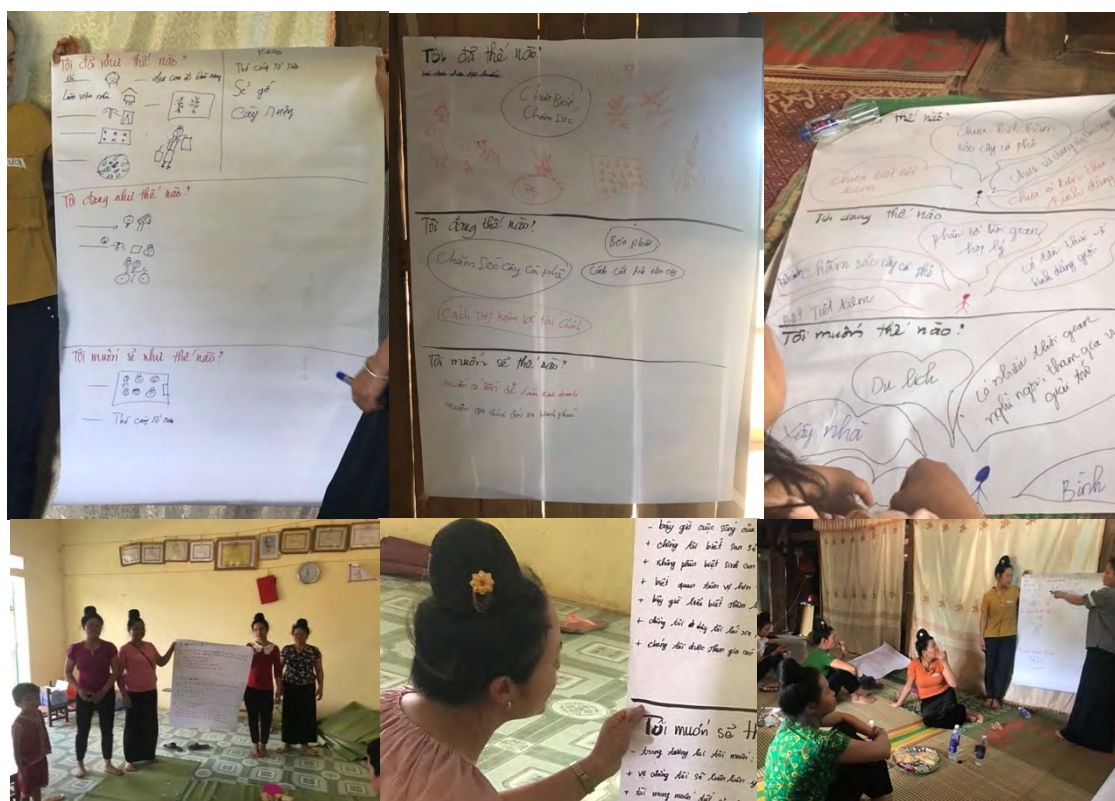
During the participatory focus groups, we used storyboarding—a participatory method—as a creative way to elicit subjective experiences. It can create a less threatening and more engaging atmosphere for the participants and enable them to reflect more deeply on personal experiences and so provide richer accounts than would be achieved via other methods, providing an experience that participants often enjoy. Storyboards serve as a vehicle to talk about their experiences with the TEAL project and how change happens in gender relations but also to elicit their aspirations for the future, drawing on tools used in the gender dialogues for visioning, analysis, and change planning within households.

This method involved inviting participants to work on large paper sheets divided into three equal sections. The first section represented their attitudes and experiences before the TEAL project (in the past); the second section where they are at the

point the research takes place and section three where they hope to be in the future. For example, we might ask them to consider three positions in terms of gender relations:

- Where I was? (Reflecting on the past – before the TEAL project, or in my grandparent's time)
- Where I am now? (Reflecting on the present – since the TEAL project, or for me)
- Where I want to be? (Aspirations for the future, or for my grandchildren)

Once everyone was finished, we invited them to talk through their storyboards with the rest of the group. We elicited details about the participants' experiences using gentle probing and prompting. Open-ended questions such as 'Can you tell us more about that?' to encourage them to articulate their experiences and opinions. The storyboards served as a vehicle to talk about their experiences with the gender dialogues and how change happens in gender relations.



5.2.3 Feminist Participatory Action Research (FPAR)

Six female TEAL beneficiaries in each province voluntarily participated in the GTAR project as co-researchers to use a participatory method of their choice to explore and discuss their experiences of how and why gender relations change (or not).

In the first field trip, to build awareness of the research project and to build relationships between the researchers and the twelve co-researchers, we undertook the activity of the co-researchers' choice to explore change in gender relations. The two methods they chose were role plays (Son La province) and most significant change using the wheel spokes activity (Dien Bien province).

Qualitative methodologies within a feminist participatory action research (FPAR) approach were used for:

- conducting participatory activities to identify the catalysts of change from the perspectives of beneficiaries
- establishing how the change takes place (via the gender transformation tools used in the gender dialogues)
- understanding why change happens (or does not happen) from the perspectives of beneficiaries
- researching how women understand and describe that change
- identifying unintended changes or impacts

Photovoice

In the second field trip, it was suggested to the co-researchers that they could use the participatory method photovoice to explore a gender equality issue of their choice. They liked this idea and agreed to use it. Giving the co-researchers the choice to choose the participatory method they use is in line with the FPAR approach.

During the photovoice process, co-researchers were trained in a photovoice process gaining skills to understand and to document gender relations at the household level and how these relate to systems of power, and how they (the women) can be part of challenging these systems of patriarchy and power. The gender dialogues equipped women and men with all sorts of methods to understand and to document their experiences of gender inequality. While the FGDs helped participants and researchers to identify which of the tools used in the gender dialogues TEAL beneficiaries considered were key catalysts in bringing about specific changes in gender attitudes and behaviours for themselves and for others (a key research question of the research), the photovoice method was used with a small group of co-researchers (self-selected community-based women researchers who were TEAL beneficiaries) as a Feminist Participatory Action Research project (FPAR). The aim of introducing Thai women to FPAR was to build capacity of ethnic minority women to conduct gender analysis within their own communities.

Due to the Covid-19 pandemic, the research team faced numerous and ongoing travelling constraints. Covid-19 meant the Murdoch team took a backseat and played a supporting role online. This had very positive outcomes in terms of allowing the Thai RAs to step up and lead the fieldwork with the co-researchers. Because the Murdoch team could not travel to Vietnam to deliver the FPAR training or assist with field work, we developed a very detailed photovoice training manual (see Appendix 3) that was translated to train Thai research assistants (RAs) who would subsequently train the Thai co-researchers in a Train-the-Trainer fashion. We delivered a hybrid training with the



Thai RAs whereby CVN staff were face-to-face and Murdoch staff were available online to debrief at the end of each day, and to participate in the sense-making workshop at the end of the field work. The photovoice method aimed to capture most significant change of TEAL beneficiaries since participating in the gender dialogues. The RAs provided support and guidance for the local co-researchers in their villages as they engaged in each step of the photovoice process. This involved the RAs visiting the villages of the co-researchers to facilitate them to diagnose/identify a gender-related issue (or issues) in their household and take photos that represent the changes. They also took photos that articulated their future aspirations connecting these to their participation in the coffee training and gender dialogues.

Afterwards, the co-researchers gathered with the RAs and CVN team to analyse their photos, select the key images to be used and write narratives to support their gender equality topics. This aspect of their photovoice projects entailed analysing their topic and how change has, or still needs to, happen. The co-researchers were supported by the RAs to develop their photovoice projects into PowerPoint presentations that they delivered to the whole group. At the end each co-researcher was presented with a certificate of participation. This was an important acknowledgement of not just their participation but also that they had significantly contributed to the co-research process of the “Analysing Gender Transformative Approaches to Agricultural Development with Thai Ethnic Minority Communities in Vietnam” project. This is a feminist approach to recognising the participating women’s time and intellectual



contribution to knowledge as well as providing them with a tangible certificate that confirms they have experience and skills in photovoice gender research.

5.2.4 Sense-making workshops

The field teams reconvened post fieldwork to reflect on 1) the research processes involved in the pro-WEAI, participatory FGDs, and FPAR activities, 2) reviewed data, and 3) discussed the emerging themes and anomalies. This sense-making workshop highlighted processes that needed improving and/or streamlining and revealed similarities and differences in the emerging findings between the two provinces. See Appendix 16 for sense-making workshop slides to understand process.

During the sense-making process, research assistants explained that the participatory methods were well suited to making participants feel quite comfortable. Day explained “the methods for getting information from the participants, the way we work with them, it was not about questioning but facilitating, so people felt comfortable and enjoyed participating in our activities”.

Even so, the researchers identified a key issue was ‘language barrier and self-confidence’, particularly for older Thai women (described by the researchers as over 40). RAs noticed that the women felt more confident when they could use Thai. For example, one RA explained “at first many respondents were a bit awkward or shy but when I spoke Thai to them, they were more relaxed and comfortable. Especially, women who are 40 plus years old, they struggled with Vietnamese language”.



6 Achievements against activities and outputs/milestones

Objective 1: Measure initial changes in ethnic minority women's empowerment in the Arabica coffee value chain, using the project-level Women's Empowerment in Agriculture Index (pro-WEAI), adapted to the northern uplands context.

no.	activity	outputs/outcomes	completion date	comments
1.1	Modified tool for the ethnic minority context	Output - guidance note outlining changes to the pro-WEAI (Appendix 8) Output - revised pro-WEAI instrument (Appendix 7)	2019	
1.2	Added qualitative questions to modules	Output - refined qualitative questions appropriate to ethnic minority context	2019	Tested qualitative questions with local research assistants and adjusted as necessary
1.3	Trainings and pilot of research instrument	Outcome - research assistants and some partner organisations can implement pro-WEAI	2019	
1.4	Prepared a sampling guidance	Output - a sampling guidance note for the use of the pro-WEAI (Appendix 9)	2019	Given that the same households were to be interviewed twice over the life of the project, communes and households were selectively sampled to ensure that the cohort is 1) representative of project participants and 2) representative of the relevant project activities.
1.5	Designed template for qualitative data entry	Output - qualitative data entry template (Appendix 15)	2019	
1.6	Quantitative data analysis	Outcome - adjusted the pro-WEAI index to produce scores at the individual and household level Output: Pro-WEAI report (Appendix 17)	2022	Data was submitted in ODK for quantitative analysis of the pro-WEAI results

PC = partner country, A = Australia

Objective 2: Employing a Feminist Participatory Action Research (FPAR) approach, provide an evidence-base for CARE's gender transformative approach in agriculture, from the perspectives of TEAL participants.

no.	activity	outputs/outcomes	completion date	comments
2.1	Feminist Participatory Action Research through photovoice training	Outcome 1 – through a photovoice process, co-researchers gained skills to understand and to document gender relations at the household level and how these relate to systems of power, and how they (the women) can be part of challenging these systems of patriarchy and power. Outcome 2 - women are engaging in advocacy in their communities with family, neighbours through sharing of information about gender equality.	2021	Community researchers used new methods including PowerPoint to understand and to document their experiences of gender inequality.
2.2	Prepared guidance for FPAR	Output - guidance note outlining step by step instructions for participatory activities that co-researchers can choose to use to explore gender relations topics	2019	
2.3	Sense-making	Output - The co-researchers each created PowerPoint presentations with the help of the research assistants.	2021	Using PowerPoint to create the presentations was a new skillset for the co-researchers.

PC = partner country, A = Australia

Objective 3: Build gender analysis capacities of in-country partners and junior, social science researchers to advance Thai ethnic minority women's empowerment.

no.	activity	Outputs/outcomes	completion date	comments
3.1	Pro-WEAI	Quantitative survey interview skills (see Appendix 18 for training materials)	2019, 2021	The pro-WEAI survey is a complicated instrument to implement and requires considerable training and practice to ensure that the tool is being implemented accurately.

3.2	Gender analysis training	<p>Outcome 1 - junior social science researchers introduced to CVN gender trainings</p> <p>Outcome 2 - junior social science researchers introduced to key concepts of feminist and participatory research methods including a range of participatory tools</p> <p>Output 1 - training slides FPAR and qualitative research (Appendix 1)</p> <p>Output 2 - guidance notes for FPAR and FGDs (Appendix 12-14)</p>	2019, 2021	<p>There were some challenges. The imperative for Thai-speaking research assistants was clear after the first field trip because many Thai participants were not comfortable or able to speak Vietnamese, particularly respondents over the age of 40 and women. Consequently, the seven Kinh and H'mong RAs were not recruited for the next rounds of fieldwork. This had implications for the research budget in that we needed to recruit and train a new cohort of Thai RAs.</p> <p>A related challenge was that we were not able to recruit English speaking RAs which also resulted in additional costs for translation of fieldnotes into English.</p> <p>The training and fieldwork experience of these RAs made them eligible for future research and MEL opportunities with CVN. And following the first field trip some were recruited by DFAT's GREAT program.</p>
3.3	FPAR and Photovoice	<p>Output - Thai ethnic minority community researchers developed photovoice projects on key gender relations topics of their choice that document the change process they have witnessed since participating in the Gender Dialogues and/or would like to see.</p> <p>Outcome - The photovoice process gave community researchers skills to identify issues, take realistic and symbolic photos to represent issues and change, analyse experiences and areas of change.</p>	2019, 2021	<p>Thai EM community researchers expressed anxiety and excitement about learning new skills but worked closely with the RAs to create their projects using PowerPoint to create presentations.</p>
3.4	Daily research team debriefs	<p>Outcome - improved field work as issues were collectively addressed and resolved</p>	2019, 2021	<p>The Murdoch and CVN team debriefed with the research assistants each afternoon to troubleshoot issues and answer questions during the fieldwork. This daily touch point with RA regarding field issues and emerging themes</p>

3.5	Sense-making workshops	Output – sense-making training slides Outcome - collective data validation with local research teams through participatory processes	2019 and 2022	<p>After each fieldwork (pro-WEAI, participatory focus group discussions, photovoice) we undertook collective sense-making workshops using participatory processes to validate the data and ensure we captured different perspectives and insights from the researchers.</p> <p>The sense-making process was invaluable for working through the data with local research assistants rather than collecting the data and taking it away to analyse separately. It acts not only as a validating mechanism but also as tool for decolonising the research process because it emphasises the importance of local interpretations of the data.</p>
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PC = partner country, A = Australia

Objective 4: Leverage CARE's existing involvement with ACIAR projects in order to share knowledge about research outcomes and include project staff in the pro-WEAI trainings.

no.	activity	outputs/milestones	completion date	comments
4.1	NA	NA	NA	Covid-19 resulted in ongoing delays in field work, thus the project team did not focus on this objective. It was devised with the intention to meet with the researchers in the gender network formed in a previous ACIAR project. We would be willing to convene one or two regional knowledge sharing workshops – see our recommendation section.

PC = partner country, A = Australia

Objective 5: Lay foundations for longitudinal research into how advances in women's empowerment (as indicated through the pro-WEAI) have demonstrable positive effects on rural livelihoods and agricultural productivity.

no.	activity	outputs/outcomes	completion date	comments
5.1	Inclusion of qualitative questions into the pro-WEAI	Outcome - the qualitative information provides supporting evidence as to <i>how</i> TEAL gender dialogues influenced changes in gender relations	2019	This qualitative information helps us better understand individual pro-WEAI scores and changes in the household between 2019 and 2021 and clarifies the specific extent to which each individual is empowered or disempowered.

5.2	TANGO International adapted the pro-WEAI to the northern upland, ethnic minority context; data analysis; final report	Output - adapted pro-WEAI instrument to the ethnic Thai context for research team to implement Outcome - two rounds of the adapted survey-based index implemented in 2019 and 2021 by research team Output - final report on pro-WEAI empowerment results	2019 and 2022	The purpose of employing the pro-WEAI was partly to support a foundation for longitudinal research informing programme teams and participants about the positive correlation between increased women's empowerment and improved rural livelihoods and agricultural productivity.
5.3	Three conference papers to disseminate research findings that demonstrate the need for longitudinal research into GTAs for improving women's empowerment in rural livelihoods	<ul style="list-style-type: none"> • Australian Pacific Extension Network Supporting GTAs in Agricultural Extension • Development Studies Association Australia Reflections on GTAs and feminist participatory action research in agricultural development in Northern Vietnam • Development Studies Association UK GTAs to rural development in the Anthropocene • Gender and Development (GAD): A 21st Century Renewal in Australia and the Pacific – ANU 	February 2022 June 2022 June 2023 July 2023	Appendix 19 conference abstracts & slides
5.4	Publication Outputs – research published highlighting need for longitudinal research	<ul style="list-style-type: none"> • Gender and Development (GAD): A 21st Century Renewal in Australia and the Pacific This writing collaboration draws together scholars from Australia and the Pacific working on GAD. The book will focus on documenting how GAD can be revitalised for the 21st Century from the perspective of Australia and the Pacific. It will draw on experiences of 'international' development programming. Our contribution will highlight our experiences of GTAs in rural development and to share our ideas as to how GAD may be transformed for this current era. • Journal article for Development in Practice or Gender and Development 	July 2023 July 2024	The data points to the lengthiness of time to bring about changes in attitudes and behaviours regarding gender relations and the entrenched stereotypes that underpin them in ethnic minority communities. Longitudinal research would provide a greater evidence base.

PC = partner country, A = Australia

7 Key results and discussion

What follows are the key findings for each of the methods we implemented: qualitative research questions within the pro-WEAI, gendered focus group discussions (FGDs), photovoice and feminist participatory action research. The data arising from these methods provide insights about how Thai women and men interpret and experience the gender transformative tools in their everyday lives. We triangulated the findings and discuss the elements of the gender transformative approaches that were key catalysts in bringing about specific changes in gender attitudes and behaviours.

7.1 Project-Level Women's Empowerment in Agriculture Index (Pro-WEAI)⁸

The results of the pro-WEAI survey showed broad improvement in empowerment for women in both provinces. In Dien Bien province, broad improvements occurred in men's empowerment too (referred to as 3DE scores). In Son La province, neither women nor men showed significant increases in individual empowerment between the two rounds, however, higher pro-WEAI scores were comparatively gained through reaching gender parity within the household. A large constraint for all household heads, especially for women, lies in their intrinsic domains. Men in both provinces have greater constraints in their instrumental and collective domains compared to women.

The tool's mixed methods approach proved less useful for answering our research questions into how and why gender transformation occurs as they are for ascertaining the different spheres that are empowering for women and men. A review of the qualitative data, which supplements the pro-WEAI modules provided additional analysis and reasoning as to why changes occurred.

7.2 Pro-WEAI Qualitative Findings

This section describes the qualitative results from the open-ended questions that we designed for each module of the pro-WEAI to delve more deeply into women participants' answers to the structured questions in the survey index (see Appendix 20).⁹ The interviews were conducted 31 months apart to discern any change over the duration of the TEAL intervention.¹⁰

7.2.1 Instrumental agency (power to)

The results indicate changes in women's input into and influence on household productive decision-making. In both rounds, either husbands were considered to make coffee farming decisions alone or, following discussion with their wife, they made the final decision. In 2019, most of the women interviewed indicated they were happy with that process of household decision-making on farming production and *"do not want to change"*. By contrast, in 2021, most of the women in both provinces indicated their wish to change the process of decision-making. Moreover, they were more likely to state they proactively provided inputs in family discussions and felt their inputs were not only listened to, but also valued: *"My husband and my son respect my ideas and ask me for advice. I have influence over our family decisions"* (W, SL).

In most of the participating Thai households, the woman is the main money holder: *"I keep money, my husband only keeps some pennies in his pocket, if he needs to buy something big, he asks me"* (W, SL). In 2019, some women perceived that, if the husband earns more money, he naturally should be the household decision maker. This fact contributed to women's disempowerment in 2019.

When my husband earns more money, it's his right to decide; I have to completely follow his decision and have limited right to make my own decisions. (W, DB)

In 2021, this perception was less widely held and even changed among those who held such views in 2019.

⁸ The full pro-WEAI report is provided in Appendix 17.

⁹ These questions were asked with women participants only.

¹⁰ April 2019 (6 months after the project started) and November 2021 (6 months before the project ended).

The community used to believe that all house chores were for women, while men's role was to source income and provide everything for the family. Now a woman can go out to earn income while a man does house chores. (W, DB)

However, the decision-making process for household expenditure changed less. While women usually make decisions over minor expenses, including daily expenditures and education for children, major expenses (purchasing and selling of furniture, agricultural machinery, motorbikes, etc.) are discussed together within the family before the husband makes the final decision. Whilst this did not change across the two survey rounds, in 2021 women widely stated they thought their influence had increased.

Unlike before, now I have more influence as my husband seeks my ideas before making a decision. He respects me: if he wants to buy something, but I disagree, then the purchase will not go ahead. (W, DB)

Overall, women's more proactive participation in household decision-making probably contributed to their empowerment in 2021.

In terms of access to productive capital and financial services, almost all participating households had had a loan in the last two years. This was used to purchase agricultural inputs (fertiliser, seed varieties, pesticides, etc), buy a vehicle or build a house. Women highlighted that they did not face any challenges in loan repayments, however some mentioned their repayment plan could be challenging when coffee prices are low, or when they fall sick. There was no difference in the purposes of loans between 2019 and 2021. Similarly, the decision-making processes regarding to loans was not changed between the two survey rounds: in both women stated that they and their husband discuss and decide together whether to take out a loan or not, as well as the repayments plan.

Savings were more popular among respondents in 2021. In 2019, few women discussed their savings, which they usually keep in their own home. By 2021, most women had joined a VSLA. In that year, many highlighted how important the financial literacy training under TEAL project was in helping them better financially plan for their family and themselves. They also appreciated the VSLA is a safe place for them to save money and borrow small sums of money quickly to support an emergency. The flexible access to productive resources enhanced women's instrumental agency, contributing to their empowerment in 2021.

In terms of time allocation and work balance, the results highlight that, as a woman farmer, Thai women bear a 'double burden'; working much longer days than their husband as they are responsible for both housework and coffee cultivation. In 2019, women stated their husband shared household tasks (e.g., cooking, cleaning, collecting water and firewood), nevertheless, they were still doing most of the domestic work and her "husband only helps me when I am not home or I am sick". In 2021, fewer women complained about their husband and domestic work; men tended to share more household chores with their wife, but she was still the key decision maker. The following illustrates the changes for one woman in Dien Bien:

My husband often says housework belongs to women, so he does not do anything. I make decisions myself on the order of things to do. (W, DB 2019)

I am the key person to decide, however, when my husband is home, either he or I will take do the household tasks. (W, DB 2021)

This change over time contributed to women's empowerment in 2021.

Social norms are identified reinforcing gender inequality in unpaid care workload. Overall, women were less likely to accept traditional gender norms regarding household work whereas the same social norms continue to influence the men's attitudes housework.

Although the image of men doing housework remained contentious 2021, there were some changes between 2019 and 2021. In 2019, many women stated that people (men and women) in their community perceive that a man doing household tasks is "afraid of his wife" or "under his wife's spell" because it is considered that "household chores belong to girls/women, it's wrong for boys/men to do them and people think he is 'wife-whipped' (bám vầy vợ) if he does them" (W, DB). However, in 2021 this perception is a bit different: women remarked that people were more likely to accept that image as a role model, who other men in the community can learn from. Moreover, as indicated above, many women considered their husbands were becoming more involved in unpaid care work, giving their wife more time to rest. This helped women reach gender parity in their households in 2021. Nevertheless, a number of women, especially in Son La, repeated again the same social norms:

*When women look at a man who helps with household chores she thinks – there is a man who loves his wife!
When a man looks at a man who helps with household chores he thinks – there is a man who is under the control of his wife. (W, SL)*

If a man helps his wife there will be vicious tongues saying: ‘if you do that you will spoil your wife, aren’t you ashamed that your wife bullies you?’. (W, SL)

Notably, in the area of instrumental agency, some women attributed positive change in their community regarding gender roles and responsibilities to the gender dialogues:

I and my husband attended a lot of training sessions together. We discussed men’s roles and women’s roles and gender equality, and thanks to that, my husband now respects my opinions and shares the housework with me more than previously. (W, SL)

By participating in the CARE project, my awareness about gender equality was raised. I would not know that women should have our own voice if I had not attended the training. My husband shares the work with me after he joined the gender equality discussions. (W, SL)

My husband and I attended the gender equality discussions together. My husband has changed a lot in comparison to before the project. (W, DB)

Physical mobility is another indicator of women’s autonomy and instrumental agency, as it allows women to visit relatives, the market, health facilities or public meetings without restrictions. The results show that while most women interviewed decide themselves about their travels and movement, there are still some women who mentioned that their husband or in-laws set the rules where the woman can go. This was stated more often in 2019. For instance, some women were required to seek permission from their husband or in-laws when wanting to visit family, the health clinic, attend a community meeting or a training session. Or in other cases, husbands would only permit this if the woman was accompanied by other relatives.

My husband and parents-in-law set such rules. They don’t want me to visit my own parents or stay overnight in my parent’s house. (W, SL)

My husband sets the rules. When I want to go out, I have to ask permission from him. For example, to go to market, to visit friends or visit family. (W, DB)

My husband decides whether I can travel. If there is not someone to go with me, he will object. (W, SL)

In 2021, more women enjoyed their freedom of movement and did not need permission to attend group meetings or visit the local village market, or their relatives and friends. However, some wished they could move more freely outside the village and have more opportunities to visit commune or district centres, but this requires their husband’s agreement. Caring for children, poor mountain road conditions and or an inability to ride a motorbike are other factors associated with women’s limited movement in the project areas.

Previously I could not ride the motorbike so I could not go out. Now I can ride a motorbike I can go anywhere and that means I can see and know many things. Before I did not go anywhere and so listened to what my husband said ... now I am more mature and we have to discuss things. (W, SL)

Again, social norms are again mentioned as playing a key role.

If a woman does not follow the rules set by her husband and parents-in-law, men will think she lacks virtue and will disrespect such a woman. (W, DB)

Nevertheless, in 2021, many women believed that things are gradually changing: women are gaining more freedom and, again, this has flow-on affects.

since joining the CARE project, I feel that my husband understands me more, better understands my work, so my travel also increases. The more I travel, the more I know, the more I am respected by my husband. (W, SL)

The data from the qualitative questions reveals that instrumental agency as a domain of women’s empowerment has improved and contributed to Thai women’s empowerment in 2021. First, women are more proactive in providing inputs in household decision-making on production and expenditure; second, they have gender parity in access and control over financial services for household economic development; third, men engage more in domestic work and this creates an improved work balance for women; and finally, women have more freedom of movement and travel.

7.2.2 Collective agency (power with)

Collective agency, including group membership and membership of influential groups, is a domain of empowerment where, in 2021, many interviewed women felt empowered. Women said they valued being part of their VSLA group and believe this has been influential in raising the status of women in the village by placing more value upon their work and their contributions to the household. Being part of a VSLA has meant more opportunities for women. Aside from having a safe place to save money and borrow small sums of money quickly, women expressed having enjoyed the social aspect of meeting with other women and learning about different farming methods, which women can now speak more confidently about with their husband.

Joining the VSLA, I see that I can access information easier, travel more frequently, can alone decide on buying things I like. Since participating in the group, I have many opportunities to learn from others' experience in production as well as family stuff. I see that I am pretty self-confident in communicating and speak up more than previously. (W, SL)

[There are] opportunities to gain much more experience. For example, we can share our experiences about farming, livestock, childcare, parents, etc. Transport is also a resource. The project takes us to Hanoi, Son La, and Dak Lak and provides us with training about gender, gender equality, coffee growing (a VSLA leader from Dien Bien).

From the women's perspective, the VSLA is the most valued group for women in their community. They did mention some other groups such as the Women's Union, nutrition groups, elderly groups, farmer associations, etc that women can join but "I do not like these because I cannot see anything useful in them" and "I am uncomfortable to speak out in those groups". In a VSLA, women said they feel more comfortable speaking up about their family, farming activities, and gender equality with others because these groups are less formal, and they can speak in their local language.

I am not comfortable to speak in front of many people as I cannot speak Vietnamese and had to stand up seriously. I get a red face but in VSLA we can speak easily in Thai, make fun and joke. Just sit and talk - that makes me more comfortable. (W, DB)

VSLA is valued, not just as a useful financial access platform for women, but also as a local social group that promotes the collective agency of women and contributes to Thai women's empowerment.

7.2.3 Intrinsic agency (power within)

Self-efficacy—an indicator of women's intrinsic agency—incurs a big change in women's perceptions of the image of an admired woman between 2019 and 2021. The survey asked the women "what type of women are admired in your community?" In 2019, an admired woman was more likely to be associated with four virtues: good women work, beautiful appearance, polite speech, and polite behaviour—all reflecting traditional norms about women in Vietnamese society.¹¹

Women who are good women can take good care of children and old parents, are good at housework, and can communicate well. A woman who is able to do all women's tasks and is good then she is considered a good woman. (W, DB)

She should have four virtues: good at women's work, beautiful appearance, polite speech, and polite behaviour. These are all always required in a woman. (M, SL)

However, in 2021, the women's characterisation of an admired woman changed to one with self-esteem and knowledge, who is involved in income generation activities to improve the household economy and engaged in social activities in the community, but while still taking good care of their family and children and managing their housework well. This reflected changes in the women's perceptions of themselves of women in general and themselves but could also signal an increased burden for women in their dual roles.

Women with these capacities and characteristics are admired in the community. They are those who have good communication skills, have a voice in family discussions, have knowledge of cultivation, know how to do business, love their families, know how to take care of their family. (W, SL)

¹¹ The Three Obediences and Four Virtues is a set of moral principles and social code of behaviour for single and married women in East Asian Confucianism, originating from Ancient and Imperial China. It has strongly influenced Vietnamese society. The Vietnamese Women's Union has had several campaigns that reinforce this norm, which raised many debates among social activists working in gender equality and social development in Vietnam.

They are confident, capable women. They have their voice and make decisions in their lives. They are gentle and clever women; they use more advanced technology and have broad knowledge. Women to be admired have self-esteem, are honest and capable, dare to think and to act, can do what they think. They have influence in the community. (W, DB)

The type of women who are graceful, virtuous, have good communication skills, are skilful and resourceful and respected by their husband. A woman is considered good if she is a woman of the family, has a voice in the family, can take good care of her children, helps others in her community, can make decisions alone, have a stronger voice in their family, and community as well. (W, SL)

Nevertheless, some women remarked there are in fact not many such admired women around, given the persistence of traditional social norms: “such a woman is said to be too shrewd and overpowering her husband” (W, DB)

Women perceived that what men think of the admired woman have also changed over time. When women were asked in 2019 what they consider a husband would think if his wife was strong, determined, knowledgeable and conducting business well, some women stated men would have negative views that are still affected strongly by social norms. Those attitudes meant women’s intrinsic agency was ranked as inadequate and disempowered them in 2019.

The husband would not let their wife be like that, fearing that others may tease them, judge them [as men]. (W, SL)

Some husbands are jealous of their wives; they are afraid their wives will do better than them. (W, DB)

The husband would think: that’s a wife who does not listen to or obey her husband. (W, DB)

Some husbands are jealous of their wives; they are afraid their wives will do better than them. (W, DB)

When the same question was posed in 2021, the women’s responded remarkably differently. They thought that the husband would be proud of such a wife. Moreover, the women also highlighted that their own husband would be happy if they were like that and willing to support them.

He will think he is lucky to have such a wife. He will be proud of his talented wife who is diligent and capable of managing both household and professional work. (W, DB)

Notably, the results reveal the impacts of TEAL program activities on changes in women’s intrinsic agency. In 2019, very few respondents mentioned positive changes arising from the project activities, but in 2021 the activities were perceived to be having a significant influence on their own agency in them now proactively providing inputs into household decision-making processes. Women believed that they themselves has changed significantly since they were trained by the TEAL project:

Before women were working harder in the coffee cultivation than men, but the decisions were all made by men. Since I joined the coffee group I was trained and got more knowledge so my husband is more willing to hear my thoughts and now he follows my guidance and shares the work with me. (W, SL)

This has changed our home. (M, SL)

The knowledge the women obtained empowers them and earns them respect from household members. Moreover, the gender dialogues were mentioned as a factor causing changes in women’s agency:

When participating in the CARE project, my awareness about gender equality has increased. I would not know that women should have our own voice if I did not attend the training. I wouldn’t know men should listen if I were not in gender dialogues. (W, DB)

Overall, women’s intrinsic agency changed significantly over the duration of the TEAL intervention. In 2021, women changed their perspectives about the qualities of the ‘admired woman’. No longer was she associated only with traditional norms about women. These changes came from changes in women’s intrinsic agency, which indicates gender parity in the household and contributed to women’s empowerment.

7.2.4 Concluding remarks

The qualitative data we collected within the pro-WEAI instrument allowed within-household comparisons that provided insights into changes in the gender dynamics within Thai ethnic minority families over time.

Women’s collective agency emerges as a clear area of progress among the cohort households. The results highlight that from women’s perspectives, group membership of a VSLA provides an important source of social capital and access to networks, which are both empowering in themselves and an important source of agricultural information and, at times, agricultural inputs. Being an active member of VSLA, women place great value on the opportunities they received via

this platform, however, they do not feel that the group is influential beyond immediate members and consider *'it cannot raise women's voices outside the home'*.

The top contributor to women's empowerment was changes in access to productive resources (income, loans, and savings) and decisions over use of household expenditure, which reflects whether a person can benefit from their own efforts. The results indicate that women are generally more proactive in inputting into decision-making on income and output from all agricultural production activities, however, men are still the ones who make the final decision in the household. Nevertheless, women felt their opinions are valued more and they are able to have some greater influence on their husband's decisions.

The second important contributor to women's empowerment is change in women's self-efficacy. Women changed their perspective on what a good or admired woman is like and how others—including men—think of the image of a woman who has a strong voice and is doing business well. This change reflects women's intrinsic agency, that is, gaining recognition is important to their empowerment. However, social norms still strongly influence women's perceptions about women's roles in the household where they have to be good at *both* their housework and family care and income-generating work.

TEAL project activities are mentioned as one of the factors facilitating the perceived changes. Microcredit activity and coffee production training provided via the VSLA platform are key to promoting women's intrinsic agency as well as women's collective agency that make women more knowledgeable and self-confident to be proactive in household decision-making processes, promoting their instrumental agency. Gender dialogues gave women opportunities to challenge traditional social norms. The influence of the gender dialogues combined with the VSLA membership within the TEAL intervention underline the value of combining gender equality programming with women's economic empowerment programming as fundamental in rural livelihoods and agricultural development.

7.3 Gendered Focus Group Discussions

Focus Group Discussions (FGDs) were held twice throughout the project. The first FGDs were held when participants had only limited exposure to the gender dialogues, however, many of the women were VSLA members and many women and a few men had undergone some coffee cultivation trainings. Accordingly, the findings offer insights into their aspirations for changes in their household relations and the gender changes already underway, in their households and society more broadly.

7.3.1 Changing Gender Relations

For most of the women, their aspirations centred on opportunities to: increase household savings, be less tired by having more time to rest, and share household tasks with their husbands. Importantly, the desire to share more household tasks linked to their desire to rest more, but also to their view that reappportioning tasks linked to sharing a common purpose and greater mutuality, this being considered an important source of personal happiness and family harmony. The breadth of their aspirations was probably most apparent in the storyboard activities and reflected the coffee trainings and VSLA membership as much as the gender dialogues:

Storyboard example 1

Past - I used to feed chickens, this is fish, these are coffee trees, this is rice [growing], this is maize. These are coffee trees, but we don't know how to take care of the coffee trees, in which month we should fertilise and it's not very productive, nor is the rice.

Present - After the training we know how to take care of coffee trees, how to use fertiliser, how to prune and how to save money.

Future - My wish is to have capital to do some small business I like that my family live in comfort and live in happiness.

Storyboard example 2

Past - In the past we didn't know how to save money or to manage our income; we didn't know how to take care of coffee trees even though they are the major crop here. We didn't know how to use personal time in the right way – time for yourself – you have to do lots of stuff in a given amount of time. I didn't have knowledge about gender equality: most chores in the families are done by the women. The men do some heavier jobs.

Present - After taking part in the project I know how to manage the income of my family, know how to take care of the coffee trees so they can be more productive and have best results, and I have knowledge about gender equality.

Future - I hope that in the future, by saving money, I can buy a car or motorbike, have more time to rest or or to take part in entertaining activities. The optimal goal is to have a happy family.

Many women reported there were already some changes in gendered divisions of labour in their household with their husbands being more willing to undertake household tasks he had formerly considered his wife's sole responsibility. The women attributed these developments to changes in society more broadly, notably increased education and literacy, women having more social contacts, less fatalistic attitudes, government trainings, and study tours of other farms. In short, they said gender equality is far more accepted in society. At the same time, one woman highlighted the need for wider societal change and what that might take:

I think if I want to change, if I desire to change but society doesn't change, or the community doesn't change, how can the change that I desire happen? The barrier is the lack of knowledge about the issues of gender equality, and this is a barrier to change in our communities. (W, SL)

7.3.2 Empowering women with technical knowledge

Women's new knowledge on coffee cultivation was not just valued by the men, but also saw women's confidence increase. One man discussed the change he had observed in his daughter-in-law:

my daughter-in-law has changed a lot since joining the project. After the training she shared with family members. Previously she had to ask my son many things when working on the field. Since the trainings, she knows, her mother knows, they share for all family members to know. Previously, I asked her to apply fertiliser, she said, "oh my god how do I apply I do not know; she is very knowledgeable now". There were many instances where participants expressed that "the trainings lead to change because now we have knowledge. (M, DB)

Many comments by men and women about the trainings on coffee farming that women received, indicate there has been a change in men taking technical advice from their wives about fertilising and pruning the coffee trees. For example, one man in Son La told us,

We didn't know how to take care of the coffee trees, we never pruned them, but after the training she [wife] has the techniques, she has the knowledge, and she guides all family members to achieve higher productivity of the coffee trees now. We'd leave all the branches on the coffee tree, and we didn't cut or prune, and we'd put down fertiliser only once a year. After the training we know we have to apply fertiliser with the same amount of money however we divide it into three or four parts and use it three or four times per year. (M, SL)

Another male farmer in Son La explained "after the training the women know how to prune. At first, I didn't know too, but my wife guided me how the trainer taught her to do like this and now it's my wife who teaches me instead of me teaching her. Now I just follow what she says". Another example of such a change is described to us by one of the women participants:

it is the men who are decision makers, which plant to grow, how to take care of that plant, is decided by the man. But now, after taking the coffee and gender trainings, I have more knowledge about coffee techniques, like my husband recently told me to put down fertilisers when he saw the rain and I told him we should wait one or two days after the rain, and he listened to me.

Empowering the women with the technical expertise on applications of fertiliser and pesticides and pruning technique has encouraged men to value their wife's new knowledge. This recognition by husbands of the new knowledge their wives have, impacts women's confidence. We heard statements such as "in discussions with husband, I am now more confident to give my own opinion and to defend my argument". The combination of a) women trained in coffee cultivation, with b) couples participating in the gender dialogues, acts to strengthen gender relations at the household and community levels.

7.3.3 Recalling elements of the gender dialogues

Participants in the second FGDs had completed the gender dialogues, as well as the coffee cultivation trainings. With only a few exceptions (when husbands did not participate), they had undertaken the dialogues as a couple and, in at least one case, had been joined by a son and daughter-in-law. As well, many of the women had undertaken 'finance management training' in association with their VSLA membership, while many husbands had undertaken men-only training on drinking

alcohol. There were occasional references to participation in one or more women-only football games in the village as a part of the TEAL program.

When asked to recall the gender dialogues, women generally did so more easily than the men, or at least they were more open about their participation in the gender dialogues in the FDG setting. One woman talked regretfully on her husband's refusal to participate in the gender dialogues:

It is sad that my husband did not join the activities that require both the husband and wife ... He kept silent when I told him about the activities after returning home ... Such a man. It would be good for him if he participated in the trainings, but he is too stubborn to go. (W, DB)

Some other women commented on their husband's initial reluctance to attend:

My husband was hesitant at first, considering it female matters and that he should not attend. But he was very excited afterwards. At first, it was hard to persuade him, I had to insist him to join the training with me and he said he would stay for a short time. Then he saw other men and funny games in the training and became less embarrassed. ... He actively shared his thoughts on household tasks sharing and decision making, following the examples of other participants. (W, DB)

Otherwise, older men and women (in their 40s or 50s with adult children) had been generally more reluctant to participate in the gender dialogues, often saying once they joined, they were more embarrassed than the younger ones:

My son and his wife also joined the trainings; we talked with each other in the trainings which never happened at home... I was happy to hear the comments of my children and my wife ... The love sharing session was so embarrassing ... but it was fun ... My children encouraged me to show my affection to my wife by saying "you should express your affection, she is your wife, not the neighbour's wife". I laughed until I cried. (M, DB)

Although not part of the gender dialogues, women (and several men) again recalled participating in the 'coffee cultivation' trainings as part of the larger TEAL program. The inclusion of mostly women¹² in the coffee trainings was an important feature of the wider gender approach of the TEAL program, however, given the research questions, participants were guided to focus specifically on the gender dialogues.

Women and men's initial recollections typically involved: naming the activities, their purpose, and or how they had been experienced on the day. One woman recalled two gender transformative tools; although not naming them she stated their purpose and what she experienced as a result:

I was impressed by a game in which we walked back-to-back with a ball between us. We had to pay greater attention to collaborating with each other in our family life. I also remember the game that required us to look at each other and draw the other's face so as to find the changes or their beauty ... It was a chance for us to look at each other attentively, we never do that in our daily life. (W, DB).

Many women and men recalled activities in terms of their enjoyment; some primarily remembering this. One man said:

I don't remember details of the activities that you have just mentioned. I only remember that we laughed a lot in these trainings, they were not boring. (M, DB)

Another man as well singled out the activity that most left an impression on him:

They were fun, and I must admit that I liked them. I don't remember very well but I was impressed by the love sharing game. (M, DB)

Gender transformative tools that focused on love sharing created an impression with others; often they were recalled for the new experiences they elicited in the participant:

I remember most the activity in which we looked at our wife and drew their face. I have never watched her so attentively and realized she is so beautiful [laughed]. (M, DB)

We shared our thoughts and reviewed our shortcomings to improve ourselves. We did not tell each other such things so nicely at home; it was comfortable having the chance to share such things with our partner. (W, DB)

¹² Just 3 men in each province joined 1 or 2 coffee trainings with their wife. Women mostly joined the coffee trainings.

I also liked the activity where we talked about what we don't like about our partner. ... normally we don't say such things to our spouse in a nice manner. Thanks to the training, my wife and I sat and talked about what we thought of each other, and I understand my wife better now. (M, DB)

7.3.4 Effects of the gender dialogues

Finally, in recalling the gender dialogues, many participants also spoke of their impacts upon them, that is, the noticeable changes they experienced, at the time and or subsequently.

For both women and men, an often-stated effect was their greater awareness of unequal gendered divisions of labour in household tasks and the consequent increased sharing of those tasks in their own household.¹³ In discussing one of the gender transformative tools—talking footsteps—one female participant in Dien Bien explained that *“this activity highlighted some issues about the discriminations and inequalities between men and women. First is about money control in the family, then time for resting between men and women. I loved this activity. I like the idea of equality between men and women”*. While many reported that household tasks were already shared in the past, after the gender dialogues husbands are more likely to undertake a greater share and do more of the household tasks, they previously considered were their wife's responsibility. In the words of an older woman in Dien Bien, *“that my husband helps me with household chores is significant, as previously he never helped”*. Moreover, husbands are now doing household tasks more willingly than before. The men tended to say they did this to enable household tasks to be finished in better time with less effort and to be of assistance to their wife and please her:

After the training, I realize it is more efficient if we share household chores. (M, SL)

I am more active in household tasks because I know its benefits. My wife will be happy, we will not be exhausted if we help each other, we can complete more farm work. (M, DB)

I realize the workload of my wife and feel sorry for her, so I help her. (M, SL)

Hence, many women and men drew links between household task sharing and 'love sharing'. Importantly, 'sharing' relates to distribution or apportionment *and* to a common purpose or bond, or mutuality. Love sharing refers to the marital relationship between spouses—*intra-personal* relations between spouses aimed at greater mutual understanding and appreciation. In the words of one woman, love sharing is about the *“other's cuteness”* (W, SL). This is expressed in greater sharing of tasks, as well as greater communication and—in some cases—gift giving. Both women and men said they experienced more love sharing following the gender dialogues. In the words of one woman:

We were closer to each other after the trainings. He pays more attention and cares more about me; for example, he asks me if I have had a meal and prepares one for me when I return home late after a meeting. He did not care about me like that before. He is more active in household tasks and helps me more with my tasks: for example, he feeds the pigs and chickens and sometime washes the clothes when I am tired. ... Before the training, he complained that he is tired after doing such tasks. Now he finishes the tasks without saying anything, I don't need to remind him anymore. (W, DB)

And in the words of one man:

I know how to complete tasks more efficiently, I care more about my wife, listen to her, and realise that she is capable ... We used to maintain long conflicts before the project, but now we will sit down, analyse to see who is right and who is wrong, and find the solution. I think that is our big improvement. (M, DB)

The 24-hour clock tool was particularly a catalyst for change in this area. One woman said that, *“before playing the 24-hour clock game, I and my husband did not understand each other much, but after that game, we understand each other more”*. Many of the women indicated that since undertaking this activity, their husbands are being more helpful in the house in terms of sharing the workload. For example, one woman said that her and her husband now *“do not differentiate between tasks to be done by women or men; we support each other”* (W, DB). Another woman stated that:

since doing the 24-hour clock activity, my husband does household chores. Previously, I did all the cooking, washing, family care. Now my husband helps me. I feel like he loves me more. He understands what I do. (W, SL)

Women often cited an improvement in their husband's understanding them more since participating in this activity: it *“helped me and my husband understand each other better”*. The notion of being better understood by their husbands

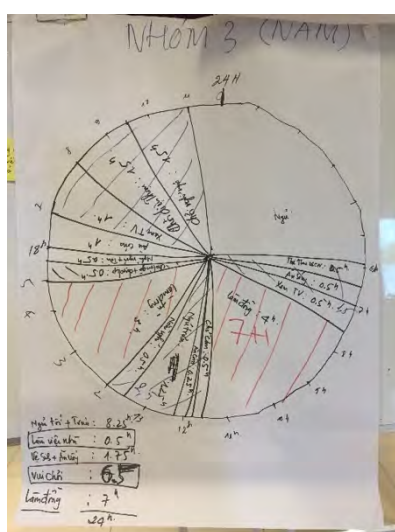
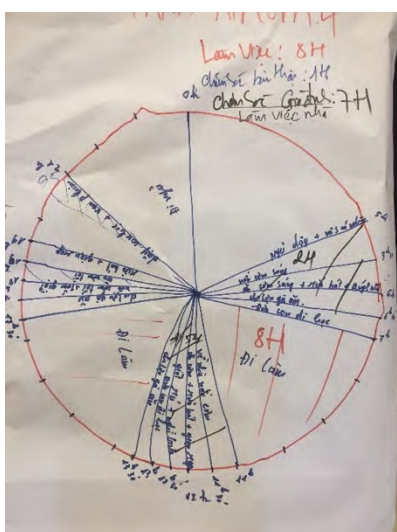
¹³ 'Household tasks' encompass tasks in and around the house and, as such, in addition to 'housework' and childcare, includes the care of livestock that are located near the house – for example pigs and chickens. The comparison is thus with work conducted in the field or off-farm.

speaks to the relational aspect of the gender dialogues because “family members help and understand each other now” (W, DB). In short, the 24-hour clock tool was effective in raising critical awareness of the differences in household divisions of labour and, according to the women’s statements, resulted in a real change in their households because husbands have a better understanding of their wives’ daily workloads in comparison to their own.

Many female participants valued the gender balance tree tool because it demonstrated how much work women do in comparison to men. It was revealing to the women to see how full their days are with unpaid labour and caring roles. It was equally instructive to men to comprehend—many for the first time—the daily workloads and responsibilities of their wives.

He does similar to me, but with heavier tasks, e.g., ploughing, carrying bricks. I wash clothes. But in a year, he does such tasks several times only, but every day I stay home to wash clothes, clean, take care of children. (W, SL)

Some women said that since they had used the gender balance tree with their husband, it “was easier for us to talk”. One woman in Son La explained that “we now understand who does more, wife or husband. Now I share my workload with my husband, so we care more about one another, and we understand each other more”. She explicitly draws a link between her husband sharing her household workload as an increase in his understanding and caring for her.



Still, many of the women complained about not having enough time for their own leisure or to rest indicating that their husband’s don’t help enough with household chores. Women revealed that these tools underscored how time poor women are. They expressed sentiments like “we want men to share household chores, to help women”; “there are things women can’t do because there’s no time”; “I want to have time for personal care, social interactions, but I do not have time”; and “I want to have time to do my own stuff, I want to go out and play but I just do not have the time”. They reveal the disparity in rural women and men’s workloads, and in particular, the lack of

awareness and appreciation by husbands for their wives’ routine busyness and their lack of comprehension for their wives needing rest time just as men do. Women revealed that usually while they prepare meals, men are resting, watching television, playing on their phones, sleeping, drinking with neighbours. One woman explained that since she and her husband used the 24-hour clock tool “I want to arrange tasks each day to have rest time like my husband”.

7.3.5 Ranking the value of GTTs

After recalling the various tools used in the gender dialogues, participants were asked to rank them in terms of their value and importance.¹⁴ Women generally rated most highly household task sharing, love sharing, decision-making sharing, then gender equality and gender stereotyping and financial education. Men rated highly household task sharing and love sharing, then financial education. However, the scoring ranged across different FGDs and participants did not find it easy to allocate scores, again, they were generally more inclined to stress their interdependence:

I give 5 points to household tasks sharing and coffee cultivation because if household tasks can be shared between husband and wife, I will have time to take care of coffee trees. It means I can only earn the money if I manage my household tasks well. About love sharing, if we are not getting along well, we cannot share the household tasks and take care of the coffee trees. (W, SL)

If a husband and wife do not love each other, they will not have the motivation to work, if there is no motivation to work, it is impossible to create money. (W, SL)

¹⁴ Participants were asked to score different activities from 1 (least valued) to 5 (most valued)

Men and women often expressed the sentiment that gender equality is “modern” and “reasonable”. Yet, it is not simply achieved after attending a few trainings. In Dien Bien, one male RA reflected that the male FGDs revealed that

some men are aware of the choices but cannot easily decide between them. If they stick to traditional norms, they know that women will be disadvantaged. Still, they struggle with such change.

During a sense-making workshop at the end of field work, another male RA also explained:

some participants are stuck in following the cultural traditions. In my FGD, some men and women commented they did not know what they should do because these traditions are from very long ago. Since the gender dialogues, they know some of their problems with decision-making; they’re aware of problems with the power relations within the household. Both husbands and wives they know about that, but they are stuck; if they keep following the tradition then the women will remain in a vulnerable situation, a disadvantaged situation, but if not, if they do not follow their traditional norms, they are not sure how to solve the problems. They received the training, but still they struggle.

This RA provides an incisive observation about the shift in social norms around women and men’s roles. It highlights that gender transformative approaches need to be sustained over time to continue the gender equality messaging but also to build skills and confidence with couples to problem-solve and make decisions together.

However, some participants emphasised the palpable changes they’ve observed in their communities since the TEAL intervention. One woman encapsulated the breadth of these changes when she reflected:

previously there were many difficulties, it was hard. Women did not have time to rest or to take care of our children. We did not know how to save. We did not have time for personal care or for social activities in the village. We worked more in the field. After joining the gender and coffee trainings our lives are less hard. We can save more time; our husbands care more about us and children, and our husbands help us with household chores. We have more time for personal care and more time to join village activities. We can save money to repair our houses (W, SL).



Women participatory FGD using wheel of change

7.4 Feminist Participatory Action Research - Photovoice

The photovoice data can be divided into a number of thematic groupings—sharing housework; decision-making together; respect; and happy family (see Appendix 21 for the photovoice projects created by the 12 EM Thai co-researchers).

7.4.1 Sharing housework

One of the most prominent themes to emerge in the photovoice projects concerned the sharing of housework. All the co-researchers identified housework and childcare as major issues of inequality in their households. One co-researcher reported that housework each day “takes me about five hours to do” and that is despite her husband helping “with some chores such as house sweeping, cooking, taking children to/from school; yet there are tasks he rarely does, for example washing dishes, washing clothes”. Another co-researcher said:

My day is very busy with different tasks in the house: feeding ducks and chickens, cleaning the house, washing clothes. I am the main child caregiver. He does not take care of sick child, prepare clothes, support the child with education. When my child gets sick, I looked after my child on my own. I stayed up all night, yet my husband did not help. I was tired and sad because my husband didn’t care. My husband will only help with housework when I tell him to do, and in many cases, we even have rows for him to do it”.

In this photo (right), the village head helps his wife look after and take care of his child. The co-researcher took this photo because she said her husband:

saw that in the village, some men helped their wives with housework and childcare, and then my husband helps me more.

What is notable is that women observe their husbands are doing more housework:

Since participating in many gender training activities of this project, my husband has become more active. Previously I had to tell him to help me so many times, now he is more voluntary.

Co-researchers expressed that their husbands better understand the labour involved in housework:

After participating in the training, my husband has become more willing to help me.

He loves and supports me more with the housework now when he sees that I haven't been able to complete all on time.



wife, husband, daughter doing housework together



husband helps wife with dishes

Their photovoice projects illustrated that relationships are more harmonious, and as such they have happier families. The theme of family happiness is an often-stated impact of the gender dialogues. One co-researcher explained in her photovoice project:

in many families the husbands still do not help wives with housework. They always thought that housework is the task of women. Women working alone are tired, so husbands and wives often argue loudly; their families are not happy. Husbands spent their free time gathering, drinking, and gambling.

Later she explained that when her husband:

saw that in many other families the men help their wives and the families are happier. Then he also attended the trainings.

Others expressed similar sentiments of change that have led to happier families:

I see that usually in my family if I and my husband discuss together, then we rarely argue, we can find a common voice, so the family is in good mood and we are happy".

The importance of women having time to rest, was a theme that women emphasised particularly in terms of husbands sharing women's workload in the household:

When my husband and I together share housework, I can reduce time for housework, then I have more time to rest and relax.

When my husband and I together share housework, then the housework can be completed faster, and I have time to relax and do other work for more income.

One woman highlighted that she uses the gender dialogues to reinforce and remind her husband key messages of housework sharing and indeed this was the main gender inequality issue that she identified for her photovoice project:

At times after working in the field, we come home and both me and my husband are tired, but I still have to do the chores. Sometimes my husband and I also argue about this, and I have to remind him to help me with this chore and that chore, at that time I mention the gender trainings that we both participated in.

The same co-researcher also drew a connection between the sharing of housework and a stronger love:

I wish that my family, my husband and children do more housework with me so that our family members can stay round together, with more bond and love.



7.4.2 Quality of relationship with husband

The photovoice data highlights a change in the quality of spousal relationships. The projects illustrate women's impressions that their husband values her opinions now, he respects her more, he loves and cares for her more. Photovoice revealed this qualitative change in spousal relationships and the pleasure women derive from working together with their husbands and sharing:

Since participating in the project's training on different topics, from growing coffee to financial management, then my husband and I together also joined the sharing sessions on gender equality, I have gained knowledge and understanding. Coming back home I discuss and share with my husband about the application of the techniques I learnt. My husband sees that I received the trainings and gained knowledge, so he listens, and he lets me try applying new things.

Since the trainings, my husband and I get up early to do the house chores together to finish quickly. Then we have time to work in the fields or work together as hired labourers – income generating jobs (image below left).



Wife and husband work together, we strive together
(W, BMCC)



Working together on the coffee to increase household income (W, CCTH)

Improvement in the quality of relationships is also revealed by sentiments about being more open to share feelings with one another; indeed this is an important skill that the gender dialogues cultivate in each of their sessions:

Since participating in the gender dialogues, we feel that we need to change ourselves, we now care and love our family more. Me and my husband often tell each other stories, we confide and talk about our wishes. He once said, 'whatever needs to be said, to be shared, then it's okay to tell me, no problems.' We are more connected".

Many of the photovoice projects disclosed that praise and compliments from husband was an important change in the quality of women's relationships with their husbands, again this is something that is introduced and practiced in gender dialogue tools:

In surrounding area, other women who haven't received the training do not know how to do. My husband sees that I can do it, so he recognises and praises me too.

I feel very happy when my husband praises me for doing well, and I want to attend even more trainings and to be motivated to work.

My husband is happy, he compliments me and is clearly proud of his wife. He also creates good conditions for me to join more social activities, like the party with my football team.

Respect from husbands was a notable impact that participants spoke of in the photovoice projects and that signals a change in relationships. The co-researchers emphasised the links between discussing decisions together, respect, and family happiness. For example, one portrayed a photo of her and her husband together and she said:

this picture expresses my wish that I and my husband should listen to each other, respect the opinion of each other, then discuss together in making all decisions so that our family, our children are happy.

Another highlighted a change in being consulted and how it makes her feel:

Whatever he does now, he always asks for my opinion, I feel that I am more respected.

7.4.3 Sharing new knowledge with neighbours, friends, and extended family

Women are engaging in advocacy in their communities with family and neighbours through sharing information about gender equality and coffee cultivation. One co-researcher said that her peers reinforce the key messages in the gender dialogues:

Me and my husband learn from outside experiences when there are comments/advice from family, friends, and neighbours.

Women share their new technical knowledge from coffee production trainings with neighbours and other farmers in their villages:

As for myself, when I see people not knowing how to do, I share my knowledge with them.

Women are engaging in solidarity through gender equality advocacy in their communities. Many talked about sharing new knowledge from the gender dialogues with neighbours and other village women who have not participated:

I often talk to neighbours who have not received the training about what I know and the changes in my family.

I also often share experiences with village women at meetings and events or share via text messages.

These changes are not only in my family, but I also discuss these changes with surrounding people for them to learn.



7.4.4 Decision-making

Making decisions together or being consulted on key household decisions featured prominently in all of the co-researchers photovoice projects underscoring its importance to the women. One co-researcher talked about the effect the gender dialogues have had on her relationship and sense of agency:

In my family, my husband usually made big decisions, e.g., buying a motorbike, house building or buying high value property... I was never consulted or participated in any discussion.

She talked about how her husband insisted on buying a motorbike, which she couldn't stop, even though she didn't think it was a wise decision because they already had two.

At that time, we were building a house and lacked money, but he insisted on buying the motorbike. We argued about it, but he still bought it.

Since the gender dialogues she has seen her husband start to discuss and seek her opinion. But also, she has more confidence to share her view:

I proactively join and self-confidently share my opinion so that we decide together ... we have gained some achievements like pig raising or ginger-coffee intercropping.

The coffee training combined with the gender dialogues has provided women with the confidence to share their views with their husbands and this has had an impact on joint decision-making:

After receiving coffee cultivation training, I am more confident to share with my husband ... previously I told him about growing shade plants in the coffee field, he listened to my sharing but did not agree, replying 'we must wait to consider how it is'.

But after they participated in the gender dialogues, this photovoice project revealed:

we talked to each other more, I persuaded him gradually and finally he agreed to follow my decision. I feel happy and have more opportunities to promote my ideas. My husband now discusses with me about different things from buying fertiliser to buying, selling high value appliances in the household.

The gender transformative tools have provided women and men with skills to discuss their plans and reach decisions together:

Usually, I had to consult my husband when making big decisions, and I only proceeded once allowed to. For example, we both agreed to construct the cow shed, yet when construction was in progress, there were conflicts – he wanted to have two compartments to save money, while I wanted three. Then we had a row, and the work was postponed. I felt angry. But after joining the gender dialogues, we sat down to discuss, and he listened to me and finally decided to follow my idea of three compartments.

Many of the women referred to greater respect from their husband for their opinion in decision-making and they sensed a greater recognition of their right to share their views:

In the past my husband was the key person in making big decisions, and he thought that 'women and girls know nothing' or 'women stay home all year round, we are not aware of anything to speak up'. He always made decisions on his own and did not listen to my opinion. I often felt sad. This photo (first image below) shows that I felt discouraged, sad, and unmotivated as my husband did not listen to my opinion in the decision-making process. But since joining the gender trainings together, me and my husband share and discuss before making decisions (second image below).

Since my participation in the coffee training, my husband and I talk about techniques, how to care for the coffee, and my husband listens to me more (third image below).

Certainly, the photovoice projects illustrate similar stories whereby wives are consulted now in key household decisions, but the data do not necessarily indicate that women have decision-making power in their households. What is significant though, is this does represent change and that the women do value discussion with their husbands.



7.4.5 Concluding remarks

The co-researchers used photovoice to represent their point of view by photographing scenes that respond to a gender relations issue they themselves identified. In this way, photovoice is a method of reflection and reporting that gets messages across by using photos narrated with their own individual stories. It was evident in the photovoice projects that women picked up the gender dialogue core messaging of sharing—whether sharing housework, decisions,

information, feelings—and that this leads to greater respect and feeling valued, which leads to family happiness. These themes of sharing, respect and happy family featured throughout the co-researchers photovoice projects.

Photovoice provided evidence that by engaging women and men in activities that reveal everyday gender inequalities at the household level, the gender dialogue tools are important because a) husbands and wives participate in activities that encourage sharing how they feel when gender inequalities in their own households are exposed, and b) they prompt couples to consider the reasons for the differences—which typically pointed to traditional social norms—and they discuss if the outcomes (i.e., household divisions of labour) are reasonable. In participating in the gender dialogues, they develop gender analytical skills for analysing themselves and their relationships, giving them the opportunity to reflect and discuss the negative consequences of gender inequalities at the household level. The anecdotal evidence in the photovoice projects is that discussion of gender norms, division of labour regarding housework, and the value of collaboration as a couple, have a catalytic effect and are also valued as instrumental for economic gain.

The photovoice projects highlight that women uptake new gender equality language and ideas. While there were examples of changes in participant households with regard to the sharing of housework, there were other examples where women would need to refer to the gender dialogue trainings to remind their husband that he needs to share the household chores or consult her on decisions. They therefore lean on the gender transformative tools to push for more equitable relations in the household and this has proved a useful strategy for reinforcing gender equality in relationships. The changes experienced by the co-researchers, evidence that women are feeling happier in their relationships: *“I feel happy, proud, and more confident, which is also the motivation for me to strive to change”*.

7.5 Discussion

What answers to our research questions arise from the fieldwork findings? The two key questions were:¹⁵

1. How do women and men participants interpret and experience the GTTs in their everyday lives?
2. What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours for themselves and for others?

Here we highlight key themes in the participants’ recollections of the gender dialogues. We arrange these themes in terms of the claims made for GTA’s distinctive contribution to positive changes in gender justice. These claims are:

- GTAs are relational in targeting gender as a social relation
- GTAs raise critical awareness of gender inequalities
- GTAs build empathetic relations between spouses
- GTAs foster normative commitments to gender equality
- GTAs are transformative in moving ‘beyond individual self-improvement among women and toward transforming the power dynamics and structures that serve to reinforce gendered inequalities’ (Hillenbrand et al, 2015, 5).

7.5.1 Relational

... group differences should be conceived of as relational rather than defined by substantive categories and attributes. ... Difference thus emerges not as a description of the attributes of a group, but as a function of the relations between groups and the interaction of groups with institutions (Young 1990, 171)

If difference—and inequality—are a function of social relations, then it follows that the status of individuals does not change without transformations in those social relations. Based on this insight, the gender dialogues are designed to be relational. They predominantly involve spouses working together on issues relating to their household and marital relationships. As well they were conducted in groups of spouses/households and, as such, extended to broader social relations between neighbours and fellow villagers and, in some cases, other household members and extended family.

Participants captured the spousal relational aspect of the gender dialogues in their recollection of sharing activities and greater sharing as a result. As stated for the second FDGs, ‘sharing’ relates to distribution or apportionment *and* to a common purpose or bond, or mutuality: participants used the term in both senses. Importantly, gendered divisions of

¹⁵ As already explained, it was not possible to research the third question - What shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?

labour (distributional sharing) are inherently relational, but not experienced as such when they are simply taken for granted, as being the ‘normal’ reflection of the sex-based attributes of men and women. The gender dialogues were impactful in bringing relational issues to the fore and, in so doing, the possibilities of unequal relations being different.

Whilst some men cited instrumental benefits, such as workload efficiencies, in the greater sharing of household tasks, another strong motivating factor in them making changes was their relationship with their wife. This included their common membership of the household as an economic unit but, importantly, also often extended to the marriage and ‘love sharing’. For example, some men talked about the benefits of sharing tasks being that they can finish work earlier and have dinner together with their wife. The gender dialogues entailed processes whereby husbands see their wife in a new light, as a woman and as a person; and the women appreciated this change greatly.

In short, the gender dialogues intentionally target change in gender relations *by bringing to mind the relational nature of behaviours and practices, exposing their unequal nature and the consequences of this for each of the parties*. At the same time, the gender dialogues *bring to mind that relationships can be different, and the benefits of change are both material and emotional*.

The aspect of broader social relations between other household members and neighbours and fellow villagers was important in helping to confront social norms (or not). For example, a number of the older men spoke of their embarrassment in joining in the gender dialogues, this reflecting a sense of them transgressing social expectations of behaviour. Significantly, this embarrassment was also eased or overcome through their interactions with other family members or other village men in the gender dialogues during activities they described as ‘fun’. Overcoming their embarrassment was key to their ongoing participation.¹⁶

Many women talked often about their husbands now caring more about them and their children as a result of being more aware of how hard their wife works. This was revealed to them when participating in the gender dialogues that used gender transformative tools which specifically revealed the unequal norms in divisions of labour and decision-making in their own households and which facilitated conversations for changing viewpoints and behaviours on social norms that lead to these gendered inequalities. The most cited gender transformative tools were the 24-hour clock and the gender balance tree.

The gender dialogues facilitated couples to have conversations about household gender relations that previously were not occurring—and were likely not possible—before their participation in the gender trainings. On the one hand, the tools provided women with a sense of confidence and newfound ways to negotiate on a range of issues while, on the other hand, men were more ready to listen, negotiate and adjust:

Since joining the gender dialogues, I know how to ask him to help me do household tasks. There have been changes. My husband helps me wash clothes and cook, not like before. (W, SL)

I have two daughters. I do not want to have more children. My husband wanted me to have more. After the gender dialogue trainings, I was able to explain to him that I do not want more children. He listened to me. (W, SL)

7.5.2 Critical awareness

In their statements, participants often exhibited new levels of critical awareness of gender inequalities in their own households following the gender dialogues. But also, they spoke of encountering gender inequalities as a wider, social phenomenon and how these levels of awareness intersected.

How did the gender dialogues raise critical awareness? First, participants often characterised the gender dialogues as being *informative*. This was especially true of the gender transformative tools used in which husbands and wives compared who did what household tasks and how they allocated their time, rest, and sleep as well as different tasks and other activities. One woman commented on her husband’s experience of the 24-hour clock tool:

I was amused that it took him a while to think of his tasks. He was surprised to see my list - and the task lists of other women in the village. (W, DB)

¹⁶ As researchers, we were cognisant of group dynamics having an influence on individual women and men’s utterances. We sought to continually manage this, while also encouraging the expression of collective views. Nevertheless, social norms were at play in a number of the FDGs: men were especially tuned to how opinions and attitudes ‘went down’ with others. In their case, it had the effect of curtailing discussion. In the case of women, a tendency to ‘follow the crowd’.

Other men were surprised at finding out how much less time their wives had for rest and or social activities they had. One man spoke to this discovery as a shock: he said the time clock ‘completely blew’ his mind as he realized how many hours he spent on his own pursuits—especially socialising with male friends—and not helping his family. Wives expressed less surprise on their own account; however, laying this all out with their husband was a new experience for them.

For the men, the gender dialogues gave them new knowledge; they also reported being *affected* by them emotionally. Thus, their greater critical awareness of gender relations was not only experienced as a cognitive change; it was something they now *felt* was not right. This level of critical awareness was enhanced by the learning experience being relational and obviously by the intentional inclusion of ‘love sharing’ activities that made the experience more *positively* affecting and emotional.

Emotions are not merely tangential. They are “not purely personal feelings that lie within stable, coherent subjects, rather they ‘are relational’” and, therefore, “crucial in creating [both] social affinities and disjunctures” associated with social group formation (Wright 2012, 1116). Because of the investment and attachments involved in such creations, they are also hard to shift (Pedwell and Whitehead 2012). Accordingly, it is important to acknowledge and analyse reported emotional responses to situations involving change.

Notably, whilst men especially reported emotional experiences associated new critical awareness from the gender dialogues, women spoke more often about the emotional happiness they subsequently derived from improved relations with their husband. Indeed, for a number of the women, household and marital happiness was not only key to economic improvements, it was of intrinsic value:

In a family or society, without love, there will be no home, there will be no happiness. ... A harmonious married couple can achieve anything. Decisions should be made on the basis of agreement between a husband and wife. ... If there is no love and good health, we cannot earn money, so money is not as important as love sharing. That’s it. (W, SL)

While we think money is the most important thing in life, it is the happiness and the mutual respect between husband and wife that motivate us to work together to build a prosperous, happy family. (W, SL)

My husband and I discuss and make decisions. We should maintain this in the future. Then we will have a happy and peaceful family. (W, SL)

Happiness is relational as, in these cases, it comes from how the women consider they are treated by their husbands. This is women experiencing happiness themselves, not *presenting* or ‘passing as happy’ in doing the emotional work of ensuring other family or household members’ happiness to keep everything in place (Ahmed 2010, 59). As Ahmed elaborates, women working to keep others happy says a lot about who is entitled to be happy, and who is not. Thus, we would argue, women’s embrace of happiness for themselves is no small goal; it embodies an important relational change and new social orientation for the women involved. Ahmed (2014) makes similar points in the case of poor share-cropper women in Bangladesh. She argues, for these women, the ‘quality of the spousal relationship is an essential part of the moral economy of the household, which is based on values of sharing and caring’ (Ahmed 2014, 190). Crucially, these women consider it the attitudes and practices of *their husbands* that must change.

7.5.3 Empathetic relations

Empathy is the ability to understand and share the feelings of another; to experience what another is feeling, and therefore to put oneself in another’s shoes.¹⁷ Importantly, empathy is not merely cognitive; its “emotional charge” is what makes it unsettling. Pedwell (2012, 164-65) maintains that “empathetic identification with another” is key to moving “the ‘privileged’ subject from self-transformation to acknowledgement of complicity and responsibility, to wider social action and change”. She doubts there is transformational change without this. In referring to “affective self-transformation”, she quotes Bartkey (1996, 179) approvingly: it “is a knowing that transforms the self who knows, a knowing that brings new sympathies, new affects as well as new cognitions and new forms of intersubjectivity” (Pedwell 2012, 163-64).

A number of men participants exhibited empathy towards their wife, and in some cases to other women in the village. In the case of their wife, this was in relation to making in changes within the household; although it is less clear how much this extended to wider attitudinal and behavioural changes on their behalf. In the case of other women in the

¹⁷ Sympathy is said to differ in that it involves understanding another’s feelings, without experiencing them. Here we do not maintain this distinction.

village, the men were expressing concerns about their treatment at the hands of their husband, although it is not clear how much this translated into any action. Some men were critically aware of other men's bad behaviour, but they were not necessarily going to intervene.

7.5.4 Normative commitments to gender equality

The discussion above mainly covers key drivers of changes in spousal relations that the gender dialogues helped to invoke. Here we focus more on normative commitments to gender equality as change *at a societal level*. Discussion of these changes came through most clearly in the participants' referencing 'gender equality'.

Many participants said the gender dialogues were about gender equality, indeed they were often characterised as 'gender equality trainings'. Mostly 'gender equality' understood to mean non-discrimination and or to equal work, especially in relation to household tasks. To a lesser extent, it was also spoken of in relation to greater sharing – of household tasks and of mutual care. Frequently, participants associated gender equality with modernity, in contrast to traditions of gender inequality – and, as such, also to younger generations, in contrast to older people.

Most—but not all—participants knew of gender equality before their involvement in the gender dialogues. One woman (in her 50s) stated that the dialogues were the first time she had heard of gender equality. One man in Son La province had heard of it, but said he rejected it on the grounds that '*we cannot change our sex*'. Another man explained: '*he is concerned that men would become women and women would become men. Gender equality is not transgender. A man is still a man, and a woman is still a woman*'.

Underpinning participants' gender equality discussions were shifting social norms. Social norms 'are behavioural rules constructed and shared by a group'; as such, '[t]hey are about the impact of 'beliefs about what others *think* one should do' (CARE 2017, 2). By contrast, attitudes 'refer to what an individual thinks and feels about a behaviour or practice, and whether they judge it favourably or unfavourably' (UNICEF 2021, 3). 'Attitudes can be aligned to prevailing norms, but they can also be in opposition to them' (UNICEF 2021, 3). 'If most people privately disagree with a harmful norm but believe that everyone else agrees with it, the norm persists' (CARE 2017, 111). As previously shown in this quote from above, a number of participants were aware of this:

I think if I want to change, if I desire to change but society doesn't change, or the community doesn't change, how can the change that I desire happen? (W, SL)

Even if they did not use the term, participants were aware of social norms impacting household changes, often in relation to some of the tasks that men found it more difficult to take on. Whilst there was clear evidence of the greater sharing of household tasks, commonly women and men reported that husbands were now feeding chickens and pigs, preparing and cleaning up after meals and minding children. Less commonly, men were washing their wife's clothes for example – this being traditionally a very strong taboo – although a few were. On the other hand, challenging of social norms played out in participants' stated preparedness to judge and sanction behaviours of others, most particularly men who were seen to be treating their wife and other family members badly, in ways that contravene gender equality.

An example of how normative commitment to gender equality are directly addressed in the gender dialogues is in how the discussions following activities that used tools such as the 24-hour clock or the gender balance tree are framed. The diagrams drawn by participants are used to facilitate discussions that help them identify different practices in some families and analyse how they experience and respond to community reactions. The participants with different practices from others are asked: *When you act differently, do you encounter any difficulty? Do you face any reaction from surrounding people? Do those reactions include beating, scolding, insulting, or prohibiting?* They discussed when others in their community act that way and what their family members or others talk about or act towards them: *Is their continuing such activity affected by what others say? Do they continue?*

Again, addressing social norms differs from addressing attitudes: while the two need to go hand in hand in driving change, it is important to recognise the former require specific, dedicated interventions (CARE 2017).

7.5.5 Transformative

Gender interventions are transformational if they move 'beyond individual self-improvement among women and toward transforming the power dynamics and structures that serve to reinforce gendered inequalities' (Hillenbrand et al, 2015, 5). Whilst we can say there were improvements in women's individual empowerment from the TEAL project—as indicated by the pro-WEIA data—the argument for a gender transformational approach is that individual empowerment is necessarily limited (and risky) for women if it does not involve wider power and structural changes.

As stated above, many participants recalled the gender dialogues in terms of the changes they experienced in their households and themselves. The focus of these changes was greater for household task sharing and love sharing but

these were understood to be interlinked with other actual and desired improvements in financial acuity and coffee cultivation. For participants, the changes were significant and meaningful; they were impactful and valued.

While the findings show that participants attributed the changes to the gender dialogues, the findings also show the changes are not all attributable to these. First, there were the clear impacts of the wider TEAL project interventions, namely the coffee cultivation trainings and VSLAs. Both these interventions were important in raising the confidence and status of the women involved.

Second, while gender equality was a stated theme of the gender dialogues, participants also stated they encountered such thinking more broadly in society. Participants spoke also of the impacts of education, mass media, government programs, generational change, and social mobility on gender relations. Nevertheless, the following example helps to draw out a distinctive contribution of the gender dialogues.

In a couple of participant groups in the same village, attribution of positive gender changes was debated in relation to domestic violence.¹⁸ For some participants, village regulations had the bigger impact in reducing domestic violence: these participants noted the regulations covered everyone in the village whereas only some households had joined the TEAL project and gender dialogues. For those who did participate in the gender dialogues, they were said to have *facilitated greater understanding and normative appreciation of gender equality and ways to relate to each other and negotiate without conflict.*

We will be fined 300,000 VND or 500,000 VND if we quarrel according to the village regulations. But such regulations do not explain clearly to us what gender equality is or if we were wrong or right. The TEAL project did that. (M, SL)

The [TEAL] project provides us more detailed knowledge on gender equality and violence in its trainings. The village regulations only mention violence, they do not provide us knowledge on gender equality. (W, SL)

The [TEAL] project guides me how to share the work with my husband while the village regulations only become visible when we quarrel. (W, SL)

Others pointed to additional factors and or events. For one man, improvements in household finances had been important:

We used to quarrel with each other frequently in old days, but now we rarely do so. It is partly thanks to the project, but also due to the fact that our financial situation has improved. We have money so we no longer quarrel with each other. (M, DB)

A woman thought her husband first changed after their daughter-in-law left their son. She blamed the restrictions her husband had placed on their daughter-in-law in curtailing her visits to her parents.

I told him that it was not his business since her husband [their son] did not prevent her from doing that... It was a stressful time. ... My husband consulted me after our daughter-in-law left He finally became more understanding after participating in the project's activities. I am very happy to see these changes. (W, DB)

To summarise, women and men beneficiaries of the TEAL intervention interpreted and experienced the gender dialogues as transformational. Whilst not the only driver of changes in gender relations, the dialogues were transformational in and of themselves for being relational in design and for being informative and affecting for participants in ways that increased 'love sharing' and spousal empathy. These were key catalysts of the specific changes in gender relations.

A gender transformative approach to agricultural development seeks to actively examine, question, and change unequal gender norms as a means of achieving sectoral (productivity, food security, market access) and gender equality outcomes. Without a gender transformative approach, agricultural development programmes are not realising their full potential because women's labour burdens will continue to increase, their social status will remain unchanged, and communities will remain poor.

While this research focused on how household relations of a vulnerable group (Thai ethnic minority farmers) in the Arabica coffee value chain are transformed via GTAs, more research is required at the mesa level to enable Thai women and men to identify and implement gender equitable strategies to increase their incomes, resources and negotiation

¹⁸ Ngoi Village, Chieng Chung Commune, Mai Son District, Son La Province.

power along the value chain. How do the tools used in the gender transformative approaches enable transformation of the inequalities and power relations that need to be addressed throughout the value chain?

7.5.6 A note on feminist methodology

From a feminist methodological point of view, the main objective is not limited to data collection, but to redefine how knowledge is produced by attending to the interpersonal conditions that underpin how knowledge production is conducted, how women's stories and experiences are delivered, and how our position as researchers affects the way research is conducted. This involves the implementation of techniques able to identify power structures and relationships and explore women's different ways-of-being. But it also requires auto reflective and dialogical techniques in which the gap between researcher and participant is continuously questioned. We certainly cannot make claims to have fully achieved these lofty goals, but we tried. We experienced lots of barriers to achieving these goals, not least in terms of the use of RAs, the small amount of time researchers could spend developing trust and relationships with participants.

We situated this project within a feminist praxis that positions junior, social science women to do gender research and analysis as a means of producing solidarities with our peers in Vietnam—primarily women development practitioners working with CARE and Thai ethnic minority women. The purpose of incorporating a feminist participatory action research component in this SRA was to assist women to identify structural changes they consider critical to their gender equality. The selection of participatory methods used for this project—participatory focus group discussions, photovoice, sense-making workshops—comprised our intentionally feminist methodological approach and our feminist ethics of care (Ahmed, 2014). Some methods were intentionally about making women and men feel comfortable to explore their relationships and unveil power relations. For example, storyboards and role plays opened a space for participants to discuss the GTAs that revealed unequal workloads, or unequal expectations on women etc. The aim of feminist methodology is theoretical and practical—it co-generates knowledge, it builds resistance and helps liberate spaces by making visible women's actions and by addressing the research towards advocacy work, in this case, gender equality. The FPAR component—photovoice—amplified Thai ethnic minority women's voices by placing them as co-researchers and experts of their own experiences of unequal gendered power relations. The photovoice project was a collective process that can be understood as a research process that strengthens solidarity and empowers ethnic minority women to work collectively in their communities to normalise gender equality. As a feminist method, photovoice was a tool that recognised and validated Thai women's experiences of unequal gender roles. Though this aspect of the project worked solely with women as co-researchers, it nonetheless compliments the other methods used in this project that sought to work with men and women to unveil how gender transformative tools impact gender relations.

Three aspects of the methods we used stand out in terms of their compatibility with the ethics and politics of feminism.

1. In emphasising group interaction, focus groups replicate social life, particularly when participants are recruited from locally occurring groups—not the case in this SRA. This allows people to discuss in situations that are quite normal social situations for them, and consequently, there is greater opportunity to derive understandings that chime with the lived experience of women. However, it is important to note that this does not necessarily discount the risk of personal and power relations within communities being played out within the focus group setting and impacting the discussion. Critics of participatory methods have long made this point (see Wright, 1996; Cooke and Kothari, 2001; Parfitt, 2004; Kapoor, 2005).
2. Feminist researchers have expressed a preference for methods that avoid decontextualization – that successfully study the individual within a social context. The tendency for most methods to treat the individual as a separate entity devoid of a social context is loathed by many feminist researchers who prefer to analyse the self as relational or as socially constructed. Because the individual is very much part of a group in the participatory methods this tendency towards decontextualization is avoided.
3. Feminist researchers tend to avoid research methods that are exploitative and create a power relationship between the researcher and the participant. The risk of this occurring in the participatory methods we adopted, is greatly reduced because participants can take over much of the direction of the session from the facilitator.

7.5.7 A note on method and importance of localisation in the research process (a move toward decolonial research)

This research invites a much-needed discussion on not only feminist research in agriculture but also decolonial research processes, making a case for empirically grounded and locally led research informed by rigorous feminist principles. If

we accept that all knowledge is gendered, then it follows that all data and expertise is gendered. Feminist research—FPAR in particular—challenges history that creates some knowledge as authoritative and empowers marginalised women as the experts of their own lives.

Our research approach adapted due to Covid-19, highlights issues around power dynamics and challenges linked to underrepresentation and coloniality in agricultural research and funding models. In line with feminist methodology, a core objective of this SRA was to build the capacity of junior social science researchers to undertake gender research. This objective became even more vital with the Covid-19 pandemic and impressed the need to dedicate time to support in-country research teams to build skills for gender analysis. Not only did we dedicate time to trainings in all the research methods, but also, the RAs improved their facilitation and analysis skills through the fieldwork. The CVN and Murdoch researchers modelled their approach using detailed trainings and guidance field resources, and this meant RAs could develop skills in empowering approaches that engage participants respectfully and facilitate critical conversations into social norms. This project—implemented during a global pandemic as it were—was an opportunity to re-imagine traditional power imbalances between researcher and participant.

8 Impacts

This SRA was not an intervention, but rather focused on an intervention. The project analysed how specific gender transformative tools (GTTs) within CARE Vietnam's agricultural intervention are experienced from the perspectives of beneficiaries of the intervention. We were interested in understanding what they consider were key catalytic elements of the GTTs. As such, our research questions were:

- *How do women and men beneficiaries interpret and experience the GTTs in their everyday lives?*
- *What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours, for themselves and for others?*

Below, we will discuss what might be interpreted as largely qualitative impacts of this SRA based on our findings.

8.1 Scientific impacts – now and in 5 years

This SRA did not aim for scientific impacts as such. However, CARE Vietnam has used the research findings for program reflection on how and what they can do to utilise the insights gained about specific elements of the gender transformative tools (SAA or GALS).

8.2 Capacity impacts – now and in 5 years

- Implemented a Feminist Participatory Action Research photovoice project with Thai ethnic minority women building their capacity to conduct qualitative research, to identify gender inequalities and structural changes critical to their livelihoods and empower them as advocates of gender equality
- Trained Thai ethnic minority research assistants in photovoice who then trained Thai co-researchers in photovoice
- Trained ten junior social scientists most from Tay Bac University and Thai Nguyen University where there are a significant number of ethnic minority students. RAs received gender trainings from CVN, pro-WEAI and feminist participatory research training from the Murdoch research team supported by the CVN team.
- Capacity development of in-country research partners to use FPAR approach and pro-WEAI in agricultural R4D projects.
- Some research assistants were recruited onto the DFAT GREAT project in Vietnam where they used the new knowledge and skills they gained from this project.
 - *Huong from CVN: I had an opportunity to meet some RAs from Tay Bac University recently (May 2023). They highly appreciated their time with us, because they had been trained properly and earned their basic skills for their data collection and research skills really were very useful for their work. E.g. to be investigators for GREAT project, CARE projects and others. For me, absolutely I have learnt a lot during the time working with you [Murdoch team] supporting my current research work with gender and women researchers.*
- CVN indicated they would recruit some of the co-researchers (i.e., Thai EM women who participated in the FPAR component of the project) when collecting M&E data in the TEAL communities.
- Presentations of research findings at international conferences with CARE Vietnam team member.
- Co-author two research outputs CARE women researchers to build track record in scholarly journal publications.

8.3 Community impacts – now and in 5 years

As a social science research project that focused on an existing CARE Vietnam agricultural intervention (TEAL), we observed impacts of the intervention. We would not anticipate the uptake of information by individuals or groups not

involved in this SRA as we've yet to convene a knowledge-sharing workshop in the region. However, the project methodologies and findings are generating interest among gender and development researchers, which we detail below and which signals there is real interest in feminist participatory action research and gender transformative approaches in rural development.

- 1) Photovoice training manual is being used to train students in Murdoch University's Asian Studies fieldwork unit (AST384) in Indonesia. Discussions are underway with Murdoch staff and collaborating with staff from the Fisheries and Marine Science Faculty at Udayana University under a Murdoch-Udayana MOU to pilot within the AST384 unit the FPAR approach and photovoice method in the fishing village of Les, Buleleng, northern Bali, Indonesia.
- 2) After presenting the research findings at the Development Studies Association conference in 2022, Rochelle Spencer had two offers to collaborate:

- a. Associate Professor Bina Fernandez, University of Melbourne

Invitation to co-design a new unit on Gender Analysis in Development Practice. Spencer has provided the unit with:

- reading lists on Feminist Participatory Action Research
- workshop exercises using development artefacts (documents include ToRs, Eols, mid-term and end-term evaluations, etc) that involve students thinking about gendered subjects and subjectivity through a set of questions as if they were a development practitioner. They are prompted to think about gender relations, intersectionality, power, decolonising practices. They also undertake discourse analyses of ToRs looking at how the problem statement is framed, unpacking assumptions, the gendered language used, whether the project takes a gender sensitive/accommodating/transformational approach and how they know. They might analyse a range of Eols from NGOs to identify and justify a proposed methodology in response to the Eol that include considerations of ethical and feminist research principles in the instrument designs, instrument training, data review and analysis, etc.
- other workshop and assignments focus on participatory research methods for doing gender analysis including for agricultural value chain and in ethnic minority contexts
- case study materials that showcase pro-gender perspective versus non-specific gender sensitive case material from development agencies and NGOs.

- b. Dr Annabel Dulhunty, ANU

Invitation to collaborate with scholars from Australia and the Pacific working on Gender and Development to share experiences at an ANU one-day conference and a two-day writing workshop to draft a chapter for an edited book. The book will focus on documenting how GAD can be revitalised for the 21st Century from the perspective of Australia and the Pacific. It will draw on experiences of 'international' development programming. Our contribution will highlight our experiences of GTAs in rural development and to share our ideas as to how GAD may be renewed and transformed for this current era.

8.3.1 Economic impacts

Economic impacts in this SRA relate specifically to our observations of the reported relational changes in household financial decision making whereby TEAL women beneficiaries reported more:

- a) confidence in their views and opinions to discuss and implement within the household their new knowledge and technical skills in relation to coffee growing
- b) confidence in their views and opinions to discuss within the household their ideas about how money should be spent respect from husbands for their (wife's) contributions to household resources, labour, and income.

The gender dialogues train couples to be able to make joint decisions for the improvement of their family. Many women felt that since their participation in the TEAL intervention, their husbands were more inclined to listen to their opinions about pruning and fertilising coffee trees and marketing decisions for sale of the coffee. The new technical knowledge and skills lie mostly with the women as very few men had participated in the coffee trainings. This is significant because a core goal of the gender transformative approach is to target power relations within farming households. By targeting women to participate in the technical coffee trainings and the VSLAs, the project amplified women's voices giving them more confidence with their own capacity and knowledge to offer the opinions making them feel valued and respected.

Another indirect economic impact of the gender dialogues that this research evidences, concerns the interconnectedness between gender dialogues and VSLA. When husbands and wives share more equitably the housework (arguably considered a more efficient use of resources), they can spend more time on income generating activities that benefit the household. This quote from Dien Bien demonstrates the connection between shared unpaid labour (i.e., housework and childcare) frees up time for the couple to work in paid labour and thus invest in their VSLA by purchasing shares:

I and my husband share housework so we have more time to work outside to earn money (day-based-employment) to purchase VSLA shares. By the end of year, the VSLA shares the money from the interest to members, so we ourselves have our own money and can decide to buy what we want. That really made us feel more confident and proactive.

One RA observed that the women in the FGDs in Dien Bien:

are more self-confident in their life and have greater roles in financial management and decisions on household expenditure after participating in the project. Most of the participating women have the right to decide on buying small things for the household and for their personal needs, but for big decisions, like buying cattle or buffalo or a motorbike, then the husband and wife discuss together.

Importantly, men and women also acknowledged wives have more time to rest and pursue social activities outside the household. For a number, this (and the associated greater sharing of household tasks) was said to increase the efficiency and effectiveness of their income generating labour.

8.3.2 Social impacts

Gender transformative tools used in the gender dialogues with husbands and wives have had promising impacts on gender roles in Thai ethnic minority farming households.

Men and women respondents identified three gender trainings that were instrumental in changes in their households:

- 24-hour clock
- Talking footsteps
- Gender balance tree

We have observed that, for the most part, Thai couples who engage in gender dialogues combined with an agriculture technical intervention and VSLAs see improved gender equality outcomes both in relational and material terms.

Thai women's attitudes clearly signal they believe they are entitled to equality with men; likewise, the data signals that men understand there is value and benefits in sharing power with women. Our research found shifts in attitudes and behaviours in relation to sharing housework, decision making, and sharing knowledge.

Women report:

- more equitable shared household work whereby husbands are performing housework with less effort on the women's part to solicit their help;
- men and women are communicating more openly and have the skills to work through different views and a will to communicate more (i.e., women's time and labour is valued by men);
- women anecdotally report less arguments and domestic violence in their villages;
- positive change in women's increased decision making on family income which is valued by women and men.

Thus, one impact of this SRA is it provides evidence that applying GTAs to specific agricultural development programming can have positive impacts for farming households specifically at the relational level.

While gender and development approaches have tended to focus on women's empowerment in terms of their individual self-improvement and agency, the gender transformative approaches implemented in the TEAL intervention are concerned with relationship level changes in farming households. Of course, the data shows there are positive impacts for women and men at the individual level (for example, men valuing and respecting their wives and women having increased knowledge and skills, and newfound confidence). However, what is noteworthy is how the GTAs have brought about significant changes at the:

- interpersonal level through improved relationships between spouses, better communication, joint decision-making, shared household chores, happier families; and

- community level where women and men are informal peer role models who share technical knowledge, share gender equality tools and knowledge.

Our research findings also point to local-level, informal advocacy and dissemination of gender equality messaging taking place thereby providing evidence that applying GTAs to specific agricultural development programming can have wide positive impacts for communities.

The critically important insight is that sustained change at the individual level only happens through relational changes. To be clear: this is a critical insight into how social change happens.

8.3.3 Environmental impacts

As part of the TEAL intervention, mostly women beneficiaries participated in coffee trainings that focused on how to prune, apply fertiliser, intercropping, planting shade trees, weeding without spraying chemicals, how to nurse seedlings to expand plantation area, or to replace the dead trees.

8.4 Communication and dissemination activities

The communication strategy centres around three key activities:

- 1) Convene a regional knowledge-sharing workshop
Now that we have finalised this report, the team needs to engage with partners and ACIAR project teams in the region to share learnings around core research approaches that:
 - inform ways of localising research
 - build capacity for gender analysis and feminist research
 - share experiences of implementing the pro-WEAI with Thai ethnic minority communities in Vietnam with IFPRI who encourage agriculture R4D projects to implement, modify and train in the pro-WEAI
 - showcase activity with ACIAR project teams and partners
 - contribute to emerging gender network and knowledge hub in Vietnam
- 2) Present research findings at international conferences
- 3) Co-author research outputs with in-country women researchers
Prepare two journal articles to build the track record of scholarly publications with women social science researchers. We will contribute a chapter to an edited book (ANU Press) entitled *Gender and Development: A 21st Century Renewal in Australia and the Pacific* that will showcase the gender transformative research based on CVN's work with ethnic minority farming communities in Vietnam as an example of shifts in GAD taking place in the agricultural sector.

Throughout the fieldwork, the chief investigators networked with key stakeholders in-country including:

- 1) A five-day training workshop in Son La focusing on the pro-WEAI and qualitative participatory methods. It was attended by a representative from the Provincial People's Committee (PPC) and Tay Bac University researchers.
- 2) While in Son La, we had dinner with the Chairman of Tay Bac University (TBU), Đoàn Đức Lân and Nguyễn Thị Linh, Aus4Skills Program Coordinator. A number of our RAs were graduates or lecturers at TBU and they also joined the dinner comprising 2 male H'mong graduates (Vàng A Mê and Giàng A Dạy) and two female Thai lecturers (Lò Ngọc Diệp and Đèo Thị Thủy) (counterparts for CARE and TBU collaboration).
- 3) Murdoch researchers (Spencer and Hutchison) met with Mia Urbano – Senior Gender Equality and Social Development Advisor, DFAT to share an update on the GTAR project.
- 4) Murdoch researchers (Spencer and Hutchison) met with Nga Le – Monitoring, Evaluation, Research, and Learning Manager, Aus4Equality, to hear about the contracting of the research leads for the longitudinal research in the GREAT program. All agreed on the value of cooperation. We advised the consultant researchers for the GREAT program to leverage our existing partnerships with ADC at Thai Nguyen University and at Tay Bac University. We also met online with the researchers from Michigan State University to provide some insights into using the pro-WEAI and FPAR approach with ethnic minority communities and shared our adapted pro-WEAI instrument. These GREAT researchers did recruit some RAs that were trained in the GTAR project.

9 Conclusions and recommendations

9.1 Conclusions

9.1.1 “Relationalities matter for their solidarities, positionalities, transformations”

This was a fundamental message Professor Yvonne Underhill-Sem delivered at the inaugural Development Studies Australia conference. This notion of relationalities underscores the critical learning to arise from this project in two key ways.

a) As a core objective of this SRA to provide opportunities to female ethnic minority researchers, we aimed to work in inclusive ways (i.e., being aware of our positionalities as white, western researchers, and the positionalities between Kinh and Thai) to generate knowledge on gendered social relations and their impact. This involved training junior social science researchers in new skills for analysing gender, prioritising ethnic Thai women when possible. In this way, we were producing solidarities with our junior peers to undertake gender research in their own communities in the future without having to rely on foreign researchers; the FPAR methodology is particularly empowering for centring women as researchers in their communities thereby privileging their positionality. This has resulted in impacts whereby some of the researchers have since been employed on other large research projects because of their gender analysis skills gained from this project.

b) Improving relationalities between men and women are central to gender transformative approaches because they foster understanding of unequal social norms, women feel respected and valued by their male peers, women’s voices are amplified in household and farm decision-making, and subsequently, women report greater family happiness.

9.1.2 Capacity building for successful localisation of the research process

Research takes place in dynamic contexts; this became quickly apparent during the Covid-19 global pandemic. We needed to adapt to the new context that required the Murdoch research team to take a ‘back seat’ and facilitate the local researchers via online training and detailed resources so they could take the lead. Attention to these smoothed the likelihood of the successful localisation of the research process. Nevertheless, successful localisation is not just about supporting the capacity of local researcher teams. It is also about being cognisant of a ‘gender, diversity, and inclusive’ approach to the research process. Covid-19 disrupted the usual ways of researching and offered a unique opportunity to build equal partnerships by shifting power imbalances between foreign and local researchers, remote supporting of local researchers to drive the research process, being flexible in the budget and delivery to build trust in a dynamic context. The imperative for flexibility can be illustrated for example when the Murdoch team were ‘grounded’ in Australia and cocooned in the safety of work-from-home, we were cognisant that in taking the lead, our local research partners must not risk their safety (including the safety of research participants). That required numerous and necessary delays in field work, but we prioritised this flexibility over fixed project timelines.

The pandemic crystalised that researchers—particularly international researchers—who do not have the language skills are well placed to act as guides rather than facilitators (in person or online). This privileges local researchers because the research can be conducted in the local language by local partners and researchers, with key findings communicated back as discussion points for the team to workshop together online. Nevertheless, it is not solely a language issue, as many researchers are multilingual. We found Thai women were often shy and sometimes even a little anxious about talking to outsiders from their communities, mainly when they knew only little Vietnamese and the researchers knew very little or no, Thai. This localisation approach gives people the confidence to speak, encourages safety and trust, and privileges local knowledge and on-the-ground expertise.

Being careful about how language is used when working cross-culturally and in poor communities is imperative.

Research that values the lived experience of women participants takes the time to create an inclusive space, uses non-written techniques, and is careful about how language is used. We experienced some difficulties with the translation of English and Vietnamese words, such as:

- ‘Feminist’ did not translate well into the Vietnamese language
- ‘Aspirations’ translated into ‘expectations’ thereby giving a different meaning
- We needed to change ‘meaningful’ (i.e., which activity did you find most meaningful) to “What activity did you learn the most from.”

These translation issues highlighted the importance of language in a situated context. For example, during the first training session, we encountered difficulty appropriately translating the word 'feminist' when introducing the Feminist Participatory Action Research (FPAR) methodology. There was a diversity of translations, none of which entirely captured the meaning in the context of the methodology used.

9.1.3 Gender research methods are time and resource intensive

The pro-WEAI and the FPAR approach require budget resourcing and can result in good research outcomes. FPAR requires higher resources than other methodologies. In this SRA, the collaborative processes required different systems in each province, which takes time. We were surprised about the amount of time it took to respect the FPAR process, and that did not even involve implementing a final stage of advocacy—the ideal FPAR process involves a cyclical course of democratic decision-making using inclusive, participatory methods to generate knowledge and take action (advocacy) for structural change. FPAR is by no means a short, linear research endeavour. We learnt in this SRA that:

1. Collaborative research takes time – considerations for developing consensus, partner workloads, farming seasons, pandemic, etc.
2. Structuring reflective practice into research design is tremendously valuable – we used sense-making workshops that brought together all research teams (qualitative and pro-WEAI from both provinces) to reflect on and validate the interpretation of data.

9.1.4 Transforming gender relations requires long-term commitment

Transforming the attitudes and behaviours of women and men regarding gender relations requires a long-term commitment because it takes time to sensitise communities to gender equality. Gender transformative approaches involve discussions on harmful social norms that produce gender inequalities in ways that can be safely explored, and they introduce couples to skills for negotiating power relations within their families. For normative commitments to gender equality, GTAs thus require consistent messaging and men and women engage in participatory activities that emphasise the relational benefits of gender equality for farming families. The positive changes seen in the TEAL beneficiaries signal that the incremental changes in gender relations are valuable and thus worth investing resources and time when programming for agricultural interventions.

9.2 Recommendations

9.2.1 Gender Transformative Approaches

Start gender transformative approaches early in the technical intervention

The implementation of gender dialogues was delayed at the outset of the TEAL intervention and, ostensibly, side-lined for sectoral objectives. The research data from the three methods—pro-WEAI, participatory FGDs and FPAR—in 2019 highlighted participants' lack of awareness of gender inequality because TEAL beneficiaries (both men and women) had participated in few gender dialogues compared to the coffee and VSLA trainings. Starting GTA early in a rural development intervention is vital in development programming because it is the incorporation of gender transformative approaches across the lifespan of the intervention that characterises it as transformative.

Invest properly in gender transformative approaches

Donors and commissioning agents need to budget for the time it takes to undertake gender training of different stakeholders, not only at the household level, but community partners and organisations along the value chain to identify barriers and solutions to a) the recognition and valuing of women's time and contributions, and b) improvement of women's access to extension and technical services. In this way, programming will help target gender transformation at the systems level to reinforce gender transformations happening at the household level.

9.2.2 Support Localisation of Gender Research

Adapting fieldwork in the pandemic context

- Co-create detailed Fieldwork Guidance Notes that account for local realities and social norms.
- Use video conferencing platform (Microsoft Team, Google Meet) to train in-country partners and RAs.

- Provide RAs with clear guidelines and tips to help them with their interviews, participatory methods, and importance of taking accurate fieldnotes – providing templates can help. Consider if you need to develop flexible data collection protocols.
- Create a WhatsApp or Zalo group among RAs and chief investigators so they can learn from each other.
- Follow up with phone calls for feedback and data quality reviews through fieldwork online debriefing sessions.
- Collaborate and adapt in real time when RAs are faced with difficulties in the field - Australian researchers to be available on WhatsApp/Zalo during fieldwork hours.
- Convene post fieldwork sense-making workshops with RAs and in-country team using online platforms (Microsoft Teams, Google Meets, PollEv, Miro Board) for follow-up to help contribute to success.
- Create fieldwork forms (there are data collection apps for exporting into Word and PDF templates, i.e., FastField for Web, iOS, Android).

Support and resource transformative change through research for development

- Implement participatory grant making models to ensure locally led research.
- Agriculture research for development funding should be gender responsive – gender equality should be an objective of all ACIAR funding. Include gender impact audits for all projects.
- Provide flexible long-term funding – transformative change takes time.
- GTAs take time to affect change and in many cases, it may be impossible to demonstrate measurable outcomes of GTAs within the typical 3-to-5-year grant cycle. This signals the importance of governments and funding institutions, such as ACIAR, as key partners for implementing GTAs. This insight underscores—and should signal to the donor community—that social change, particularly gender relations, necessitates a shift to longer funding cycles.

Next steps - Host one or two regional knowledge-sharing workshops

- We recommend using the remaining funds to convene a knowledge-sharing workshop with IFPRI, ACIAR projects and other technical stakeholders in the region. This will enable us to:
 - share experiences of adapting and implementing the pro-WEAI with ethnic minorities in Vietnam ACIAR stakeholders and with IFPRI who encourage agriculture R4D projects to implement, modify and train in the pro-WEAI.
 - it will provide opportunity to showcase activity with ACIAR and contribute to the gender network and knowledge hub in Vietnam (an outcome of a former ACIAR project).

Next steps – produce evidence of gender transformative approaches in value chains

While this research focused on how household relations of a vulnerable group (Thai ethnic minority farmers) in the Arabica coffee value chain are transformed via GTAs, we have signalled that more research is required at the mesa level to enable Thai women and men to identify and implement gender equitable strategies to increase their incomes, resources and negotiation power along the value chain. How do the tools used in the gender transformative approaches enable transformation of the inequalities and power relations that need to be addressed throughout the value chain? As outlined, this SRA was not able to address the research question “What shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?”. There were very few activities on gender equality with coffee value chain actors, especially those from the private sector, within the TEAL project—mostly due to Covid-19 disruptions. However, CVN is deploying the gender transformative approach in its AWEV¹⁹ project with the tea value chain, in which GTTs are already being rolled out along the value chain and with private sector actors. CVN and Murdoch propose that if ACIAR is interested in funding a much smaller SRA, we will mobilise the resources to work on an analysis to produce evidence on gender transformative in value chain.

¹⁹ Advancing Women’s Economic Empowerment in Vietnam

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10.2 List of publications produced by project

The team will collaboratively work towards publications once this report is submitted and finalised. We have two article publications planned that we will co-write with our in-country partners and one book chapter that we have been invited to write based on a conference presentation in 2022 on the research methods and findings.

Paper One: focuses on methodology aiming to contribute to the scholarly literature on the essential characteristics of feminist research: the objective of social transformation; involvement of ‘the researched’ in the process that calls for self-reflexive and participatory approaches; and an emphasis on qualitative research methods. We will discuss our approach to Feminist Participatory Action Research (FPAR), how feminist theories inform action research, building rural ethnic minority empowerment through women’s lived experience.

Paper Two: focuses on GTTs, how we think they work, what’s important about them, the kinds of things they address that other approaches don’t.

Target journals: *Gender and Development*; *Gender, Technology and Development*; *Gender Place and Culture*.

Book chapter in *Gender and Development: A 21st Century Renewal in Australia and the Pacific* that will showcase the gender transformative research based on CVN’s work with ethnic minority farming communities in Vietnam as an example of shifts in GAD taking place in the agricultural sector. This will be published with ANU Press.

11 Appendixes

11.1 Appendix 1: GTAR Qualitative Research Training Slides

Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam

1) To develop capacity of in-country partners and junior social science researchers in undertaking feminist participatory action research methods and the Pro-WEAI.

2) To analyse the process of gender transformation that the suite of tools used in the TEAL project aim to facilitate in order to provide an evidence base as to *how* and *why* gender relations are transformed, and women are empowered (or not).

- What observed initial changes are there in ethnic minority women's empowerment in the coffee value chain, using the project-level Women's Empowerment in Agriculture Index (Pro-WEAI)?
- How do women and men beneficiaries interpret and experience the gender transformative tools?
- What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours, for themselves and for others?
- Scale out: What shifts in power relations between ethnic minority women and value chain actors have occurred through the TEAL project?

Informed Consent and Ethics in the research process

Welcome everyone and introductions

Give an overview of the research and goals of the research

Asking for consent (confidentiality, recording, all data will be anonymized, photos)

Provide format of the FGD & any ground rules for the discussion (speaking one at a time, everybody's views are important, open debate)

What features of a Focus Group raise ethical issues for the researcher?



Social Analysis

Selected Tools and Approaches for Participatory Research

- Participatory Focus Group Discussions (FGD)
- Feminist Participatory Action Research (FPAR)
- Freire's Sequencing
- Seasonal & Trend Diagramming
- Storyboarding
- Most Significant Change and Wheel Spokes
- Q-Sorts



Focus Group Discussions

Rather than asking a set of interview questions, the researchers will facilitate a participatory group discussion between the participants to explore the ways the TEAL beneficiaries are being engaged by TEAL and their experiences of that around three broad themes of:

1. **Understanding** – reflecting on the TEAL project and its goals
2. **Process** – reflecting on TEAL activities and what makes a difference at the household level and the producer group level (drawing out insights about agency and relations at the household and community levels)
3. **Change** – sharing stories about what has made a difference, what's been interesting for participants in the TEAL project, and what issues/challenges have arisen for participants as a result of the TEAL project?



Focus Group Discussions – a feminist methodology

1. Group interaction replicates social life
2. Focus groups as a method avoid decontextualization from the social context
3. Focus group participants can have control in directing the process

These three features combined with a sensitivity towards feminist concerns, mean the FG method has considerable potential as a tool of feminist research.



- Introducing the purpose is particularly important because members are likely to feel uneasy if the purpose and what is expected of them is not made clear.
- Explain the FG process and your role as facilitator – your role as facilitator involves increasing your listening and decreasing your talking.
- You need to manage the group but be flexible. You are interested in who expresses views in the group – do certain individuals seem to act as opinion leaders or dominate discussion?
- What about the range of opinions within a group – does most of the range of opinions derive from just one or two people or from most of the group?
- You need to account for who is talking as well as what is said. This is sometimes difficult especially when people talk over one another.

Your role as facilitator



Critical Role of Taking Notes

Verbatim recording

You are another set of eyes and ears for analysis.

Capture the details of the group interaction in your notes.

Type comments word for word. People don't talk in complete sentences. Insert punctuation

where it seems appropriate. Avoid the temptation to add or change the words, or to correct the grammar. If some of the words are unintelligible, type an ellipsis ("...") to indicate that words are missing from the transcript.

Note special or unusual sounds that could help analysis. For example, note laughter, loud voices, or shouting in the transcript in parenthesis.



What is Feminist Participatory Action Research?

A research methodology based on a process of **knowledge creation to bring about transformation in women's lives driven by the women themselves** in collective action.

It is an iterative approach that capitalizes on learning by both researchers and participants within the context of the participant's socio-cultural system.

Women will be invited to participate more deeply as co-researchers, which will involve a small number (12) of self selected participants using a participatory method of their choice to explore and discuss their experiences of how and why gender relations change.



Paulo Friere's Sequencing

Description – what do you see here? What is happening?



Analysis – why do you think it is like that? What are the causes?



Opinion – how does it compare with your experience? What can we do about it? How do you feel about that?



Sequencing – Role Play Scenarios

Discuss:

a) What do you see here? What is happening in this role play? *Review the message from all the scenes observed. Explore the message and meaning of the scene and discuss the possible consequences of the actions shown.*

b) What does the action in this role play mean? What message does this give the woman/girl? Why do you think it is like that? What are the causes? What are the possible long-term consequences?” “How did it make you feel”? **Draw out the key learnings.**

c) How do these scenarios compare with your experience? How do you feel about that?

d) Do you have any suggestions for change? What can we do about it?

Storyboarding

- A visual, participatory method that allows research participants to draw pictures to represent their experiences.
- Storyboards serve as a vehicle to talk about experiences (with the TEAL project and how change happens in gender relations).

Where I was? (reflecting on the past – before doing any gender dialogues)

Where I am now? (reflecting on the present – since having done some gender dialogues)

Where I want to be? (aspirations for the future)

Most Significant Change and Wheel Spokes

Set up: explain the activity

This activity involves a discussion about most significant change.

This will form the basis for an interactive Wheel Spokes exercise.

The note-taker will take detailed notes of the discussion for 20-30 mins as the basis for helping the facilitator to identify what are the main changes that will be represented by symbols for the SPOKES exercise.

Storyboarding

- A visual, participatory method that allows research participants to draw pictures to represent their experiences.
- Storyboards serve as a vehicle to talk about experiences (with the TEAL project and how change happens in gender relations).



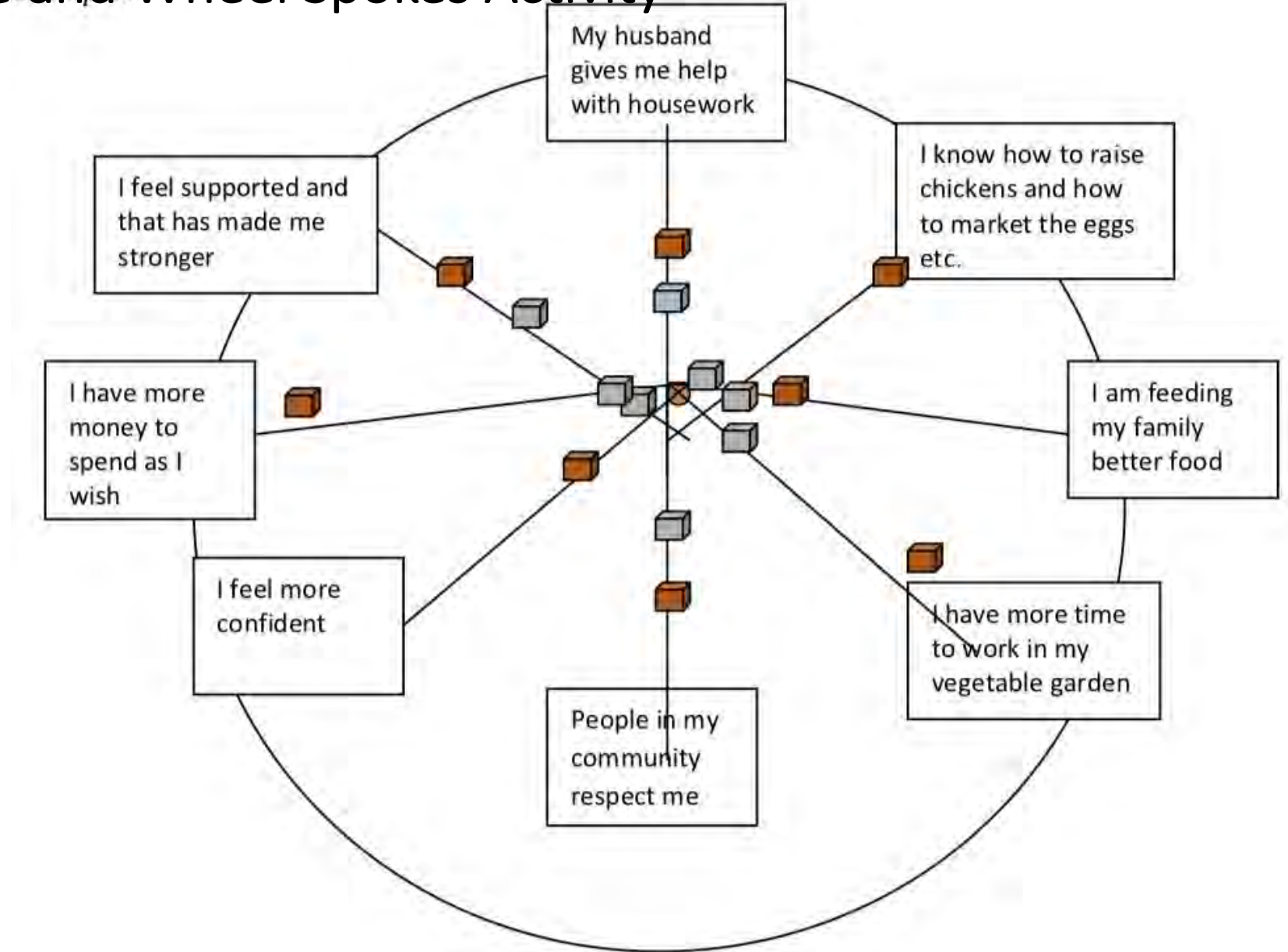
Most Significant Change and Wheel Spokes Activity

Since doing the gender equity activities:

What do you think has been the most significant change(s) in your life?

OR

What do you think is the most significant change that you want to happen?

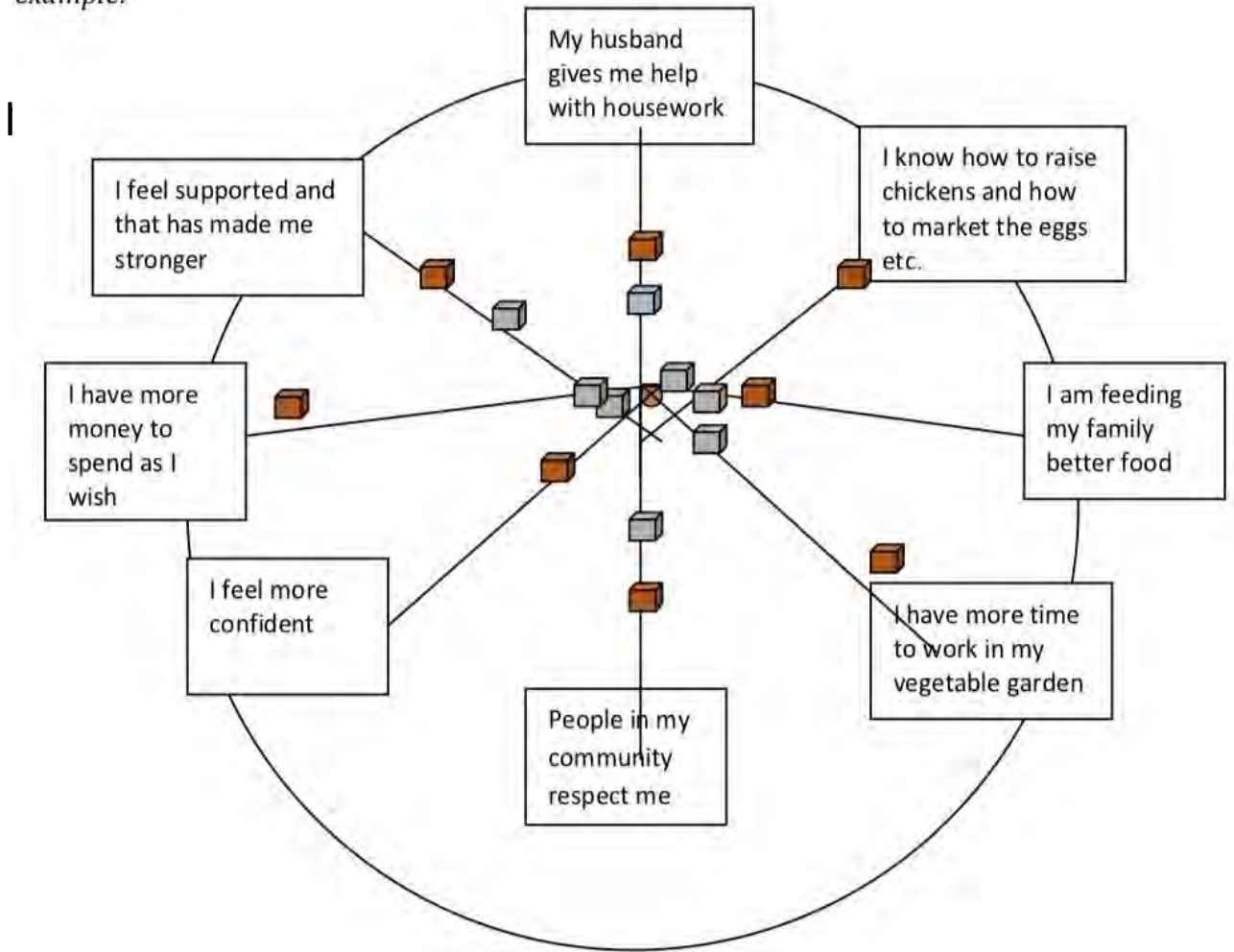


With the co-researchers, decide on symbols to represent 8 – 12 of the main changes in terms of:

- income & earnings,
- knowledge/skills,
- decision-making and relationships at household and community levels,
- attitudes etc.

that are identified to have taken place and arrange them in a circle

example:



The group will use two different markers to indicate how much progress has been made (for example, red plums and green plums).

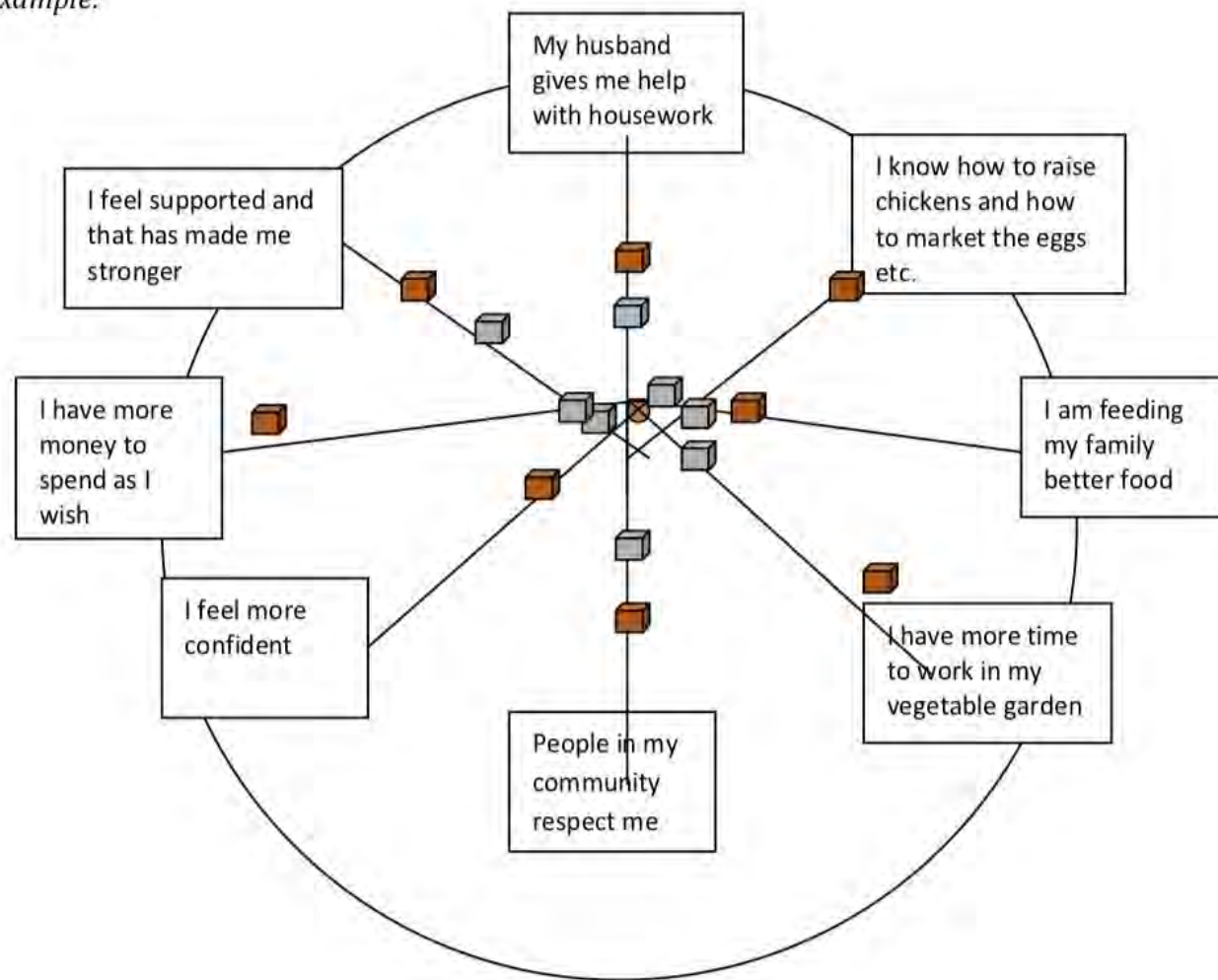
One of the markers will indicate where the group members were before the project started.

The other will indicate where they are now in relation to progress.

The group members themselves need to discuss together and agree where the marker should go – relating the decision to their own lives.

They will place the marker nearer the symbol if there has been progress and they are closer to reaching their goal with this issue – and further away from the symbol if they are far from achieving the goal.

example:



Discuss: learnings from the activity

Ask the co-researchers to vote for what they each see as the most important of the change areas – or initiatives that have changed their lives.

Which one has been most important to you for gender equality or had the most impact in improving gender equality in your relationships? Each participant is given three coloured dots to vote with. She can put the dots on any of the boxes – or all three on one box!

Then ask them to discuss: *What could be done to further improve women's income and support their participation in decision-making in the home and community?*

If there is time, you could ask:

Is anyone prepared to talk further about examples of changes that they have individually experienced in their own lives since you and your husband have been participating in the gender dialogues?

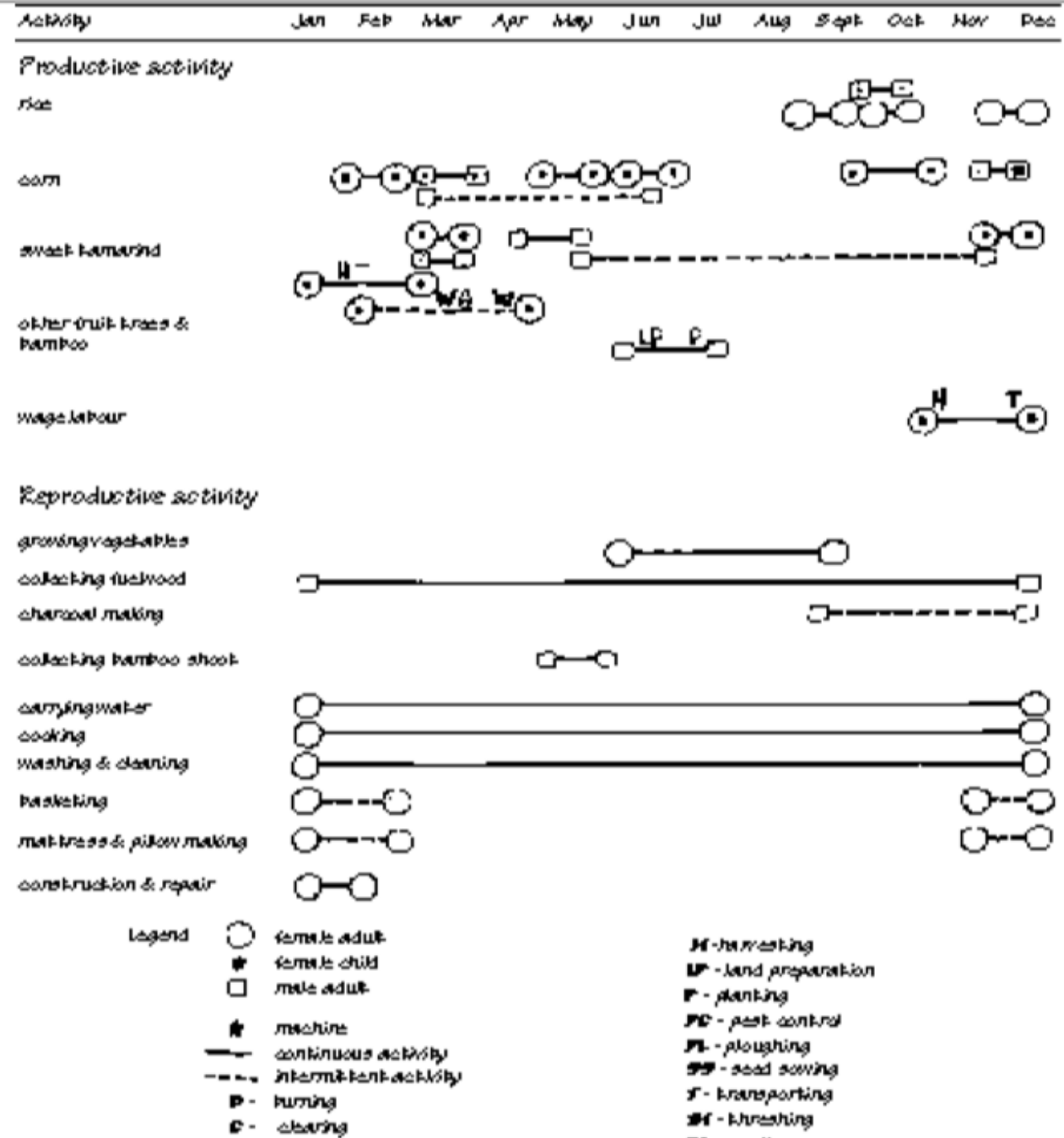
They need to be able to explain how the change came about – what was involved in the change, who supported it and why it is so important to them.



Seasonal & Trend Diagramming

In agricultural research, seasonal diagramming is commonly used as a schematic device which presents information in a readily understandable visual form.

Trend diagramming is a representation of the changes in village life and the community's resource base. It is also an analysis of gender-specific changes in who has access to resources or control over them.



Using Q-Sorts in Participatory Processes

- Requires participants to prioritize a set of 20 to 50 elements or statements in order from least to most desirable. The statements are often presented as multiple possible answers to a given umbrella question
- Although the root of the Q is the prioritization of elements (or statements), one of its strengths is that the pattern or logic that drives the weighting of a particular statement or concept versus another does not need to be known or even hypothesized in advance.
- Neither do the elements have to be mutually exclusive nor completely exhaustive of all the possible concepts that could apply. The elements are assumed to be simply a subset of the possible concepts that may be important to the issue at hand, just as the participants may be considered a subset of the possible stakeholders.

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Statements on cards are presented to participants



Participants are asked to sort the cards into 3 piles: agree, disagree and neutral



Participants are asked to sort their most agreed with statement onto a normal distribution grid, followed by their next two most agreed with, and so on until their 'agree' pile is empty



Participants are asked to repeat Step 3 with their 'disagree' and then 'neutral' piles



Participants are able to move statements around on the grid until they are satisfied



Participants completed comments booklets about their reasoning for their statement positioning

Q Sort Grid

Once sorting is complete, ask participants to discuss why and how they sorted the statements the way they did especially why they placed the the statements (or pictures) in the extreme right and the extreme left of the table and identify the column where the statements/pictures to the right are more like the changes they want compared to the statements/pictures to the left.

[illegible]

11.2 Appendix 2: GTAR Training Notes

GTAR Training Notes

Ethics, Informed Consent and FGD – Jane Hutchison

Slide 1

The project aims are two-fold, involving a capacity development objective and a research objective [Read slide]

In our research, we recognise the value of using feminist approaches to generating data. These have underpinned our choices of and the execution of methods for collecting data. Feminist approaches to research are characterised by different factors, that is, feminist researchers focus on the power relations implicit in the researcher's eliciting of information from a participant and how such 'data' are used and interpreted. Feminist research privileges subjective realities and experiences, and seeks to elevate voices of those whose experiences are less visible. The power imbalance between researcher and researched is inevitable, therefore researchers must be explicit about tensions that may exist and be aware of the mechanisms of oppression in research and how these can affect participants. In feminist research, the researcher and the researched are complicit in producing the data together through 'dialogic communication'

Slide 2

Brainstorm Activity

Brainstorm all the ethical issues relating to focus group research that you can think of.

- *Honesty*
- *Confidentiality*
- *Power*
- *Recording*
- *Seeking informed consent*
- *Secure storage of data*
- *Need a firm agreement from all participants to treat everything said within the FGD as confidential*

Explain the reasons when you would use written and oral informed consent. Show the Oral Information Script and the Oral Consent Form and perhaps role play it.

Slide

Increasing importance is being attached to facilitating dialogues among stakeholders in development projects and programs, to development interventions, and to increasing the voice of the poor in policymaking at all levels.

We've selected a number of tools that provide rigorous methods for eliciting qualitative information from stakeholders to ensure information can feed into CARE projects and programs about their gender transformative approaches.

Gender transformative approaches to agricultural development that seek to actively examine, question and change unequal gender norms as a means of achieving positive sectoral and gender equality outcomes. The tools are methods or means to advance gender equality and women's empowerment, both as a goal in and of itself and to achieve improved agricultural outcomes for households and communities.

Consistent with the FPAR approach, qualitative methodologies will be used for participatory activities to:

- * establish how the change takes place (via the gender transformation tools used in the TEAL intervention)
- * understand why change happens (or does not happen) from the perspectives of TEAL beneficiaries
- * research how people understand and describe that change
- * identify unintended changes or impacts

But first we want to go through consent and ethics in human research

Slide 4

In our research, participants who formally consent will be invited to participate in small focus group discussions (FGD) of 8 participants that will use participatory activities to explore their experiences learning about gender relations in the TEAL project.

First of all, we'd like to discuss focus groups generally, but then we'd like to brainstorm some ideas with you about the kinds of activities we might use in a Focus Group around these three broad themes on the slide.

Brainstorm Activity

So first of all:

In pairs, discuss the differences, between FGD and interviews?

On an A3 sheet, make two lists one of the benefits and one of limitations of FGD as a method. Report back to whole group.

Some points to raise if the RAs don't raise them:

- FGD allow the researchers to develop an understanding of why people feel the way they do.
- FGD allow people to probe each other's reasons for holding certain views.
- The facilitator has to relinquish a certain amount of control to the participants.
- FGD offer the research the opportunity to study the ways in which individuals collectively make sense of a phenomenon and construct meanings around it (this is why verbatim recording is essential).
- Understanding social phenomena in this way is not undertaken by individuals in isolation from each other. Instead it is something that occurs in interaction and discussion with others therefore FGDs reflect the processes through which meaning is constructed in everyday life.
- FGDs allow the researcher to observe interactions between participants as they collectively explore a topic.
- Enable the articulation of tacit knowledge and differences between participants may be informative.
- They have to be carefully moderated because strong individuals may bias results.
- Require careful written recording and analysis.
- Must note aspects of the FGD not caught on the recording i.e. reasons for silences.

A FGD is working well when participants begin to talk to one another and build on one another's comments rather than continually responding directly to the facilitator.

The facilitator should begin to play a less central role as participants share experiences, debate ideas, and offer opinions. Some groups arrive at this point quickly.

First steps with a FGD:

- Decide whether a FGD is appropriate – i.e. will harm come to people who share their ideas in a group? Do you need statistical info? Is there a more efficient way to get the info?
- Logistics – where might the FGD be held? What days or times would work well for people? What will it take to get people to come?

In participatory research, a FGD is usually convened, mediated and recorded by a team of at least two people – a facilitator and a note-taker. Focus group discussion is a technique where a researcher assembles people to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction.

In a FGD, researchers adopt the role of a “facilitator”. In this setting, the researcher facilitates or moderates a group discussion between participants and not between the researcher and the participants.

Participatory activities in FGDs aim to create engaging ways to ensure that participants are comfortable to share information with other participants and with researchers. Different methods can include presenting or reading out 'vignettes' of scenarios or stories (**Hennessy and Heary 2005**), providing photographs to stimulate discussion (**Hannay et al 2013**) or making the focus group more 'fun' by incorporating different activities, such as ranking items relevant to the discussion (**Colucci 2007**).

Ask RAs what they think would help Thai group members relax and settle? Socially and culturally relevant warm up and cool down activities are an important way to build good rapport between the research team and participants. **For example**, Thai music could be played on their arrival to the FGD and snacks and drinks will be provided. All participants will know one another as they will be from the same village. A warm up game to develop trust and generate group communication might be to ask participants to stand in a circle and place their hands in the middle of the circle. Each participant is instructed to join each of their hands with a hand belonging to two different participants that results in a tangle. They are then instructed to communicate with one another and move to untangle themselves and form a circle again without letting go of each others' hands. Once the game is completed, each participant and research team introduce themselves and speak about our families which aids the researchers to understand participants' lived experiences and allows participants to know about the research team member's backgrounds.

Examples of ending questions - to help the researcher get a final viewpoint from participants on key topics, consider using Q's like: “Reflect on the entire discussion, what is your position or opinion on the gender trainings”? (this is an all things considered question); One of the note takers gives a short summary of the FGD towards the end. After the brief oral summary, the facilitator asks “is this a good summary of what was said here today”? (this is a summary question); the facilitator reviews the purpose of the study and then asks the participants “have we missed anything? Is there anything we should have discussed that we didn't”? (final question).

Brainstorm Activity

What skills does a researcher need in order to use focus groups as a research method?

What factors might influence the nature of the contributions participants make in a group context?

How might you best manage those?

- Have the discipline to listen.

- Control non verbal actions no matter how strongly you feel about an issue (head nodding, smiling, frowning)
- Are the participants speaking to the topic, if not, refocus their attention on it.
- Create a warm and friendly atmosphere. While waiting for participants to arrive, engage those who arrive first in small talk. These informal discussions precede the FGD, help put participants at ease, and foster conversation among the group.
- Be comfortable using pauses, don't be too uncomfortable with silences. Pauses encourage people to add to the conversation.
- Listen for vague or inconsistent comments and probe for understanding or to get more information or more detail, using questions like "would you explain further", "could you give an example", "I don't understand", "tell us more".
- The facilitator's job is not to make sure everyone speaks the same amount in a FGD. However, everyone should have the opportunity to share. Some people will have more to say. If they are answering the question and giving new and useful information, let them continue.
- Control dominant talkers by thanking them for their input and asking for others to share. Remind the group that it is important to hear from everyone.
- Call on quiet participants. They are often reflective thinkers and have wonderful things to offer. Invite them to share with something like, "Lan, I don't want to leave you out of the discussion. Is there something you would like to add?"

Brainstorm Activity could be like a world café concept depending on time.

Divide into three groups, each group discusses one of the three themes and suggests some ideas for the kinds of activities we might use in a Focus Group to elicit and capture reflections from the research participants. If there is time, each group then moves on to the next table to review the ideas/suggestions of the other team and to add their own. One person from each table stays on the table to explain to the new folk the ideas/suggestions on the butcher's paper. If not enough time for world café, then each table to report back to whole group.

Themes to discuss in lieu of a FGD guideline or schedule

Theme 1: understanding

What do beneficiaries perceive to be the goals of gender relations activities/training

Theme 2 Process

What happens within the tools (SAA and GALS) from their perspectives? How do they experience those activities.

Theme 3 Change

What changes do they think will be brought about?

Slide 5

Three aspects of the FGD as a research method stand out in terms of their compatibility with the ethics and politics of feminism.

1. In emphasizing group interaction FGDs replicate social life, particularly when participants are recruited from naturally occurring groups. This allows people to discuss in situations that are quite normal for them. Consequently, there is greater opportunity to derive understandings that chime with the lived experience of women.
2. Feminist researchers have expressed a preference for methods that avoid decontextualization – that is, that successfully study the individual within a social

context. The tendency for most methods to treat the individual as a separate entity devoid of a social context is disliked by many feminist researchers who prefer to analyse the self as relational or as socially constructed because the individual is very much part of a group in the FGD method this tendency towards decontextualization is avoided.

3. Feminist researchers tend to avoid research methods that are exploitative and create a power relationship between the researcher and the respondent. The risk of this occurring is greatly reduced because focus group participants are able to take over much of the direction of the session from the facilitator.

Slide 6

As qualitative research, the aim is to get the perspectives of those being studied. So the approach should not be too structured. Therefore there's a tendency to use fairly small number of very general questions to guide the FGD.

Allowing a fairly free rein to the discussion means the researcher stands a better chance of getting access to what individuals see as important and interesting.

As facilitator you have two roles: allowing the discussion to flow freely and intervening to bring out especially salient issues, particularly when group members do not do so.

Best advice is to err on the side of minimal intervention but to intervene when the group is struggling or not picked up a thread that is said in the discussion but is significant to the research topic.

What might be some tactics to keep the discussion flowing?

- Acknowledge what has been said
- Summarise what's been said
- Stimulate reflection on what's been said
- Allow adequate time for participants to speak
- Prompting and probing

One of the challenges is ensuring a good level of participation among the group. This could be encouraged by:

- Writing comments or drawing representations on a flipchart to allow reflection and stimulate further discussion. The benefit here is participants can see the researcher's emerging understanding. You must use the participants' own language when making such notes.
- You may have to ask quieter members what they think and tactfully encourage dominant members to contribute slightly less (i.e. "that's one point of view, does anyone have another point of view"?)
- Flexibility – **to allow the group to set the agenda, to focus on aspects that they feel are important and explore relevant differences that emerge**

What not to do: avoid questions that can be answered with a yes/no. Avoid why questions and instead try Q's like "what prompted you to try..."? Avoid agreeing or disagreeing, expressing personal opinions, interrupting, frowning or nodding.

Instead, use think back questions: take people back to a specific time to get information based on experience. "think back to the last time you first planted coffee plants..." "think back to when you were first introduced to the ideas of gender norms and division of labour..."

Slide 7

A research methodology based on a process of knowledge creation to bring about transformation in women's lives driven by the women themselves in collective action. It is an iterative approach that capitalizes on learning by both researchers and participants within the context of the participant's socio-cultural system.

The imperative for verbatim transcription

When researchers analyze FG data, the analyst needs to consider many different aspects of the FG and its participants responses, including words the participants use in the discussion, context, internal consistency of the participants' views, frequency of comments, degree of agreement on a topic, intensity of a feeling toward a topic, specificity of responses, and 'big ideas' that emerge from the discussion.

The researcher thinks about the actual words used by the participants and the meanings of those words. Some words are powerful, or very descriptive. Different participants will use different words and phrases, and the analyst will need to determine the degree of similarity among these responses.

Reflect on: what was surprising, how did this group compare with prior groups? Do we need to change anything before the next FGD? Note down hunches, interpretations, and ideas.

FPAR Training – Rochelle Spencer

Slide - Feminist Participatory Action Research

We have selected a variety of participatory methods that we could use with the women co-researchers to explore with them *how* and *why* gender relations change from their perspectives and what they consider the important and valued catalysts for change to be.

We would like to introduce these to you and get your thoughts and feedback on how useful these techniques might be in the context of Thai ethnic minority women.

Learning from and with each other is a natural process: ancient practices around teaching have been passed down from generation to generation. Neighbours tell each other about the best way to sow local plants in their gardens; mothers swap ideas about remedies for a cold. People exchange knowledge and skills to find answers to everyday questions and problems.

FPAR is about collaborative learning where every participant is potentially both a learner and a teacher. Learning, here, is understood as a social process of acquiring useful knowledge, that is, the knowledge needed to make decisions that improve and promote gender equity. That exploits on

The activities that we will introduce to you today have been designed in consideration of a number of situations:

- Not all participants may be literate or confident in reading/writing skills. Therefore, activities rely on oral and visual processes such as dialogue, story-telling, role playing and drawing.
- Facilitators must have considerable experience of participatory learning and teaching processes. The various steps in a session are not so much a 'blueprint' as a 'starter pack' of ideas and suggestions. Facilitators should be able to be flexible in their approach, and responsive to participants' existing knowledge and skills.
- Integrity is important: the key points of the activities should model the relations and practices aimed for in daily life. All participants must have a sense of feeling respected, included and valued.
- Participants act using body, mind and soul in equal measure. Integration of thinking (head), feeling (heart) and acting (hands and feet) is crucial.

Participatory activities are built around the notion of an action-learning cycle:

1. It begins with an action or experience (immediate in the form of an activity or the request to recall an experience).
2. This is followed by a reflection (often in the form of questions asked).
3. After questioning, experimenting and formulating in the reflection, the learning is drawn out and named (often this involves identifying information, or the facilitator is asked to 'point out' or 'explain').

4. The cycle leads to planning: here insights are translated into proposed actions in which the new learning becomes practice.

The facilitator has an important role in 'unpacking' and processing information generated at each stage. This process reflects the action-learning cycle and may be guided by three questions:

- What happened? (What?) = action/experience
- What does it mean? (So what?) = reflection and learning
- What will we do about it? (Now what?) = planning

Slide – Paulo Friere’s Sequencing

This participatory method involves role playing a series of scenarios that explore gendered behavior. It is based on the work of the Latin American scholar Paulo Friere.

The concept of “gender consciousness” that frames this Sequencing comes from the idea of critical consciousness developed by Paulo Freire.

The process of “conscientization”, according to Freire links to individuals’ capacity to reflect on the world and to choose a given course of future actions informed and empowered by that critical reflection.

This process of reflecting critically on cultural conditions and social norms supporting and framing experiences of gender inequality can help promote personal growth, human rights, political awareness, and activism – which can create the conditions to challenge and change gender role prescriptions.

Set up

Explain that we will use a series of role plays of scenarios demonstrating the roles that a husband and wife have in their household and livelihoods. Explain that we will look at some pictures based on everyday behaviour and actions that seem normal and right. As a group, we will observe each role play and discuss together.

Process

Display the pictures or role play one scenario at a time. Situations can include the following:

- A husband and wife return from a day working in the field. The husband rests as he is tired, while the wife starts the household chores.
- A husband has some financial decisions to make. He speaks to his elder son about his thoughts even though his wife and daughter are there.
- A girl and a boy are studying. The mother calls the girl to come and help her in the kitchen. The boy keeps studying.
- The family needs water to wash everyone’s clothing. The pregnant wife is tired but goes to fetch it while her husband and sons listen to the radio.
- A man is walking down the street. His wife and daughters walk behind him, their eyes looking down. After some time they pass another man and his wife. The men greet each other but do not introduce their wives, who stand shyly behind them.
- A man calls his young son to go to the market with him. His daughter runs up wanting to go too. She is left behind.
- The wife doing cleaning or cooking while the husband relaxes with his male neighbours.

- The wife is bathing the children and getting them ready for school while the husband is asleep.
- The wife is tending the crop (ploughing, planting or harvesting) then the husband is negotiating with buyers. The husband is then counting the money. The wife asks him for money.

Discuss

Working through the Sequencing Questions ask the co-researchers to describe:

a) DESCRIPTION - What do you see here? What is happening in this picture/role play? *Review the message from all the scenes observed. Explore the message and meaning of the scene and discuss the possible consequences of the actions shown.*

b) ANALYSIS - Ask the group “What does the action mean? What message does this give the woman/girl? Why do you think it is like that? What are the causes? What are the possible long-term consequences?” “How did it make you feel”? **Draw out the key points below.**

c) OPINION - Ask the group: “How do these scenarios compare with your experience?” “How do you feel about that?”

d) CHANGE - Have them advance suggestions for change. “What can we do about it?”

KEY POINTS

- We get used to the way people behave every day, even if our actions are not fair or right.
- Girls and young women grow up experiencing that they are not equal to boys and young men. They are made to feel inferior and unimportant. This makes them consider themselves worthless. They will find it hard to stand up for themselves when they get older.
- Boys grow up believing they are more important than girls. This makes them treat girls and women as less important or even worthless.
- Our actions give messages about how we relate to each other. For example, if girls and women are always expected to be in the kitchen they come to believe that this is where they belong.
- We need to look at and question our everyday actions. In that way we can start to change them.

Ask RAs to discuss in pairs their impressions about this tool and the strengths and weaknesses of using it with ethnic minority woman as co-researchers. Ask them to select the top three scenarios they think are most relevant to EM communities. Each team to report back to whole group.

Slide – Seasonal Trend Diagramming and Gender Roles

Set up a)

Explain that we will draw a calendar (timeline) to show yearly activities around coffee Arabica coffee production – we call this Seasonal Diagramming. It should be based on a calendar familiar to the villagers. Ask them what are the common time divisions they use - months? seasons?

Explain that the calendar timeline will reveal labour patterns in the village/household in relation to the rain pattern, highlighting gender-based activities during both wet and dry seasons.

Ask participants to think about how their productive activities change according to the season, and how their reproductive and home-maintenance activities are consistent throughout the calendar.

As a group we will discuss/debate the placement of the pictures on the diagram. The aim of the discussion is to reveal gender-based divisions of labour over a one year period in a Thai village.

Process a)

Ask co-researchers to draw a timeline. Then ask them to draw pictures on post-it notes to indicate yearly activities around the Arabica coffee production (or the research team draw pictures of yearly activities as the co-researchers identify them) and ask them to stick the pictures on the timeline to indicate when yearly activities occur. This is a seasonal diagram.

Discuss a)

Once the pictures for yearly events are placed on the Seasonal Diagram, facilitate a conversation about the role of women and men in these agricultural activities throughout the year.

Working through the Timeline ask the co-researchers: “using the pictures and drawing on your own experiences, discuss what occurs within the Arabica coffee value chain at the:

- Household level – when/if discussions occur between husbands and wives about planting and harvesting, intercropping, etc.
- community level – if and how often women farmers participate in and/or lead Village Savings and Loans Associations and/or Producer Groups
- market level – if/when women farmers make decisions with their husbands about finances, buying farm inputs, where to sell produce at which markets and for how much, women negotiating with big buyers and coffee brokers in the value chain

Set up b)

Now tell the co-researchers that we are going to use the Timeline to reflect on how the role of women in these agricultural activities throughout the year may have changed since being involved in the gender equity activities. This is called Trend Diagramming.

Explain that Trend Diagramming is a representation of the changes in village life and the community's resource base. It is also an analysis of gender-specific changes in who has access to resources or control over them. Trend Diagramming is typically used for identifying changes in areas such as resources, price development, marketing opportunities, land use patterns, fuel economy (fuels used, time constraints, distances covered, changes in labour patterns), and so forth.

Explain that Trend Diagramming can also be used to facilitate a discussion about gender-based changes in activities and changes in access to resources, which are a result of the introduction of coffee production, or a result of the CARE gender equity activities.

Process and Discuss b)

Using the the Timeline ask the co-researchers: "again using the pictures and drawing on your own experiences, discuss what gender-based changes in activities and changes in access to resources have occurred as a result of the CARE gender equity activities"?

Slide - Storyboarding

Set up

Explain that storyboarding is a participatory method used in FPAR as a creative way to elicit subjective experiences.

It can create an engaging atmosphere for the co-researchers and enable them to reflect deeply on personal experiences and so provide richer accounts than would be achieved via other methods, providing an experience that the co-researchers often enjoy.

Storyboards serve as a way to talk about experiences doing the gender dialogues and how the co-researchers perceive that change happens in gender relations.

Process

Give each co-researcher a large flipchart sheet of paper and ask them to divide it into three equal sections.

Tell them the first section represents where they were before doing the gender dialogues; the second section where they are now (having done some gender dialogues) and section three where they hope to be in the future regarding their everyday gender relations.

For example, we might ask them to consider three positions in terms of gender relations or confidence in their role:

- Where I was? (reflecting on the past)
- Where I am now? (reflecting on the present)
- Where I want to be? (aspirations for the future)

Alternatively, we might ask them to frame their storyboards using:

- What is happening (how, who, where, when)?
- What is the outcome for men?
- What is outcome for women?
- What needs to happen next?

We provide them with pens or pencils for their storyboards.

Discuss

Once everyone is finished, we invite them to talk the rest of the group, through what they have done.

We elicit details about the co-researcher's experiences using gentle probing and prompting. Use open-ended questions such as 'Can you tell us more about that?' to encourage them to articulate their experiences and opinions.

The storyboards can be analysed OR we can analyse only the participants' talk about their storyboards, or both!

Slide - Most Significant Change and Wheel Spokes Activity

Set up

Discussion in response to these questions will form the basis for the SPOKES exercise. The note-taker should continue taking detailed notes of the discussion for 20-30 mins as the basis for helping the facilitator to identify what are the main changes that will be represented by symbols for the SPOKES exercise (see accompanying instructions).

Process

Ask the following questions:

- Have your income or earnings changed? Have your savings or access to credit changed?
- Have you been able to use the income you have earned since joining the cooperation group to make any major household purchases (e.g. land, livestock, motorbike, bicycle, TV etc.)? Who owns those items (you, your husband or family, the group, other community members)?
- Have you changed in terms of your own knowledge/ skills? What about changes in linkages or relationships with people or organisations outside the community (e.g. market linkages)?
- Have there been any changes in your relationships with your husband and/ or family – e.g. how you are able to influence decision-making?
- Have there been any changes in your relationships within the community – e.g. participating and speaking up in village meetings? Do you feel you are able to influence processes of community decision-making?
- How do you think the attitudes of the community towards women involved in producer groups are changing?
- Use “open-ended stories” to encourage people to share ideas: If your friend was unsure about participating in the gender trainings in the producer groups, what three reasons would you give to convince her to participate? What are the three main benefits of participating in the gender trainings that you would tell her to help her decide?

Instructions to facilitator for SPOKES diagramming exercise

- i) With the co-researchers, decide on symbols to represent 8 – 12 of the main changes in terms of income & earnings, knowledge/skills, decision-making and relationships at household and community levels, attitudes etc. that are identified to have taken place and arrange them in a circle.
- ii) Draw pictures on coloured A5 cards.
- iii) Allow the group to agree which symbols represent which change, and the note-taker should write what each symbol represents in their notes. Keep referring back to the meanings and get the group to remember the meanings of the symbols.
- iv) Then draw lines from the centre of the circle to each of the written cards – like spokes in a wheel.

- v) Then the group will use markers to indicate how much progress has been made. There will be two different type markers. (e.g. black and white stones). One of the markers will indicate where the group members were before the project started. The other will indicate where they are now in relation to progress. The group members themselves need to discuss together and agree where the marker should go – relating the decision to their own lives. They will place the marker nearer the symbol if there has been progress and they are closer to reaching their goal with this issue – and further away from the symbol if they are far from achieving the goal.
- vi) e.g. a main change is that they are now involved in a coffee producer group – if they were not involved in the project before they would put the marker the furthest away from the symbol (e.g. in the centre of the circle.) To assess the progress and where the other marker should go you might encourage them to discuss whether they have been involved in decision making, are they being paid for their work, are they pleased with the progress or do they need to see more progress.
- vii) The group has to agree on the level of progress – e.g. that if half the group are getting no help in the house from their husband, but the rest of the group are getting some help they might agree that progress is about half way along the spoke (see picture above). The closer the stone or seed is to the box the more progress has been made.

Discuss

- viii) Ask the co-researchers to vote for what they each see as the most important of the change areas – or initiatives that have changed their lives. Which one has been most important to you and had the most impact in improving your life? Each participant is given three coloured dots to vote with. She can put the dots on any of the boxes – or all three on one box.
- ix) Then ask: What could be done to further improve women's income and support their participation in decision-making in the home and community?
- x) Is anyone prepared to talk further about examples of changes that they have individually experienced in their own lives. They need to be able to explain how the change came about – what was involved in the change, who supported it and why it is so important to them.

Slide – Using Q Sorts in Participatory Processes

Set up

Q-sort methodology allows a researcher to explore a complex problem from a subject's point of view: in a Q-sort, participants weight statements (or photos), in response to a question, in accordance with how they see the issue at hand. Since the same Q-sort can be given to different people, a researcher can look at the patterns of responses to uncover and name distinct "points of view," even within small groups. Because the results of a Q-sort analysis capture the subjective "points of view" of participants, and because the data are easy to gather, easy to analyze, and easy to present, Q-methodology is good not only as a research tool but also as a participatory exercise.

Q-sort method requires participants to prioritize a set of 30 statements in order from least to most desirable; least important to most important; disagree to agree. The statements are often presented as multiple possible answers to a given umbrella question, such as: "What is an attractive outcome?" or "What is important for this group to study?" Q methodology does not require a large number of participants—even one is worthy of review.

Although the root of the Q-sort is the prioritization of statements, one of its strengths is that the pattern or logic that drives the weighting of a particular statement or concept versus another does not need to be known or even hypothesized in advance. Neither do the statements have to be mutually exclusive nor completely exhaustive of all the possible concepts that could apply. The statements are assumed to be simply a subset of the possible concepts that may be important to the issue at hand, just as the participants may be considered a subset of the possible stakeholders.

Process

Start with umbrella question: Which statements best describe a change you'd like to experience in the future?

The umbrella question to a Q-sort should be broad enough to hold all the statements underneath. Thus something as simple as: "Sort the statements from least attractive to most attractive" imposes no additional constraint on the participants.

If we want participants to all consider what "change" would look like in the future but also want to ensure that each participant is considering the same time horizon, then our umbrella question to set the scene might be:

After participating with your husband in some gender equity activities, you have both learned new things over the past year. As it turns out, you have made some changes since participating in the gender equity activities. Which of the following statements describe these changes as they appear to you now? Sort these statements from "least describes" to "best describes".

We would then populate the sort with up to 30 statements ranging from "I'd like my husband to help me with the house work" to "I have increased income from my coffee production" to "my husband includes me in financial decisions about our coffee production".

Participants are asked to sort the 30 statements in ascending order from least to most attractive in a matrix (answer sheet). Q-Sort requires each co-researcher to assign an exact number of statements to each potential value. So with 30 statements, you need to have 2 statements at each of the extremes (-4 and 4), while 6 are required at the neutral point of 0. There are usually an odd number of column values to allow for the neutral column. It is also common to lump more statements in the middle.

Each co-researcher uses her own subjective criteria to evaluate the relative attractiveness of each statement. The co-researcher's logic (perspective) is their own; but since you are asking the same question, using the same statements, to be placed in the same format, you can compare these subjective perspectives with more rigor than normal qualitative methods would allow.

From this, we can tell:

- Which statements are related at roughly the same level (either high, low or neutral) by most participants (consensus items).
- Which statements garnered a real split decision, meaning they were highly agreeable to some participants and disagreeable to others (contention items).
- The analysis would identify distinct subgroups within the set of participants who share a similar pattern of responses (meaning members of the subgroup agreed on the contention items). Each subgroup can be said to share a similar perspective or voice about the topic.

Although the Q-sort can fit a variety of research topics—from restaurant choices to program plans to beliefs about fairness and justice, it is especially well suited to situations in which a single “issue” is made out of sub-dimensions, and in which you are not necessarily sure how all these sub-dimensions fit together. **Consider it more exploratory than confirmatory, more of an opener than a conclusion to a process of social inquiry.** Q-sort is effective as a way to discern the lay of the land in terms of the way TEAL beneficiaries (our research respondents) perceive change. The researcher gleans the relationship between the statements only once the sort has been completed.

Statements

The most challenging part of designing a Q-sort is not in defining the umbrella question, but rather in selecting the statements that the question asks participants to sort. The best thing to keep in mind is that while no list of statements is perfect, no list has to be. Since what is really of interest are the tacit, underlying criteria and perceptions people use to consider an issue, the statements themselves are of secondary importance. Their job is to be broad enough (and clear enough) to set these tacit criteria and perceptions to work, and to give the researcher insights about them once the sort is complete.

Discuss

Facilitate a discussion with all the participants about the placement of the statements in terms of the change in gender relations they would like to experience in the future?

The results of a small Q-sort like this example could be ready to analyse within an hour or so, using the freeware program PQ Method.

Slide – Q Sort Grid

Some Example Statements:

1. Thai women are very positive about coffee production because it keeps their husbands busy with farming, effectively using male labour, which were previously under utilized
2. Thai women are very positive about coffee production because it provides a large income to support women's daily expenses
3. Thai women are involved in all aspects of coffee production processes from planting seeds/seedlings, to pruning, spraying pesticides, harvesting
4. Thai women have relatively equal decision-making power to their husbands about how many coffee plants to grow, how much and what kinds of inputs they invest in and where to sell their coffee harvest, who to sell to and the price
5. Thai women are not involved in decision-making and they have limited knowledge because they do not attend the trainings and group activities
6. I have relatively equal decision-making power in input, selling and household expenditure from income of coffee
7. Both Thai women and men perceive that women do not have the capacity and knowledge to make decisions
8. If I attend group activities e.g. planning for production, trainings and exchanging market information), coffee production can be much more efficient and both quantity and quality of production can be improved
9. I don't attend group activities because of constraints such as language, time, venue.
10. While Thai women are involved in coffee production more or less equally to men, domestic work is managed mostly by women
11. My husband does not understand and support my domestic work
12. Since taking part in the Arabica coffee producer group, my husband is far more supportive of my domestic work and helps me
13. Since taking part in the Arabica coffee producer group, my husband and I discuss financial decisions so we can decide together
14. I feel more confident
15. I feel supported and that has made me stronger

16. I have more money to spend as I wish
17. I am feeding my family better food
18. I have more time to work in my vegetable garden

11.3 Appendix 3: Photovoice Training Manual

Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam

Photovoice Training and Guidance Manual¹

This manual is designed to enable research assistants (RAs) to train, and subsequently work, with the community co-researchers using Photovoice.

Introduction

Photovoice methodology is rooted in both photojournalism and international development. Photovoice projects focus on a specific issue and aim to bring lasting change to participants, empowering them to inform others and to be actively involved in decisions that affect their own lives and their community's development. Photovoice is commonly used in the fields of community development, public health, and education.

Participants in a Photovoice project are asked to represent their point of view or opinion by photographing scenes relevant to the examined community or peer group. The starting point for each project is a carefully designed research question, which determines the direction of the outcome.

The Photovoice method helps to:

- Give a voice to people who often have little or no opportunity to express their views within their own communities or to influence decisions that may affect their lives (such as women).
- Build skills and empower marginalised groups so they can take control of their lives and become actively engaged in helping themselves.
- Gain insights into the (unintended or unexpected) changes resulting from interventions, from the perspectives of a selected group of stakeholders.

In Photovoice the research question aims to give participants a voice. Hence the research question is always defined in a reflective way and asks for the participants' meaning, experience, change, view or opinion.



“In this picture you see many different pairs of shoes, which represent the diversity of young people in Indonesia. The pairs of sandals represent the marginalised groups in Indonesia. The way the shoes are lined up reflects the equal way all young people are treated in youth services.” This picture answers the research question: “Why is it important to you to have access to youth friendly services?”

Initial Training of Co-researchers by RAs

Checklist for training:

- There must be quiet space for training
- You need power for projector, laptops & charging smartphones
- Fieldwork location(s) must be safe, appropriate and approved by the local authorities
- If necessary arrange transport for participants

Checklist for materials:

- Laptop, projector, printer

¹ Adapted from Rutgers International; Plan International; Interactive Research & Development

- Flip chart, stand & markers
- Smartphones & charging cables for each participant
- Extension cord with multiple plugs
- One sim card per smartphone
- Cards and/or Post It notes
- Scissors, hangers, tape/Blutak etc. for displaying photographs
- Smartphones have good cameras and can be used, however, loading their images onto laptops can be time consuming.

Welcome and Introductions

Objectives

To welcome everyone

- To provide an opportunity for the co-researchers, RAs and other research team participants to introduce themselves and get to know each other's names
- To create an open attitude
- To create a positive environment for the training can start

Time

15 minutes

Instructions

Considering the objectives above, introductions can be done in a variety of ways, but consider:

1. The co-researchers already know each other but they don't know the research team. Play a game to get to know each other's names.
2. At end of game, one participant to write name badges if you have them, or just use a piece of paper which can be folded so the names can be placed in front of the participants on the ground.

Establishing Ground Rules

Objectives

- To share and agree on common conditions
- To feel encouraged to fully participate
- To feel safe and confident in openly discussing sensitive issues
- To become aware of differences in individual participants' needs for creating a safe atmosphere

Time

20 minutes

Materials

- Flip chart
- Marker
- Tape

Instructions

1. Explain the need for Ground Rules: because issues discussed or that come up in the training can be sensitive and personal for some participants. It is important to have a safe atmosphere so *every* co-researcher feels confident to open up and participate fully. To make these Ground Rules work they must be developed and agreed by all participants.
2. Write 'Ground Rules' on a flipchart and invite participants to call out what conditions they need to feel safe and confident in openly discussing sensitive issues and to ensure their full participation in the forthcoming training. Here are some of basic Ground Rules to consider:

- Confidentiality: In case of sharing sensitive or personal issues
- Never disclose who said what, outside this training room
- Listen to each other and give each other enough time to speak up
- Respect differences in opinions: 'We agree to disagree'
- Turn cell / mobile phones off or to silent mode
- Active participation
- Learn from each other
- Have fun!

3. It is important to also include some Photovoice-specific Ground Rules during the training and during the fieldwork. Ground Rules that apply during the training mainly concern dealing with the smartphones. You need to cover this before the smartphones are distributed. These include:
 - Each smartphone is registered to a co-researcher
 - Co-researchers to only use the smartphone that is allocated to them
 - Smartphone are to be kept on silent during activity
 - Smartphone are to be kept safe when not using it
 - Have respect for each other's photos
4. Hang the flipchart with the Ground Rules on the wall in a way that it is visible for all participants during the training.
5. If anything happens during the training that is not in line with the Ground Rules, refer the group to them.
6. Add new Ground Rules during the training as required.

Aims and objectives of Photovoice training

Objectives

- To understand the basic concepts of Photovoice
- To create understanding of what is expected of the co-researchers
- To motivate co-researcher's participation in the research using Photovoice
- To get an overview of the activities and timeline of the training course

Time

30 minutes

Materials

- Marker
- Flip chart

Instructions

1. Ask the co-researchers what they think Photovoice is. When they have nothing more to add, give a good explanation of the Photovoice method. See BOX and place on a slide if you want to.

What is Photovoice?

Photovoice is a method of reflection and reporting that gets messages across by using photographs.

The co-researchers take pictures: they use the smartphone camera to answer a research question, combining pictures with their own individual stories. They formulate answers from their own perspective.

Together, co-researchers discuss the messages they want to present and, based on that, the group makes a final selection of photographs representing the group's answers to the research questions. In this way the results (i.e. the photographs) of Photovoice are not one individual's story, but rather a group's message.

2. If this is clear to the co-researchers, RAs need to explain: Why are the co-researchers learning this method and what will be done with the results? Place the following BOX on a slide if you want.

The research team is interested in co-researcher's experiences of the Gender Dialogues.

It is hoped that co-researchers taking photographs of everyday gender roles and contributions will facilitate discussion of these experiences.

This will help researchers to understand how women and men beneficiaries interpret and experience the gender transformative tools in their everyday lives.

3. Obtaining consent to take photographs and use them. There are three types of consent applicable for Photovoice. RAs to ask the co-researchers to give verbal permission and to record it on their smartphone. Research team should share some examples of published reports containing photographs of beneficiaries.

Consent 1: Permission to use the photographs for display or publication. Using the voice record icon on the smartphones, RAs to record the verbal consent of each co-researcher by asking them to say "I give my permission for the project team to use and publish the *photographs I take*" or "I give my permission for the project team to use the *photographs I take*, but not to publish them".

Consent 2: Permission to use photographs of the Photovoice project for display or publication. Using the voice record app on the smartphones, RAs to ask co-researchers to give their verbal consent by asking them to say "I give my permission to be photographed and have those *photographs of me* used and published" or "I give my permission for the project team to use the *photographs of me*, but not to publish them".

Consent 3: Permission to photograph another person: RAs to ensure that co-researchers always ask other people to give verbal consent and voice record on their smartphones that she/he consents to themselves and or their property being photographed and used in the project and published. "Do you give your permission for me to photograph you and or your property and have those photographs used in the project and published" Yes or no?

-
4. Discuss the responsibilities and risks of being a photographer - discuss the responsibilities associated with photographing people and events in the community, particularly with respect to the risks, the power, and the ethics involved to minimise the possibility of participant harm.

Safety Concerns – What are the risks?

Personal safety; camera is stolen; safety when taking photographs that represent a sensitive topic (i.e. arranged scene or symbolic photo versus a reality photo)

5. RAs to show co-researchers how to use the camera and voice recording features on the smartphone, which buttons to press, how to zoom in and out, how to keep the camera steady to avoid blurry images, and how to review the photographs they take, and how to edit the photographs on the phone.

Discussing / Developing a Research Question

Objectives

- Co-researchers understand the research questions of the research project
- Co-researchers co-design further research questions relevant to their experiences of the Gender Dialogues
- Co-researchers have a common understanding of the key concepts of the research question they are going to answer through Photovoice

Time

60 minutes

Materials

Marker and Flip chart and coloured cards

Instructions

1. One of the CVN team to recap briefly on the co-researcher's participation in the Gender Dialogues and explain that the researchers are interested in how some experiences / events do or do not bring about changes in gender relations (positive or negative). RAs to note how well the co-researchers recall their participation in the Gender Dialogues or not. This is not a test, but it is useful to know how much they recall.
2. Ask co-researchers to identify the number one gender issue that participating in the Gender Dialogues raised for them personally. Write each issue on a flipchart or separate cards so all co-researchers can see what they've come up with so far.
3. Then ask co-researchers whether participation in the Gender Dialogues has had any impact on this issue in their daily life. It may be that co-researchers raise gender issues that were not specifically raised by the Gender Dialogues. That is fine, but RAs to note if this occurs (because this too is of interest).
4. Ask the co-researchers to discuss amongst themselves their various responses. They should be asked to elaborate on these two research questions (the research project's main questions):
 - (1) "why is this gender relations issue so important for you (or in your community)/why did you select this issue?" List their answers to this question as "I/we care about this issue because...".
 - (2) "what impact do you think the Gender Dialogues had on this issue, or not. List their answers to the second question as "the Gender Dialogues helped me to". (*It may be that the gender dialogues did not make a difference*).

The aim of this exercise is to have the co-researchers think about the gender issues they want to focus on in their photo research in order to answer the two research questions above. Co-researchers may change their issue (and focus) as a result of the discussion. There is nothing wrong with that, so long as they have not felt pressured/compelled to do so.
5. With the group, identify the key concepts for the issue that each co-researcher wants to focus on. For example, if the key issue is: my husband helps me with household chores, the key concepts can be: helping, household chores and impact (in relation to the Gender Dialogues). Brainstorm with the co-researchers what they think the concepts mean and write their answers on a flipchart or cards. This is to learn from each other and widen each other's perspective.
6. After the brainstorm make sure each co-researcher understands her issue/focus for her Photovoice research. Convert into a research question, for example, 'what factors have influenced my husband to help with household chores occasionally or regularly'?
7. Remember, good research questions for Photovoice will be personal, focus on one issue, have more than one answer, be specific—not too broad.

Describe How to Take Three Types of Photographs

Objectives

- To understand that there are different ways of putting words into pictures/photos
- To understand that symbolism or arranging the scene can create curiosity about the message of your photograph and can help you when access or consent to people or places is difficult

Time

60 minutes

Instructions

There are three ways to convey your message visually. Photographing:

- a. Reality – what is happening now and obvious to see
- b. Symbols – an idea, concept or a theme that is less obvious
- c. Arranged scene – posing or creating a scene

What is 'reality' in a photograph?

Reality is the depiction of things as they actually exist rather than as they may appear or might be imagined.

How can we show reality in a photograph?

The photograph speaks for itself (i.e. a dog sleeping on a step) – what you see in this photograph is happening or has happened. That is the subject or message of the photo.



Instead of reality, we can use symbolism in a photograph.

What is symbolism?

A symbol is something that represents or stands for something else.

The images, something we see in a photograph might not be the actual meaning of the photograph

The photograph does not speak for itself. There is more to the photograph than what we see. For example, here we *see* dried mud but this can *symbolise* the hardship from drought. We do not see hardship itself, but the photograph can bring this to mind.



Note, an object can symbolise multiple things, depending on the way you photograph and arrange the object.



RAs to ask co-researchers how they would take a picture of:

- Friendship?
- A new opportunity in your life?
- Your relationship with your father?

RAs to encourage co-researchers to mix reality and symbolism.

Another option is to re-arrange reality to show what you want to tell. We call this an ‘arranged scene’.



Think of this when arranging your scene:

- Make it believable;
- If people don’t want their faces in the photograph;
- Arrange your scene when you cannot get consent for a shot in reality (e.g. a sensitive photograph that displays a harmful relationship).



Practicalities Around Fieldwork

Objectives

- To inform co-researchers about the process during and after the field work (including what is going to happen with all their photographs)
- To inform co-researchers about practical issues around field work
- To increase the chance the photographs taken during field work are useful

Time

45 minutes

Materials

Laptop

Instructions

1. After their training, the co-researchers work individually during the three days of fieldwork.
2. RAs to remind the co-researchers that photographs are more attractive when they take the following into account:
 - a. Be patient!
 - b. Focus on the object
 - c. Stand still, elbows in!
 - d. Think about composition, how you frame your photograph
 - e. Using symbolism and arranged photos, as well as reality
 - f. Remember they are artists now, no more selfies!
3. During the fieldwork, RAs are to spend several hours in the community each day supporting the co-researchers and asking them how they think it’s going. RAs discuss with co-researchers if they find it difficult or easy, if they have any photographs or not. Co-researchers may want to show RAs some of their photographs to get some feedback.

To help co-researchers, RAs might want to provide a checklist (a cheat sheet) for them to follow:

- What do we see in the photograph?
- What does the photograph show?
- How does this answer the research questions?
- Remember you can choose: Reality, symbolism or an arranged scene, zoom in

*** END OF DAY 1 PHOTOVOICE TRAINING ***

Individual selection and captions

Objectives

- To select the 3 best photographs of every co-researcher
- To find out the story behind each of those photographs
- To write captions for every photograph

Time

60 minutes (30 minutes per co-researcher with a team of 3 researchers (2 RAs and Huong))

Materials

- Laptop
- Smartphone
- Blank PowerPoint presentation (or other document in which you can contain the photographs and captions)

Instructions

1. Each co-researcher has a 30-minute activity with one of the research team to discuss the final selection of their photographs. This is a rather intensive activity, for both co-researcher and RA.

Before the activity

2. The research team will need to make a schedule for individual RAs to work with co-researchers.
3. Each co-researcher must have selected **their best five** photographs from all they have taken. For some co-researchers it will be hard to make a final selection. RAs can give them the following guidelines:
 - a. What do we see in the photograph?
 - b. What does this show/why did you take this photograph?
 - c. How does this answer the research questions?
 - d. What impact do you think the Gender Dialogues had on what is in this photograph?
 - e. How would you like this situation to be different? What are the barriers to change this?



What Do We Mean with Selecting the Best Photographs?

- The best photographs are not necessarily the most beautiful. The best photographs tell a strong story that respond to the research questions. They are meaningful to the co-researcher who took the photograph.
- Accordingly, the co-researchers should make the final selection. In the eyes of the research team, this may mean that some strong stories and photographs are lost. That is OK.

4. The co-researchers send their best five photographs to the RA (or research team leader) via WhatsApp (or similar free message sharing app).
5. RAs make a folder with the name of the co-researcher on their laptop. Upload the selection of the co-research into their folder.
6. RAs to make a PowerPoint (or another document) in which the photographs and the captions can be easily saved. Include the full name of the photographer, age and village.

The activity

7. In this activity, the co-researcher gives background information on the five photographs they have pre-selected to an RA. Together the co-researcher and RA decide how to capture the story as completely as possible in a caption.
8. The RA to ask as many questions as they need to, until they have all the information behind a picture, and it is clear why the co-researcher took that photograph.

9. The RA is to make sure the caption is complete; that it tells enough about the photograph and the co-researcher, but is not too long. Save the full-length version of the caption first. Afterwards the RA can always edit it to a shorter version.
10. With each co-researcher, a RA goes through all five pre-selected photographs this way.
11. With each co-researcher, a RA now selects the **three** photographs that best answer the research questions. At this stage the RA and co-researcher may disagree. Photographs need to represent the co-researcher's **answer to the research question**, so if she picks pictures and stories that are not relevant to the research question, the RA should try to lead her back to the question.
12. Ensure that both RA and co-researcher agree and understand the captions for the final three photographs, as the co-researcher will present her photographs to the group, telling the story with it.
13. When there are people in the photograph, the RA is to check with the co-researcher if they asked for and recorded on their smartphone the informed consent from each person in the photograph. **No consent means the picture cannot be used.**
14. This activity is finished when the RA has all three photographs from every co-researcher.

After this activity

18. RAs make a PowerPoint presentation of all the co-researchers' three pictures. Copy/write the captions in the 'notes' area in PowerPoint, the text area underneath the slide. This way of saving is the least time consuming and helps in making the final selection.
19. If possible, print all selected photographs and their captions for each photographer on regular paper (preferably in colour). The participants need this in the activity, *Making Categories*. You can hand the papers to the co-researchers after the next activity, where they have to present their selection.

Sharing Individual Selections

Objectives

- To share the three most relevant photographs and stories with the rest of the co-researchers
- To find out if photographs and stories are applicable for the whole group

Time

20 minutes per person (6 co-researchers x 20 minutes each = 2 hours)

Materials

- Laptop with PowerPoint presentation with individual selections of all photographers
- Projector
- Prints of all individual selections

Instructions

1. Have the co-researchers present and explain their three pictures, one by one. They can have no longer than one minute per picture. **RAs to take verbatim notes.** Co-researchers can present their photographs according to the following questions:
 - a. What do we see in the photograph?
 - b. What does this show/represent?
 - c. How does this answer the research questions?
 - d. What impact do you think the Gender Dialogues had on what is in this photograph?
 - e. How would you like this situation to be different? What are the barriers to change this?
2. After each presentation, RAs ask the other co-researchers if the photographs and the stories are also applicable to them.
3. It's a long activity, so prepare the co-researchers beforehand. Also, it's good to have a 5-minute break midway.

After this activity:

4. Hand the co-researchers the printout of their three photographs and captions. They need this in the next activity, where they are going to make categories.

Making Categories

Objectives

- To group photographs
- To have the group work together
- To have the group come up with common categories

Time

60 minutes

Although making categories is a process of the co-researchers, they will need help.

The Research Team Leader (Huong) should always have thought of categories and stand by to encourage, ask questions, give direction and be ready to support the co-researchers at any time. The Research Team Leader must judge whether the group can do this by themselves or not, and when to intervene if needed. Alongside the process of the group, make sure:

- * The categories must always be linked to the research question
- * Everyone's voice is heard
- * To probe the co-researchers
- * To ensure the categories represent a collective experience:

VOICE = Voicing Our Individual & Collective Experience

Materials

- Sticky tape (or other method to attach all the photographs to the wall)
- PowerPoint printouts with photographs and caption of all the co-researchers three photos

Instructions

1. All co-researchers have their PowerPoint printouts of their three photographs and captions.
2. Tell them in this activity they are going to select **categories** for all the photographs they have seen.
3. Ask if it is clear to everyone what 'categories' are. If it is hard, give the group an easy example (bike, car and motorbike = transport methods). The group has its own perspective on the subject and the theme, so it is important to let them do it. However, this exercise requires analytical skills and as facilitator you should ask questions to ensure you do not end up with categories that are too broad, too vague, overlapping, or (most importantly) not answering the research questions. It is the responsibility of the group and the facilitator together to develop clear and interesting categories.
4. Ask the group to work together. Have them put their three photographs up on the sticky wall and group similar ones together. photographs will be similar if they tell a similar story or carry a similar message.
5. Ask the co-researchers to categorise the groups of photographs. RAs to assist in this process.
6. When all categories are selected, give co-researchers the opportunity to re-categorize. Ask the following questions:
 - a. Do we all understand the categories?
 - b. Do the individual photographs match the category?
 - c. Is there someone who wants to change something?*RAs to ask clarifying questions if there are misunderstandings or different opinions.*

Top Three Categories

Objectives

- To find out which categories are most important to participants in relation to the research questions
- To create a ranking in categories

Time

30 minutes

Materials

- Sticky wall
- Prints of photographs and captions
- Flip chart and marker pen

Instructions

1. RAs ask co-researchers to rank the categories by their level of importance together. This enables the group to select shared major issues, and which issues are more or less important. Without this ranking, the relative importance of the issues will not be clear.
2. Ask co-researchers sit with their backs to the photographs. It is important that they forget about the photographs for now (especially in what categories their own photographs were), and just think of the categories.
3. Write all the category names on the flipchart, if possible in more than one row, to emphasise that their order is random.
4. Ask co-researchers to write down what they think are the three most important categories in answering the research questions. Explain that, while some categories might have many photographs attached to them, but this does not necessarily mean they are the most important.
5. Also explain there is no right or wrong: it is about personal experiences, feelings, opinions. Try to ensure this happens so the co-researchers do not influence each other's selections.
6. When everyone has made their choice, count the votes for each category.
7. Read out the final score and discuss this with co-researchers.
 - a. How do they feel about it?
 - b. Is this a true reflection of the group in relation to the research questions?
8. With the group select the final number of categories for the research.

Note: There is a likelihood that the lowest ranked categories will not be selected. This is not a problem. In a narrative description of the process or description of analysis, these categories can be mentioned as less important factors.

Closure

Objective

To provide the participant with a memory of the week (group photograph)

Time

30 minutes

Materials

- Take a group photograph
- Photovoice certificates

Description

The priority when closing: Giving recognition to the participants.

To thank the co-researchers and reward them for their hard work it is nice to give them some acknowledgement of their participation in the training. You could print and hand out a certificate to each participant. As well, or instead, you can give them a small present.

See example certificate that could be printed on a full A4 page with name inserted:



11.4 Appendix 4: Photovoice Training Slides

Photovoice Training

Gender Transformative Action Research Project

Day One Training

CARE PROJECT

Technologically Enhanced Agricultural Livelihoods (TEAL) Project



**TEAL project – funded by DFAT, implemented by CARE
in Son La and Dien Bien since 2018 with below objective**

***“Ethnic minority women are visible, respected and productive
actors in the Arabica coffee value chain”***

- Develop women-led production groups and Village Savings & Loan Associations (VSLA)
- Build production capacity of farmers and production groups
- Implement pilot models of sustainable arabica coffee cultivation
- Pilot sustainable technologies for arabica coffee processing
- Link market, promote dialogues between relevant stakeholders in the value chain
- ***Promote discussions and dialogues on gender equality***

Activity 1: Group brainstorming

Divide participants into 2 groups to discuss on the 2 below questions in 15 minutes

1. Which activities have you joined during the gender dialogues/sessions?

2. Which topics on attitude and behavior related to gender prejudice/norms and stereotypes were discussed?

Activity 2: Individual brainstorming

Participants brainstorm individually in 10 minutes, then write down/draw on paper at least one issue related to gender equality (gender norm/stereotype) (whether have been discussed in gender sessions or not) that you think important to your life, then present to the large group in 3 minutes.

1. Why is this issue so important for you?

2. What impact do you think the gender dialogues had on this issue, or not?

Analysing **Gender Transformative Approaches** to Agricultural Development with Thai Ethnic Minority Communities in Vietnam

- How do women and men beneficiaries interpret and experience the gender transformative tools?
- What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours, for themselves and for others?

Co-research method

???

Research = learn/find out

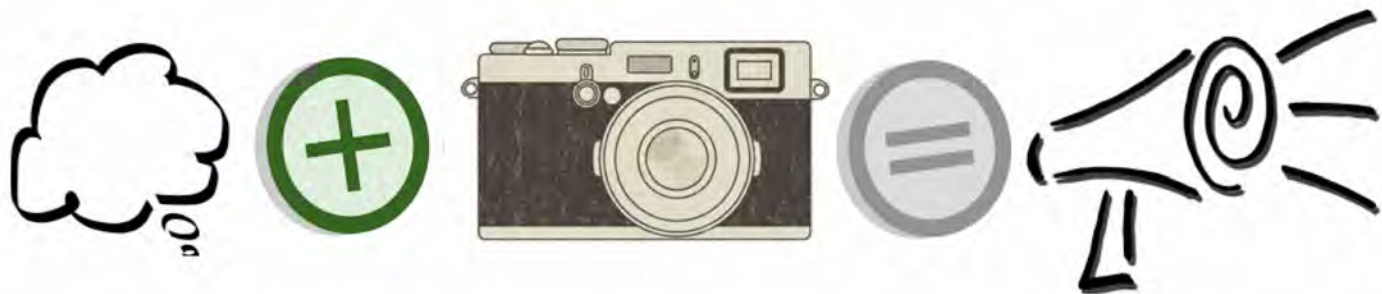
Co-research = co-learn/find out



1. Who are co-researchers?
2. What will a co-researcher do?
3. Why co-research?



Photovoice



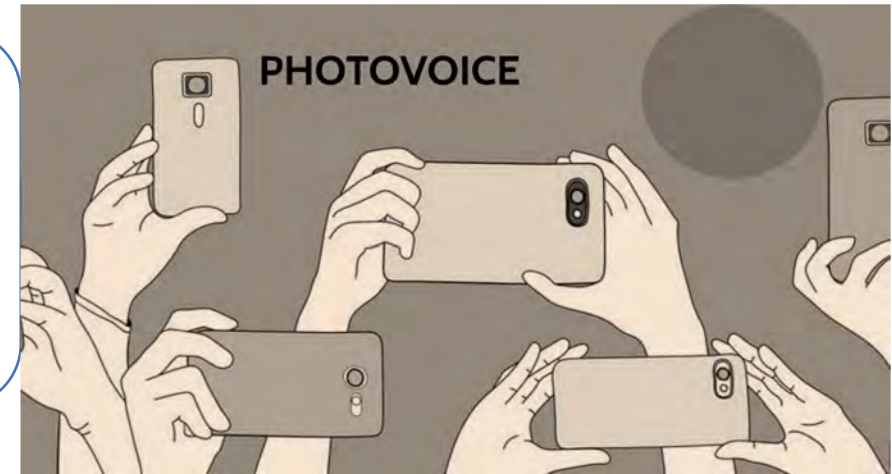
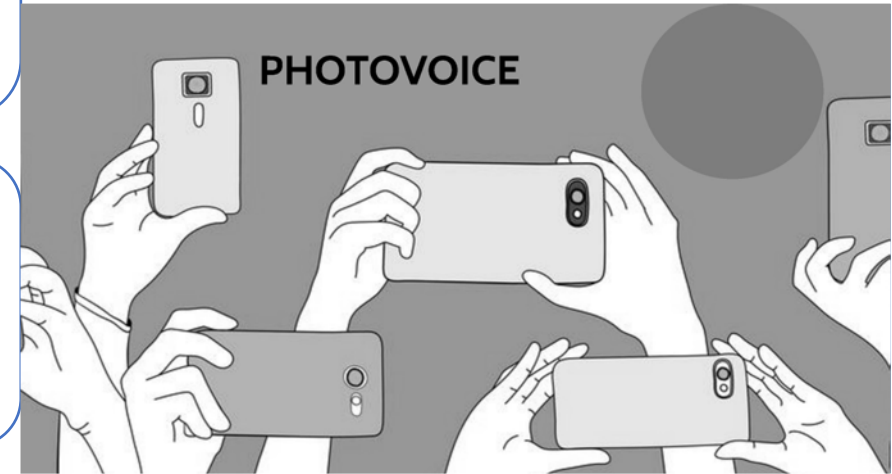
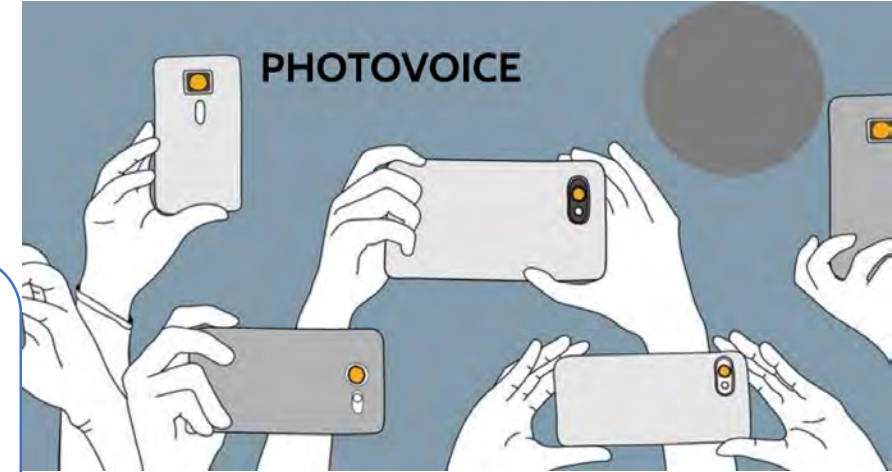
What is Photovoice?

- Photovoice is a method of reflection and reporting that gets messages across by using photographs.
- The co-researchers use a smartphone camera to answer a research question, combining pictures with their own individual stories. They formulate answers from their own perspective.
- **Together,** co-researchers discuss the messages they want to present and, based on that, the group makes a final selection of photographs representing the group's answers to the research questions.



Three main goals of Photovoice:

- To enable people to record and reflect their community strengths and concerns through capturing their everyday realities in photographs
- To promote critical dialogue and knowledge about important issues through group discussions of photographs
- To encourage program developers and policy makers to design resources and services that meet needs as defined by communities



Why does it work?

- Photovoice brings community members together to discuss and act on critical issues presented through photographs and narratives. Participants are active contributors in all phases.
- Seeing something in visual form makes it real. Unlike statistics or technical papers, most people can engage with photography.
- Photography is an imaginative and expressive way for individuals in a community to begin to track, discuss and develop action towards shared concerns.



Why are the co-researchers using this method?

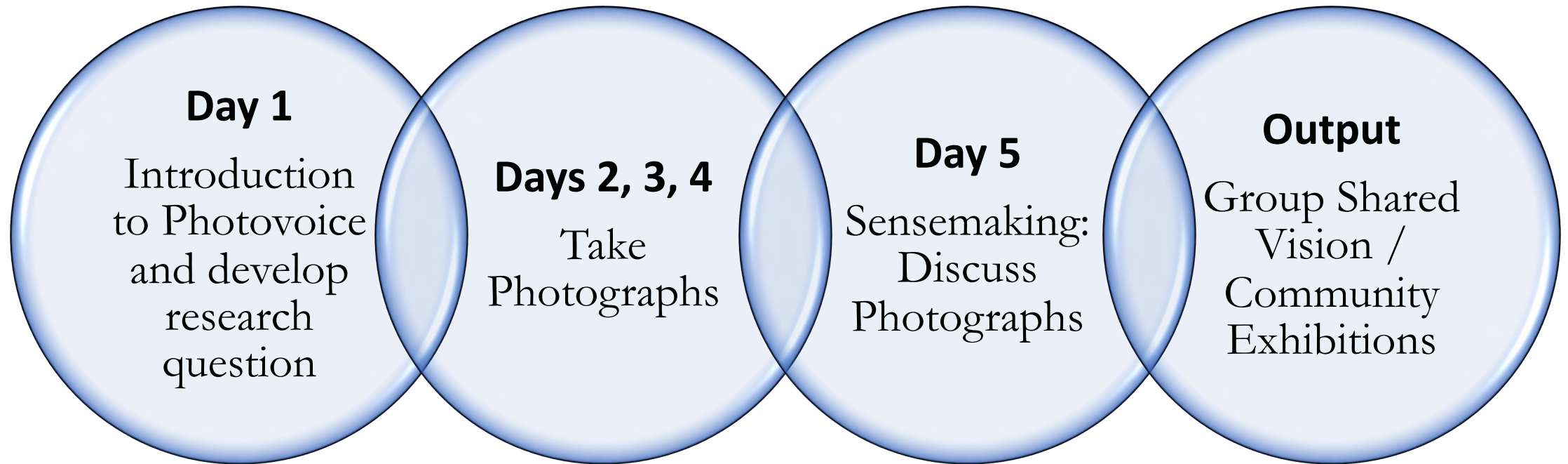
- The research team is interested in co-researcher's experiences of the Gender Dialogues.
- It is hoped that co-researchers taking photographs of everyday gender roles and contributions will facilitate discussion of these experiences.
- This will help researchers to understand how women and men beneficiaries interpret and experience the gender transformative tools in their everyday lives.



Reflection

- What are most important things I remember about Photovoice?

The Photovoice process:



Research Ethics

- What are key ethical considerations in conducting research with human participants?
- Why are these important?
- What might be some key ethical considerations in using Photovoice?

Ethical Considerations – Informed Consent

The concept of a Photovoice project is simple and may seem harmless, but there are several ethical considerations that need to be addressed prior to and during a Photovoice project.

When is Consent Needed?

- Taking a picture of someone who is recognizable (faces, tattoos, or markings)
- Taking a picture of children (under 18 years)
- Taking a picture of personal belongings and/or personal property

When is Consent NOT Needed?

- Taking a picture of public figures
- Taking a picture of the environment or public settings
- Taking a picture of people who cannot be specifically identified

Informed Consent in the research process

ASK YOURSELF?

Is it invading someone's privacy?

ASK YOURSELF?

Will it harm me or others? Is it dangerous?

ASK YOURSELF?

Will it put a person's status in the community, employment, children, etc... in jeopardy? Will it cause embarrassment to the person in the photograph?

ASK YOURSELF?

Is it truthful? Does it accurately represent the situation?

Activity 3: Group discussion

How do I approach someone to be in my photograph?

5 minute brainstorm - participants brainstorm ideas about the steps involved.

Three types of consent for Photovoice

- **Consent 1:** RAs ask permission of co-researchers to use their photographs for display or publications.
- **Consent 2:** RAs ask permission to record and photograph the co-researchers (in the training and in the field) for display or publications.
- **Consent 3:** Co-researchers ask permission to photograph people or their property.

Safety

- Brainstorm what might be some key safety considerations in using Photovoice?

Safety concerns: what are the risks?

- Smartphone is stolen or damaged
- Personal safety (family not being supportive, COVID19 situation in community)
- Safety when taking photographs that represent a sensitive topic (i.e. arranged scene or symbolic photo versus a reality photo)
- **Group to make some rules to minimize these risks:**

Research Questions

- Recall the main objectives of the research.

Co-researchers work in pairs with support from research team

1. The research is interested in how some experiences/activities can bring about changes in gender relations.
2. What was the most significant gender issue that participating in Gender Dialogues raised for you personally?
3. How has participating in the Gender Dialogues had any impact on this issue in your daily life?
4. In the group, discuss your answers.

Discuss in pairs and support each other to identify ideas for chosen topics

- As a group, identify the **key concepts** for the issue that each co-researcher wants to focus on in their photo research.
- Convert each co-researcher's issue/focus into a research question.

Photovoice topics and questions

- **Division of labor and housework:** Chap, Nghia, Hien
- **Decision-making process:** Ut
- **Access to finance and savings:** Thuoi, Hien.
- **Gender violence: ALL?**

3 major questions should be answered using Photovoice:

1. What exactly are the selected issues? (E.g. what tasks does housework include? How are decision made on the tasks? How about finance and saving?)
2. How have these issues changed? The sharing of husband and wife in the identified issues? How was the change process?
3. What factors impacted such change process? How did the gender training impact? How did other factors impact?

Photography Training

There are three ways to convey your message visually.

Photographing:

- **Reality** – what is happening now and obvious to see
- **Symbols** – an idea, concept or a theme that is less obvious
- **Arranged scene** – posing or creating a scene

What is 'reality' in a photograph?

- Reality is the depiction of things as they actually exist rather than as they may appear or might be imagined.
- The photograph speaks for itself (i.e. a dog sleeping on a step) – what you see in this photograph is happening or has happened. That is the subject or message of the photo.



What is symbolism?

Instead of reality, we can use symbolism in a photograph.

- A symbol is something that represents or stands for something else.
- The images in a photograph might not be the actual meaning of the photograph
- The photograph does not speak for itself. There is more to the photograph than what we see. For example, here we see dried mud but this may *symbolise* hardship. We do not see hardship itself, but the photograph can bring this to mind.
- Note, an object can symbolise multiple things, depending on the way you photograph and arrange the object.



Arranged scene

Another option is to re-arrange reality to show what you want to tell. This is an 'arranged scene'.

Think of this when arranging your scene:

- Make it believable;
- If people don't want their faces in the photograph;
- Arrange your scene when you cannot get consent for a shot in reality (e.g. a sensitive photograph that displays a harmful relationship).



Daily tasks





Handle when your
child gets fever?

Water treatment method



Types of toilets in the community



Information channels



Wife and husband together share childcare tasks





Wishes: have free time to embroider, healthy kids, kids having access to education

Taking Photographs with Smartphone

- How do you take good photos with a Smartphone?

Taking Photographs with Smartphone

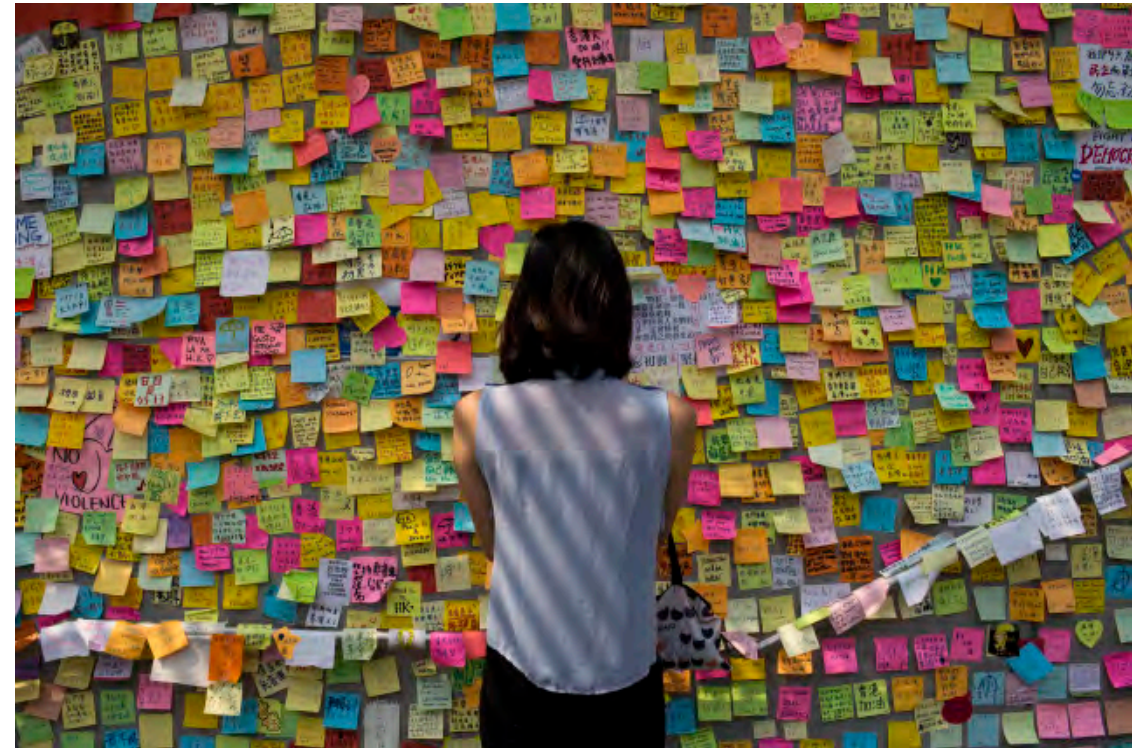
Summary of Steps

1. Select the camera icon on smartphone
2. Look at the LCD screen – the potential photograph will be displayed
3. Need to zoom in or out? Use two fingers on screen
4. Too dark? Use the flash – select the lightning bolt on the shooting mode
5. Happy with what is on the screen? Press the shutter release button
6. Snap! The photograph is taken.
7. Want to see the photograph that's just been taken? Select the picture in the bottom corner to review it.

Fieldwork to take photos

1. Co-researchers now have 3 days of fieldwork – taking photographs on the theme you chose
2. Remember photographs are more attractive when you take the following into account:
 - Be patient!
 - Focus on the object
 - Stand still, elbows in!
 - Think about composition, how you frame your photograph
 - Using symbolism and arranged photos, as well as reality
 - Remember they are artists now, no more selfies!
3. Make sure to ALWAYS record consent from people in your photographs otherwise you cannot use the photograph!

Day #5 After the Fieldwork – Sensemaking



Making stories/captions



- The research team will work with individual co-researchers, each in **around 30 minutes to select and write captions for 5 photos**
- Rearrange the photos to tell a most-sufficient story of change, **note: the story should answer 3 questions raised when they took photos to identify:**
 1. What exactly are the selected issues? (E.g. what tasks does housework include? How are decision made on the tasks? How about finance and saving?)
 2. How have these issues changed? The sharing of husband and wife in the identified issues? How was the change process?
 3. Factors impacting such change process? How did the gender training impact? How did other factors impact?
- Research assistants support co-researchers, can suggest and develop the stories of co-researchers: on the observations on neighbors, feelings of co-researchers, the process, etc.

Answer research questions

Together select 3 photos that best answer the 2 research questions:

- How do women and men beneficiaries in the project locations experience the gender transformative tools in gender dialogues?
- What do they consider were key catalysts/reasons in bringing about specific changes in gender attitudes and behaviours, for themselves, for families and community?

Note: When there are people in the photograph, it is needed to check with the co-researcher if they asked for and recorded informed consent from each person in the photograph. **No consent means the picture cannot be used.**

Individual activity:

Sharing Individual Selections

- Each co-researcher presents and explains her three photographs one by one (**3 mins per person**)
- After each presentation, RAs ask the other co-researchers if the photographs and the stories are also applicable to them.

Group activity: Organise the Photos into Themes (30 mins)

- Stick all 18 photos with captions on the wall. 06 co-researchers and RAs discuss and select **themes** for 18 photos .
- Co-researchers work together and group similar photos together. **Photographs will be similar if they tell a similar story or carry a similar message.**

Examples of category/themes

Emoji



Means of transport



Individual activity: Select 3 most important topics (10 minutes)

- Write the categorized topics on color cards and stick on the board/flip chart
- Co-researchers: **each individual is to consider and select three topics she thinks most important to answer the research questions**
- Select by putting the provided sticker-notes onto the color cards of the topics that co-researchers believe important.

Group activity: Develop group message on gender relations in the community (30 minutes)

Group message (with discussion): Love, respect and equality: **bridge span to happiness**

- Together recall the gender relations issues that you took photos of and wish to see real changes?
- Together develop a shared message/statement on the gender relations issue that you want to change and together target at changes in the future?

4 topic groups of expected changes:

- **Housework does not belong to any individual, wife and husband share housework**
- **Do housework together, stay away from violence**
- **Shared housework leads to good health and relation**
- **Modern women have no hesitation in prejudice (self-confident)**
- **Improve personal capacity, increase self-confidence**
- **Good future starts today**
- **Access to decision making and participation in many activities**
- **Decision is made by both of us, not just one.**
- **Holding the purse-string: a journey to equality (financial)**

Closing: Thank you and appreciation

Thank you and Congratulations!
You have completed the
Photovoice Training for Co-researchers



11.5 Appendix 5: Photovoice Guide Cheat Sheet

Photovoice Guide

Project Research Questions

1. How do women and men beneficiaries experience the gender transformative tools?
2. What do they consider were key catalysts in bringing about specific changes in gender attitudes and behaviours, for themselves and for their husbands?

My Photovoice Focus

Write the most significant gender relations issue for me that the Gender Dialogues have helped me deal with:

Safety & Advice

- Do not lend the smartphone to anyone – only the co-researcher is allowed to use it unless she is asking a trusted person to take a photograph with her in it.
- Always charge the camera over night so it does not run out of battery charge during the day.
- Do not get smartphone wet.
- Always know where the smartphone is.
- Be careful taking photos that are sensitive – take an arranged scene or symbolic photo instead.

Informed Consent

Remember - always ask for permission to take a photo of a person and explain why and how you will use it.

Record their consent on your smartphone using the voice record app.

Script to use when you are asking for permission to take a photo of someone:

I am a researcher taking photos as part of a project about gender transformative approaches. Would you mind if I take a photo of you to use as part of my research? *Yes/No*
If Yes,

Would be acceptable to use the photos to discuss the themes of my project in a group setting? *Yes/No*

Would be acceptable to display the photos or use them in project publications? *Yes/No*

11.6 Appendix 6: Photovoice Training Certificate



GIẤY CHỨNG NHẬN

CERTIFICATE

trao tặng cho
presented to

vì đã tham gia Tập huấn “Phương pháp kể chuyện bằng hình ảnh” từ 9-13/5/2021 và đóng góp vào tiến trình đồng nghiên cứu trong khuôn khổ Dự án “Phân tích các Phương pháp Chuyển đổi mối quan hệ giới trong phát triển nông nghiệp với cộng đồng dân tộc Thái tại Việt Nam” ở tỉnh Sơn La.

for successfully participated in the training on “Photovoice” from 9 to 13 May 2021 and significantly contributed to the co-research process under the “Analysing Gender Transformative Approaches to Agricultural Development with Thai Ethnic Minority Communities in Vietnam” project in Son La province.

Ông Lê Xuân Hiếu/Mr. Le Xuan Hieu
Quản lý Dự án/Portfolio Manager
CARE Quốc tế tại Việt Nam/CARE International in Vietnam

TS. Rochelle Spencer/Dr. Rochelle Spencer
Giám đốc/Co-Director
Trung tâm Trách nhiệm Công dân và Bền vững, Đại học Murdoch/
Centre for Responsible Citizenship and Sustainability, Murdoch University

PGS. TS. Jane Hutchison /Assoc.Prof. Jane Hutchison
Giảng viên thỉnh giảng/Adjunct Associate Professor
Khoa Nghệ thuật, Kinh tế, Luật và Khoa học xã hội, Đại học Murdoch/
College of Arts, Business, Law and Social Sciences, Murdoch University

11.7 Appendix 7: GTAR Qualitative Research Training Slides

GIỚI THIỆU VÀ XIN PHÉP PHÒNG VẤN (SỰ ĐỒNG Ý)

Giới thiệu bản thân bạn: Tên tôi là _____.

Chúng tôi đang tiến hành một nghiên cứu để tìm hiểu xem nam giới và phụ nữ trong gia đình anh/chị làm việc cùng nhau như thế nào trong các hoạt động như trồng cà phê, và đặc biệt phụ nữ tham gia vào các quyết định và hưởng lợi như thế nào trong hoạt động nông nghiệp và đời sống gia đình. Thông tin của anh/chị sẽ giúp CARE cải thiện các chương trình can thiệp tại đây - Điện Biên / Sơn La và những nơi khác trong tương lai.

Vì anh/chị (a/c) biết rõ thông tin về cộng đồng của mình, nên chúng tôi muốn mời a/c tham gia nghiên cứu này. Việc tham gia của a/c là tự nguyện và a/c có thể chọn tham gia hoặc không. A/c có thể hỏi tôi các câu hỏi về nghiên cứu này tại bất kỳ thời điểm nào trong quá trình chúng ta thảo luận. Sự tham gia của a/c sẽ không ảnh hưởng đến bất kỳ hỗ trợ nào a/c hiện đang nhận được từ CARE, và không có câu trả lời nào là đúng hay sai - chúng tôi muốn lắng nghe những trải nghiệm và ý kiến của a/c.

Chúng tôi muốn phỏng vấn riêng vợ và chồng trong hộ gia đình của a/c, hoặc nữ chủ hộ và một thành viên nam giới quan trọng khác trong hộ. Mỗi cuộc phỏng vấn sẽ kéo dài khoảng 1,5 -2 giờ (tổng cộng 4 giờ).

Sau khi phỏng vấn, chúng tôi mong muốn được thăm gia đình, khu vực vườn, khu vực chăn nuôi hoặc cơ sở kinh doanh nhỏ của a/c (ví dụ: cửa hàng nhỏ) và chụp ảnh để giúp chúng tôi hiểu rõ hơn câu trả lời của a/c. Việc này sẽ tốn khoảng một giờ.

A/c có muốn hỏi tôi điều gì về cuộc phỏng vấn này không? A/c có đồng ý tham gia phỏng vấn và cho phép chụp ảnh a/c không?

Nếu CÓ, đánh dấu vào ô bên dưới rằng đã được đồng ý bằng lời nói.

Nếu KHÔNG, cảm ơn họ đã dành thời gian và báo ngay lập tức cho Trưởng nhóm Thực địa để họ gọi ý một hộ khác để phỏng vấn.

☐ Đã được đồng ý bằng lời nói

Chữ ký người phỏng vấn: _____ Ngày ____/____/____

TRƯỚC KHI BẮT ĐẦU, BẠN HÃY KIỂM TRA KỸ:

- Bạn đã ghi mã định danh hộ (ID) cho người bạn sẽ phỏng vấn (kiểm tra danh sách hộ tham gia).
- Bạn đã được đáp viên đồng ý tham gia phỏng vấn.
- Bạn đã cố gắng phỏng vấn riêng người đó hoặc phỏng vấn ở nơi những thành viên khác trong hộ không nghe được và không trả lời cùng được.
- Bạn ghi nhận trung thực các câu trả lời của thành viên nam và nữ mà không cố để các câu trả lời của họ giống nhau – không sao nếu họ trả lời khác nhau.
- Bạn có một chiếc máy ảnh/điện thoại di động để chụp ảnh sau khi phỏng vấn và đảm bảo điện thoại có pin đầy đủ.

MÔ-ĐUN G1. THÔNG TIN CÁ NHÂN

NGÀY PHÒNG VẤN:	
TÊN TỈNH/HUYỆN/XÃ:	
G1.01. MÃ ĐỊNH DANH HỘ GIA ĐÌNH # : (NHẬP MÃ ĐỊNH DANH TỪ DANH SÁCH HỘ)	
G1.02. TÊN ĐÁP VIÊN: (TÊN ĐẦY ĐỦ, HỌ)	
G1.03. GIỚI TÍNH ĐÁP VIÊN:	KHOANH <u>MỘT ĐÁP ÁN</u> Nam1 Nữ.....2
ĐỘ TUỔI ĐÁP VIÊN (HỎI NĂM SINH) TUỔI (HOẶC NĂM SINH)
TÌNH TRẠNG HÔN NHÂN	KHOANH <u>MỘT ĐÁP ÁN</u> Độc thân.....1 Đã lập gia đình2 Ly dị.....3 Ly thân.....4 Góa.....5
SỐ CON SỐ CON
G1.04 ĐẶC ĐIỂM HỘ	KHOANH <u>MỘT ĐÁP ÁN</u> Nam giới và phụ nữ trưởng thành..... 1 Chỉ có phụ nữ trưởng thành2
G1.06. KHẢ NĂNG PHÒNG VẤN MỘT MÌNH:	KHOANH <u>MỘT ĐÁP ÁN</u> Một mình.....1 Với sự có mặt của phụ nữ trưởng thành2 Với sự có mặt của nam giới trưởng thành3 Có mặt người trưởng thành cả nam và nữ.....4 Với sự có mặt của trẻ em5 Có mặt người trưởng thành cả nam và nữ và trẻ em.....6

MÔ-ĐUN G2: VAI TRÒ RA QUYẾT ĐỊNH TRONG GIA ĐÌNH LIÊN QUAN TỚI SẢN XUẤT VÀ THU NHẬP

<p>Tôi muốn hỏi về sự tham gia của a/c trong các hoạt động nông nghiệp của gia đình và cách a/c ra quyết định trong gia đình mình.</p>		<p>A/c có tham gia [HOẠT ĐỘNG] trong 12 tháng qua (trong mùa vụ trước), từ tháng 4 năm ngoái tới tháng 4 năm nay không?</p>	<p>Với các quyết định về [HOẠT ĐỘNG], thường thì ai là người ra quyết định?</p>	<p>A/c đã đóng góp như thế nào vào việc ra quyết định về [HOẠT ĐỘNG]?</p>	<p>A/c thấy mình có thể tham gia tới mức độ nào vào các quyết định liên quan tới [HOẠT ĐỘNG] nếu a/c muốn?</p>	<p>A/c có thể tiếp cận thông tin mình thấy quan trọng để ra quyết định về [HOẠT ĐỘNG] ở mức độ nào?</p>	<p>A/c đã đóng góp như thế nào vào các quyết định về số lượng [HOẠT ĐỘNG] giữ lại dùng cho gia đình thay vì bán đi?</p>	<p>Mức độ đóng góp của a/c vào các quyết định về cách sử dụng thu nhập tạo ra từ [HOẠT ĐỘNG]?</p>
<p>MÃ G2</p> <p>ÍT – KHÔNG ĐÓNG GÓP VÀO QUYẾT ĐỊNH.....1</p> <p>ĐÓNG GÓP VÀO MỘT SỐ QUYẾT ĐỊNH.....2</p> <p>ĐÓNG GÓP VÀO HẦU HẾT HOẶC TẤT CẢ CÁC QUYẾT ĐỊNH.....3</p> <p>KHÔNG ÁP DỤNG / KHÔNG QUYẾT ĐỊNH NÀO ĐƯỢC ĐƯA RA.....98</p>			<p>MÃ GX</p> <p>BẢN THÂN TÔI.....1</p> <p>VỢ/CHỒNG.....2</p> <p>TÔI CÙNG VỢ/CHỒNG.....3</p> <p>THÀNH VIÊN GD KHÁC.....4</p> <p>TÔI & THÀNH VIÊN GD KHÁC5</p> <p>VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6</p> <p>NGƯỜI NGOÀI.....94</p> <p>KHÔNG ÁP DỤNG.....98</p>	<p>DÙNG MÃ G2</p>	<p>KHOANH MỘT ĐÁP ÁN</p>	<p>KHOANH MỘT ĐÁP ÁN</p>	<p>DÙNG MÃ G2</p>	<p>DÙNG MÃ G2</p>
HOẠT ĐỘNG		G2.01	G2.02	G2.03	G2.04	G2.05	G2.06	G2.07
A	Canh tác hoặc chế biến cây lương thực chính: cây trồng chủ yếu lấy lương thực (lúa, ngô)	<p>CÓ.....1</p> <p>KHÔNG.....2</p> <p>→ HOẠT ĐỘNG B</p>			<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>	<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>		
B	Canh tác và chế biến cà phê	<p>CÓ.....1</p> <p>KHÔNG.....2</p> <p>→ HOẠT ĐỘNG C</p>			<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>	<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>		
C	Chăn nuôi gia súc lớn (trâu, bò) và chế biến/xử lý sữa và/hoặc thịt	<p>CÓ.....1</p> <p>KHÔNG.....2</p> <p>→ HOẠT ĐỘNG D</p>			<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>	<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>		
D	Chăn nuôi gia súc nhỏ (dê, lợn) và chế biến/xử lý sữa và/hoặc thịt	<p>CÓ.....1</p> <p>KHÔNG.....2</p> <p>→ HOẠT ĐỘNG E</p>			<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>	<p>HOÀN TOÀN KHÔNG.....1</p> <p>ÍT.....2</p> <p>TRUNG BÌNH.....3</p> <p>NHIỀU.....4</p>		

MÃ G2 ÍT – KHÔNG ĐÓNG GÓP VÀO QUYẾT ĐỊNH.....1 ĐÓNG GÓP VÀO MỘT SỐ QUYẾT ĐỊNH.....2 ĐÓNG GÓP VÀO HẦU HẾT HOẶC TẤT CẢ CÁC QUYẾT ĐỊNH.....3 KHÔNG ÁP DỤNG / KHÔNG QUYẾT ĐỊNH NÀO ĐƯỢC ĐƯA RA.....98		A/c có tham gia [HOẠT ĐỘNG] trong 12 tháng qua, từ tháng 4 năm ngoái tới tháng 4 năm nay không?	Với các quyết định về [HOẠT ĐỘNG], thường thì ai là người ra quyết định? <div> MÃ GX BẢN THÂN TÔI.....1 VỢ/CHỒNG.....2 TÔI CÙNG VỢ/CHỒNG.....3 THÀNH VIÊN GD KHÁC.....4 TÔI & THÀNH VIÊN GD KHÁC ...5 VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6 NGƯỜI NGOÀI.....94 KHÔNG ÁP DỤNG.....98 </div> NẾU CHỈ TRẢ LỜI 1 BẢN THÂN, CHUYỂN TỚI CÂU → G2.05 KHÔNG ÁP DỤNG.....98 → HOẠT ĐỘNG TIẾP	A/c đã đóng góp tới mức nào vào việc ra quyết định về [HOẠT ĐỘNG]?	A/c thấy mình có thể tham gia tới mức độ nào vào các quyết định liên quan tới [HOẠT ĐỘNG] nếu a/c muốn?	A/c có thể tiếp cận thông tin mình thấy quan trọng để ra quyết định về [HOẠT ĐỘNG] ở mức độ nào?	A/c đã đóng góp tới mức nào vào các quyết định về lượng [HOẠT ĐỘNG] giữ lại dùng cho gia đình thay vì bán đi?	Mức độ đóng góp của a/c vào các quyết định về cách sử dụng thu nhập tạo ra từ HOẠT ĐỘNG]?
HOẠT ĐỘNG		G2.01	G2.02	G2.03	G2.04	G2.05	G2.06	G2.07
E	Nuôi gia cầm và vật nuôi nhỏ khác (gà, vịt) và chế biến trứng và/hoặc thịt	CÓ.....1 KHÔNG.....2 → HOẠT ĐỘNG F			HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4		
F	Các hoạt động kinh tế phi nông nghiệp (kinh doanh nhỏ, làm tự do, mua đi bán lại)	CÓ.....1 KHÔNG.....2 → HOẠT ĐỘNG G			HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4		
G	Việc làm được trả công và lương (làm việc được trả thù lao bằng tiền mặt hoặc hiện vật, gồm cả việc làm nông	CÓ.....1 KHÔNG.....2 HOẠT ĐỘNG H →			HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT.....2 TRUNG BÌNH.....3 NHIỀU.....4		

<div> <div>MÃ G2</div> <div> <div>ÍT – KHÔNG ĐÓNG GÓP VÀO QUYẾT ĐỊNH.....1</div> <div>ĐÓNG GÓP VÀO MỘT SỐ QUYẾT ĐỊNH.....2</div> <div>ĐÓNG GÓP VÀO HẦU HẾT HOẶC TẤT CẢ CÁC QUYẾT ĐỊNH.....3</div> <div>KHÔNG ÁP DỤNG / KHÔNG QUYẾT ĐỊNH NÀO ĐƯỢC ĐƯA RA.....98</div> </div> </div>		A/c có tham gia [HOẠT ĐỘNG] trong 12 tháng qua, từ tháng 4 năm ngoái tới tháng 4 năm nay không?	<div> <div>Với các quyết định về [HOẠT ĐỘNG], thường thì ai là người ra quyết định?</div> <div> <div>MÃ GX</div> <div> <div>BẢN THÂN</div> <div>TÔI.....1</div> <div>VỢ/CHỒNG.....2</div> <div>TÔI CÙNG VỢ/CHỒNG.....3</div> <div>THÀNH VIÊN GD KHÁC.....4</div> <div>TÔI & THÀNH VIÊN GD KHÁC ...5</div> <div>VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6</div> <div>NGƯỜI NGOÀI.....94</div> <div>KHÔNG ÁP DỤNG.....98</div> </div> </div> </div> <div> <div>NẾU CHỈ TRẢ LỜI <u>1 BẢN THÂN</u>, <u>CHUYỂN TỚI CÂU</u> → G2.05</div> <div>KHÔNG ÁP DỤNG.....98 → <u>HOẠT ĐỘNG TIẾP</u></div> </div>	A/c đã đóng góp tới mức nào vào việc ra quyết định về [HOẠT ĐỘNG]?	A/c thấy mình có thể tham gia tới mức độ nào vào các quyết định liên quan tới [HOẠT ĐỘNG] nếu a/c muốn?	A/c có thể tiếp cận thông tin mình thấy quan trọng để ra quyết định về [HOẠT ĐỘNG] ở mức độ nào?	A/c đã đóng góp tới mức nào vào các quyết định về lượng [HOẠT ĐỘNG] giữ lại dùng cho gia đình thay vì bán đi?	Mức độ đóng góp của a/c vào các quyết định về cách sử dụng thu nhập tạo ra từ HOẠT ĐỘNG]?
HOẠT ĐỘNG		G2.01	G2.02	G2.03	G2.04	G2.05	G2.06	G2.07
	nghịệp và việc khác có trả công/lương)							
H	Mua sắm lớn, hoặc không thường xuyên trong gia đình (xe đạp, đất, xe máy. Tivi..)				<div> <div>HOÀN TOÀN KHÔNG.....1</div> <div>ÍT.....2</div> <div>TRUNG BÌNH.....3</div> <div>NHIỀU.....4</div> </div>	<div> <div>HOÀN TOÀN KHÔNG.....1</div> <div>ÍT.....2</div> <div>TRUNG BÌNH.....3</div> <div>NHIỀU.....4</div> </div>		
J	Mua sắm hàng ngày trong gia đình (thực phẩm tiêu thụ hàng ngày hoặc các nhu cầu gia đình khác)				<div> <div>HOÀN TOÀN KHÔNG.....1</div> <div>ÍT.....2</div> <div>TRUNG BÌNH.....3</div> <div>NHIỀU.....4</div> </div>	<div> <div>HOÀN TOÀN KHÔNG.....1</div> <div>ÍT.....2</div> <div>TRUNG BÌNH.....3</div> <div>NHIỀU.....4</div> </div>		

G2 CÂU HỎI PHÒNG VẤN ĐỊNH TÍNH – CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Nguồn thu nhập chính trong gia đình chị từ đâu? Chị còn làm việc gì khác tạo thu nhập nữa?
2. Chị và chồng có cùng ra quyết định về nông nghiệp không? Đó là quyết định nào?
3. Chị có tự mình ra quyết định nào về canh tác (sản xuất nông nghiệp) không? Đó là quyết định nào?
4. Chồng chị có tự ra quyết định nào về canh tác cà phê không? Đó là quyết định nào?
5. Khi gia đình chị cùng ra quyết định về canh tác, thì phụ nữ ảnh hưởng tới quyết định đó ở mức nào, và ai là người có tiếng nói cuối cùng/ra quyết định cuối cùng?
6. Chị có hài lòng với cách ra các quyết định về nông nghiệp hiện nay trong gia đình chị không, hay chị muốn có thay đổi trong việc ra quyết định đó?
7. Kể từ khi chị bắt đầu tham gia vào dự án café (làm với CARE), cách nam giới và phụ nữ ra quyết định về nông nghiệp có thay đổi gì không?

MÔ-ĐUN G3 (A): TIẾP CẬN VỐN SẢN XUẤT

Bây giờ tôi muốn hỏi a/c cụ thể về đất của gia đình mình.		
CÂU HỎI		TRẢ LỜI
G3.01. Có ai trong hộ gia đình mình hiện đang sở hữu đất hoặc canh tác trên đất không?		KHOANH MỘT ĐÁP ÁN CÓ.....1 KHÔNG.....2 → CHUYỂN ĐẾN G3.06
G3.02. Ai là người chủ yếu ra quyết định về việc trồng cây gì trên đất đó?	MÃ GX BẢN THÂN TÔI.....1 VỢ/CHỒNG.....2 TÔI CÙNG VỢ/CHỒNG3 THÀNH VIÊN GD KHÁC4 TÔI & THÀNH VIÊN GD KHÁC ...5 VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6 NGƯỜI NGOÀI.....94 KHÔNG ÁP DỤNG.....98	TRẢ LỜI
G3.03. A/c có canh tác trên bất kỳ đất nào một mình hoặc cùng nhau (cùng với người khác) không?		KHOANH MỘT ĐÁP ÁN CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
G3.04. Ai là người chủ yếu ra quyết định về việc trồng cây gì trên đất mà a/c canh tác một mình?	MÃ GX BẢN THÂN TÔI.....1 VỢ/CHỒNG.....2 TÔI CÙNG VỢ/CHỒNG3 THÀNH VIÊN GD KHÁC4 TÔI & THÀNH VIÊN GD KHÁC ...5 VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6 NGƯỜI NGOÀI.....94 KHÔNG ÁP DỤNG.....98	TRẢ LỜI
G3.05. A/c có sở hữu phần đất nào mà hộ gia đình của a/c đang sở hữu hoặc canh tác không?		KHOANH MỘT ĐÁP ÁN CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4

Bây giờ tôi muốn hỏi về một số thứ có thể dùng để tạo thu nhập.		Có ai trong hộ gia đình a/c hiện đang có [HẠNG MỤC]?	A/c có sở hữu [HẠNG MỤC] không?
HẠNG MỤC		G3.06	G3.07
A	Gia súc lớn (trâu, bò)	KHOANH MỘT ĐÁP ÁN CÓ.....1 KHÔNG.....2 → HẠNG MỤC B	KHOANH MỘT ĐÁP ÁN CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
B	Gia súc nhỏ (dê, lợn)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC C	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
C	Gia cầm và vật nuôi nhỏ khác (gà, vịt)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC D	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
D	Trang thiết bị nông nghiệp phi cơ giới (dụng cụ cầm tay, cái cày do động vật kéo)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC E	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
E	Trang thiết bị nông nghiệp cơ giới hóa (máy cày – xe loại to, máy cày có động cơ loại nhỏ, máy bơm nước dùng sức người)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC F	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
F	Trang thiết bị kinh doanh phi nông nghiệp (máy may, thiết bị ủ (rượu bia), dụng cụ rán)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC G	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
G	Nhà hoặc tòa nhà	CÓ.....1 KHÔNG.....2 → HẠNG MỤC H	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
H	Hàng tiêu dùng lâu bền giá trị lớn (tủ lạnh, TV, máy vi tính)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC I	CÓ, MỘT MÌNH..... 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4

		Có ai trong hộ gia đình a/c hiện đang có [HẠNG MỤC]?	A/c [TÊN] có sở hữu [HẠNG MỤC] không?
HẠNG MỤC		G3.06	G3.07
I	Hàng tiêu dùng lâu bền giá trị nhỏ (đài, đồ nấu nướng)	KHOANH MỘT ĐÁP ÁN CÓ.....1 KHÔNG.....2 → HẠNG MỤC J	KHOANH MỘT ĐÁP ÁN CÓ, MỘT MÌNH 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
J	Điện thoại di động	CÓ.....1 KHÔNG.....2 → HẠNG MỤC K	CÓ, MỘT MÌNH 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
K	Đất đai khác không dùng cho mục đích nông nghiệp (miếng/lô, đất ở hoặc đất thương mại)	CÓ.....1 KHÔNG.....2 → HẠNG MỤC L	CÓ, MỘT MÌNH 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4
L	Phương tiện đi lại (xe đạp, xe máy, ô tô)	CÓ.....1 KHÔNG.....2 → MÔ-ĐUN G3(B)	CÓ, MỘT MÌNH 1 CÓ, CÙNG NHAU 2 CÓ, MỘT MÌNH VÀ CÙNG NHAU 3 KHÔNG 4

G3 (A) CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Chị và chồng có cùng nhau ra quyết định về sử dụng thu nhập không? Nếu có, đó là thu nhập từ nguồn gì (vd từ bán quả cà phê)?
2. Chị có ảnh hưởng tới mức nào trong các quyết định đó, và ai là người ra quyết định cuối cùng?
3. Chị có một mình ra quyết định nào về sử dụng thu nhập không? Chị có thể một mình ra quyết định về loại chi tiêu nào?
4. Tại sao lại có sự khác biệt về mức độ ảnh hưởng của người vợ và chồng khi ra quyết định về sử dụng thu nhập?
5. Chị có nghĩ rằng số thu nhập (số tiền) mà người phụ nữ và nam giới kiếm được trong hộ ảnh hưởng tới quan hệ của họ không? Nếu có, ảnh hưởng thế nào?

MÔ-ĐUN G3(B): TIẾP CẬN DỊCH VỤ TÀI CHÍNH

Tôi muốn hỏi về việc gia đình a/c vay mượn tiền hoặc thứ khác (hiện vật) trong 12 tháng qua		Nếu a/c muốn, liệu a/c hoặc thành viên khác trong hộ có thể vay hoặc mượn tiền mặt/hiện vật từ [NGUỒN] không?	Trong hộ a/c có ai vay, mượn tiền mặt/hiện vật từ [NGUỒN] trong 12 tháng qua không?	Trong hầu hết thời gian thì ai là người quyết định vay mượn từ [NGUỒN]? MÃ GX BẢN THÂN TÔI.....1 VỢ/CHỒNG.....2 TÔI CÙNG VỢ/CHỒNG3 THÀNH VIÊN GD KHÁC4 TÔI & THÀNH VIÊN GD KHÁC ...5 VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6 NGƯỜI NGOÀI.....94 KHÔNG ÁP DỤNG.....98	Trong hầu hết thời gian thì ai là người quyết định sẽ làm gì với số tiền vay hoặc đồ mượn từ [NGUỒN]? DÙNG MÃ GX	Ai chịu trách nhiệm trả lại khoản vay hoặc đồ mượn từ [NGUỒN]? DÙNG MÃ GX
NGUỒN VAY		G3.08	G3.09	G3.10	G3.11	G3.12
A	Tổ chức Phi chính phủ (NGO)	KHOANH MỘT ĐÁP ÁN CÓ.....1 KHÔNG.....2 → NGUỒN B CÓ THỂ.....3	KHOANH MỘT ĐÁP ÁN CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 ➡ NGUỒN B KHÔNG BIẾT97			
B	Kênh cho vay chính thống (ngân hàng, tổ chức tài chính)	CÓ.....1 KHÔNG.....2 → NGUỒN C CÓ THỂ.....3	CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 ➡ NGUỒN C KHÔNG BIẾT97			
C	Kênh không chính thống (vd người chuyên cho vay tiền lấy lãi)	CÓ.....1 KHÔNG.....2 → NGUỒN D CÓ THỂ.....3	CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 ➡ NGUỒN D KHÔNG BIẾT97			
D	Bạn bè, họ hàng, hàng xóm	CÓ.....1 KHÔNG.....2 → NGUỒN E CÓ THỂ.....3	CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 ➡ NGUỒN E KHÔNG BIẾT97			
E	Các tổ chức tài chính vi mô hoặc cho vay dựa vào cộng đồng gồm cả các nhóm VSLA và chương trình 135	CÓ.....1 KHÔNG.....2 → NGUỒN F CÓ THỂ.....3	CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 ➡ NGUỒN F KHÔNG BIẾT97			

F	Các tổ nhóm tiết kiệm/tín dụng không chính thống (vd tiết kiệm quay vòng, và nhóm tín dụng)	CÓ.....1 KHÔNG.....2 → G3.13 CÓ THỂ.....3	CÓ, TIỀN MẶT.....1 CÓ, HIỆN VẬT.....2 CÓ, TIỀN MẶT VÀ HIỆN VẬT 3 KHÔNG.....4 KHÔNG BIẾT.....97	→ G3.13		
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G3.13	Một tài khoản có thể dùng để tiết kiệm tiền, để thanh toán hoặc nhận tiền thanh toán, hoặc nhận lương hoặc hỗ trợ tài chính. A/c hiện có đang, một mình hoặc cùng với một người khác, có một tài khoản tại bất kỳ nơi nào sau đây gồm: ngân hàng hoặc tổ chức chính thống khác (vd: bưu điện) không?	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97
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G3 (B) CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Các khoản chi vay chủ yếu dùng để làm gì? Lý do vay của chị trong 2 năm qua có thay đổi gì không? Thay đổi thế nào? Tại sao?
2. *(Không hỏi câu này nếu đáp viên không vay mượn khoản nào)* Khoản vay đó đã được trả chưa? Chị có trả được khoản vay đó đúng hạn không? Chị dùng chiến lược/cách nào để trả khoản vay đó? Chị có gặp khó khăn gì trong việc trả nợ vay không?
3. Chị/gia đình chị có khoản tiền tiết kiệm nào không?
4. *(Không hỏi câu 4-7, nếu gia đình đáp viên không có khoản tiết kiệm nào)* Hiện chị đang gửi/cất tiền tiết kiệm ở đâu?
5. Tại sao chị lại tiết kiệm?
6. Ai có thể tiếp cận các khoản tiền tiết kiệm?
7. Chị có tiếp cận được các khoản tiết kiệm của thành viên khác trong hộ không? Trong những tình huống thế nào thì chị được phép tiếp cận các khoản tiết kiệm đó?

MÔ-ĐUN G4: PHÂN BỐ THỜI GIAN

G4.01: HÃY GHI CÁC HOẠT ĐỘNG CỦA TỪNG NGƯỜI TRONG TRỌN VẸN 24 GIỜ QUA (BẮT ĐẦU TỪ LÚC 4:00 GIỜ SÁNG HÔM QUA, TỚI 3:59 SÁNG HÔM NAY). THỜI GIAN ĐƯỢC CHIA THÀNH CÁC KHOẢNG 15 PHÚT.

ĐÁNH DẤU MỘT HOẠT ĐỘNG CHO MỖI KHOẢNG THỜI GIAN BẰNG CÁCH ĐIỀN MÃ HOẠT ĐỘNG VÀO TRONG Ô. VD: NẾU BẠN NGỦ TỪ 4.00 -4.30 SÁNG, THÌ SẼ ĐIỀN MÃ “A” VÀO 2 Ô ĐẦU TIÊN

G4.02: TÍCH VÀO Ô BÊN DƯỚI NẾU ĐÁP VIÊN VỪA CHĂM/TRÔNG CON VỪA LÀM HOẠT ĐỘNG ĐÓ.

[illegible]**MÃ HOẠT ĐỘNG CHO CÂU G4.01**

A.....Ngủ, nghỉ	G.....Trồng cây lương thực	N.....Mua sắm/sử dụng dịch vụ (kể cả dịch vụ y tế)	U.....Tập thể dục
B.....Ăn, uống	H.....Vườn nhà/trồng cây giá trị cao (cà phê)	O.....Đan lát/may vá/dệt	V.....Hoạt động xã hội và thú vui
C.....Chăm sóc cá nhân	I.....Nuôi gia súc lớn (trâu, bò)	P.....Nấu nướng	W.....Hoạt động tôn giáo
D.....Học hành (kể cả bài tập về nhà)	J.....Nuôi gia súc nhỏ (dê, lợn)	Q.....Việc nhà (gồm cả lấy nước/nhiên liệu)	X... Khác
E.....Đi làm (được thuê làm)	K.....Nuôi gia cầm và vật nuôi nhỏ khác (gà, vịt)	R.....Chăm con	
F.....Làm việc – tự kinh doanh	L.....Nuôi cá (ao cá)	S.....Chăm người lớn (người ốm, người già)	
	M.....Đi lại (đi đến chỗ làm/học và về nhà)		

G4.03. Trong 24 giờ qua a/c làm việc (trong nhà hoặc ngoài nhà gồm cả các việc nhà thường xuyên và các việc nhà khác) ít hơn bình thường, như bình thường, hay nhiều hơn bình thường?	CHỈ HỎI ĐÁP VIÊN <u>NỮ</u>: CHỊ CÓ CON DƯỚI 5 TUỔI KHÔNG?	G4.04. Nếu chị muốn làm việc gì đó (liên quan tới sinh kế, tập huấn, chăm sóc bản thân), và không thể mang con đi cùng, có ai có thể chăm con khi chị đi vắng không?	G4.05. Ai? <table border="1"> <tr><td>MÃ GY</td></tr> <tr><td>CHỒNG.....1</td></tr> <tr><td>BỐ.....2</td></tr> <tr><td>MẸ.....3</td></tr> <tr><td>MẸ CHỒNG.....4</td></tr> <tr><td>CON LỚN.....5</td></tr> <tr><td>ANH/CHỊ/EM.....6</td></tr> <tr><td>NGƯỜI NGOÀI.....94</td></tr> </table>	MÃ GY	CHỒNG.....1	BỐ.....2	MẸ.....3	MẸ CHỒNG.....4	CON LỚN.....5	ANH/CHỊ/EM.....6	NGƯỜI NGOÀI.....94	G4.05 TRẢ LỜI
MÃ GY												
CHỒNG.....1												
BỐ.....2												
MẸ.....3												
MẸ CHỒNG.....4												
CON LỚN.....5												
ANH/CHỊ/EM.....6												
NGƯỜI NGOÀI.....94												
KHOANH MỘT ĐÁP ÁN ÍT HƠN BÌNH THƯỜNG.....1 NHƯ BÌNH THƯỜNG.....2 NHIỀU HƠN BÌNH THƯỜNG.....3 NẾU ĐÁP VIÊN LÀ <u>NAM GIỚI</u> → CHUYỂN ĐẾN MÔ-ĐUN G5	KHOANH MỘT ĐÁP ÁN CÓ.....1 → G4.04 KHÔNG.....2 → CHUYỂN ĐẾN MÔ-ĐUN G5	KHOANH MỘT ĐÁP ÁN CÓ.....1 → G4.05 KHÔNG.....2 → MÔ-ĐUN G5										
T.....Đi lại (không phải đi đến chỗ làm/học)												

G4 CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Trong hộ chị, ai quyết định về việc ai làm việc nhà (vd: nấu nướng, lau dọn, lấy nước và củi đun)?
2. Ai quyết định về việc ai sẽ chăm sóc các thành viên gia đình (trẻ nhỏ, người ốm, và/hoặc người cao tuổi)?
3. Có trường hợp nào mà chồng chị sẽ giúp chị làm các việc nhà thường nhật không? Việc này có xảy ra với các hộ khác trong cộng đồng chị không?
4. Việc này xưa nay luôn luôn như thế hay là đã có sự thay đổi? Tại sao chị nghĩ là đã có thay đổi?
5. Các chị phụ nữ/anh nam giới nghĩ gì về một phụ nữ có chồng giúp làm việc nhà?
6. Các chị phụ nữ/anh nam giới nghĩ gì về một người đàn ông giúp vợ làm việc nhà?

MÔ-ĐUN G5: THÀNH VIÊN NHÓM

Bây giờ tôi sẽ hỏi về các nhóm trong cộng đồng. Có thể là các nhóm chính thống hoặc không chính thống.		Trong cộng đồng a/c có [NHÓM] nào không?	Nhóm đó gồm thành viên toàn là nam hay nữ hay lẫn cả nam và nữ?	A/c có phải là thành viên đang tham gia [NHÓM] này?	A/c thấy mình có thể gây ảnh hưởng tới quyết định của [NHÓM] ở mức độ nào?	[NHÓM] này ảnh hưởng tới mức độ nào đến cuộc sống trong cộng đồng, ngoài phạm vi các hoạt động của nhóm?
LOẠI TỔ NHÓM		G5.01	G5.02	G5.03	G5.04	G5.05
A	Nhóm nhà sản xuất nông nghiệp/chăn nuôi/ngư nghiệp (gồm cả nhóm tiếp thị/marketing)	KHOANH MỘT ĐÁP ÁN CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">NHÓM B</div>	KHOANH MỘT ĐÁP ÁN TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → NHÓM B	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4
B	Nhóm tín dụng hoặc tài chính vi mô (gồm cả VSLA)	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">NHÓM C</div>	TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → NHÓM C	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4
C	Nhóm thương mại hoặc hiệp hội kinh doanh/doanh nghiệp	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">NHÓM D</div>	TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → NHÓM D	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4
D	Nhóm dân sự (phát triển cộng đồng) hoặc nhóm từ thiện (giúp đỡ người khác) hoặc hội phụ nữ, đoàn thanh niên, hội cựu chiến binh	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">NHÓM E</div>	TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → NHÓM E	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4
E	Nhóm tôn giáo	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">NHÓM F</div>	TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → NHÓM F	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4
F	Khác (nêu rõ): _____	CÓ.....1 KHÔNG.....2 KHÔNG BIẾT.....97 <div style="text-align: right;">MÔ-ĐUN G6</div>	TOÀN NAM.....1 TOÀN NỮ.....2 CẢ NAM VÀ NỮ.....3 KHÔNG BIẾT.....97	CÓ.....1 KHÔNG.....2 → MÔ-ĐUN G6	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4	HOÀN TOÀN KHÔNG.....1 ÍT ẢNH HƯỞNG.....2 TRUNG BÌNH.....3 NHIỀU.....4

G5 CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Có tổ/nhóm nào chị muốn tham gia mà không thể không? Tại sao chị lại muốn tham gia vào loại tổ/nhóm đó? Tại sao chị lại không thể tham gia? Nam giới có gặp phải những khó khăn tương tự không?
2. Việc là thành viên một nhóm tạo cơ hội thể nào (tới mức độ nào) để chị tiếp cận các nguồn lực (vd: thông tin, đi lại, sức mua) trong thôn/bản? và bên ngoài thôn/bản?
3. Có nhóm nào được cho là phù hợp hơn cho phụ nữ không? Tại sao?

Các câu sau dành cho những phụ nữ là thành viên trong 1 nhóm:

4. Việc là thành viên một nhóm đã thay đổi cuộc sống của gia đình chị tới mức nào? Chị có gặp thách thức gì khi tham gia không?
5. Chị có thoải mái lên tiếng trong nhóm của mình không?
6. Chị thấy thoải mái nói về chủ đề nào trước mặt mọi người? Tại sao?
7. Có chủ đề nào chị ước mình có thể nói lên trước mặt mọi người, nhưng lại không thể nói lên không? Những rào cản nào cản trở chị nói lên (từ phía cá nhân và toàn cộng đồng)

MÔ-ĐUN G6. ĐI LẠI

CÂU	MÃ G6	HỎI	TRẢ LỜI DÙNG MÃ G6
	HÀNG NGÀY.....1 ÍT NHẤT 1 LẦN 1 TUẦN2 ÍT NHẤT 1 LẦN 2 TUẦN3 ÍT NHẤT 1 LẦN 1 THÁNG4 CHƯA ĐẾN 1 LẦN 1 THÁNG....5 KHÔNG BAO GIỜ.....6		
G6.01	Bao lâu a/c đi đến trung tâm xã hoặc trung tâm huyện 1 lần?		
G6.02	Bao lâu a/c đi chợ 1 lần?		
G6.03	Bao lâu a/c đi thăm gia đình hoặc họ hàng 1 lần?		
G6.04	Bao lâu a/c đến chơi nhà một người bạn/hàng xóm 1 lần?		
G6.05	Bao lâu a/c đi bệnh viện/trạm xá/phòng khám/đi khám bác sỹ 1 lần (để khám chữa bệnh)?		
G6.06	Bao lâu a/c đi đến các buổi sinh hoạt của thôn/hợp cộng đồng/tập huấn cho các tổ chức PCP hoặc các chương trình 1 lần?		
G6.07.	Trong 12 tháng qua, a/c đã bao nhiêu lần không ở nhà ít nhất 1 đêm (nói cách khác: ngủ qua đêm ở nơi khác)?		
G6.08.	Trong 12 tháng qua, a/c có bao giờ đi vắng/không ở nhà hơn 1 tháng liền không?		KHOANH <u>MỘT ĐÁP ÁN</u> CÓ.....1 KHÔNG.....2 <i>NẾU ĐÁP VIÊN LÀ <u>NAM GIỚI</u>, →CHUYỂN ĐẾN MÔ-ĐUN G7</i>

**CHỈ HỎI PHẦN CÒN LẠI CỦA MÔ-ĐUN NÀY NẾU ĐÁP VIÊN LÀ NỮ GIỚI
NẾU ĐÁP VIÊN LÀ NAM GIỚI, CHUYỂN ĐẾN MÔ-ĐUN G7**

Bây giờ tôi muốn hỏi chị một số câu về những địa điểm chị có thể đến.		Thường ai là người quyết định việc chị có thể đi đến [ĐỊA ĐIỂM]?	Chồng/bạn đời của chị hoặc thành viên khác trong gia đình có phản đối chị đi <u>một mình</u> tới [ĐỊA ĐIỂM] không?	Trong trường hợp nào thì người này <u>KHÔNG</u> phản đối việc chị đi đến [ĐỊA ĐIỂM] một mình?	Việc họ phản đối như thế có cản trở chị đi <u>một mình</u> tới [ĐỊA ĐIỂM] không?
		<div style="border: 1px solid black; padding: 5px;"> MÃ GX BẢN THÂN TÔI.....1 VỢ/CHỒNG.....2 TÔI CÙNG VỢ/CHỒNG3 THÀNH VIÊN GD KHÁC4 TÔI & THÀNH VIÊN GD KHÁC5 VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6 NGƯỜI NGOÀI.....94 KHÔNG ÁP DỤNG.....98 </div> NẾU <u>CHỈ</u> TRẢ LỜI <u>BẢN THÂN TÔI</u> → ĐỊA ĐIỂM TIẾP THEO			
ĐỊA ĐIỂM		G6.09	G6.10	G6.11	G6.12
A	Trung tâm xã/huyện		<u>KHOANH MỘT ĐÁP ÁN</u> CÓ.....1 KHÔNG.....2 → <u>ĐỊA ĐIỂM B</u>	<u>KHOANH TẤT CẢ ĐÁP ÁN PHÙ HỢP</u> NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NÊU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → <u>ĐỊA ĐIỂM B</u>	<u>KHOANH MỘT ĐÁP ÁN</u> CÓ.....1 KHÔNG.....2
B	Chợ		CÓ.....1 KHÔNG.....2 → <u>ĐỊA ĐIỂM C</u>	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NÊU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → <u>ĐỊA ĐIỂM C</u>	CÓ.....1 KHÔNG.....2
C	Thăm gia đình hoặc họ hàng		CÓ.....1 KHÔNG.....2 → <u>ĐỊA ĐIỂM D</u>	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NÊU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → <u>ĐỊA ĐIỂM D</u>	CÓ.....1 KHÔNG.....2

D	Nhà một người bạn/hàng xóm		CÓ.....1 KHÔNG.....2 → ĐỊA ĐIỂM E	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → ĐỊA ĐIỂM E	CÓ.....1 KHÔNG.....2
E	Bệnh viện/trạm xá/phòng khám/đi khám bác sỹ (để khám chữa bệnh)		CÓ.....1 KHÔNG.....2 → ĐỊA ĐIỂM F	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → ĐỊA ĐIỂM F	CÓ.....1 KHÔNG.....2

		<p>Thường ai là người quyết định việc chị có thể đi đến [ĐỊA ĐIỂM]?</p> <table><tr><td>MÃ GX</td></tr><tr><td>BẢN THÂN TÔI.....1</td></tr><tr><td>VỢ/CHỒNG.....2</td></tr><tr><td>TÔI CÙNG VỢ/CHỒNG.....3</td></tr><tr><td>THÀNH VIÊN GD KHÁC4</td></tr><tr><td>TÔI & THÀNH VIÊN GD KHÁC5</td></tr><tr><td>VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6</td></tr><tr><td>NGƯỜI NGOÀI.....94</td></tr><tr><td>KHÔNG ÁP DỤNG.....98</td></tr></table> <p>IF TRẢ LỜI IS <u>1 SELF ONLY</u> → NEXT ĐỊA ĐIỂM</p>	MÃ GX	BẢN THÂN TÔI.....1	VỢ/CHỒNG.....2	TÔI CÙNG VỢ/CHỒNG.....3	THÀNH VIÊN GD KHÁC4	TÔI & THÀNH VIÊN GD KHÁC5	VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6	NGƯỜI NGOÀI.....94	KHÔNG ÁP DỤNG.....98	<p>Chồng/bạn đời của chị hoặc thành viên khác trong gia đình có phản đối chị đi <u>một mình</u> tới [ĐỊA ĐIỂM] không?</p>	<p>Trong trường hợp nào thì người này <u>KHÔNG</u> phản đối việc chị đi đến [ĐỊA ĐIỂM] một mình?</p>	<p>Việc họ phản đối như thế có cản trở chị đi <u>một mình</u> tới [ĐỊA ĐIỂM] không?</p>
MÃ GX														
BẢN THÂN TÔI.....1														
VỢ/CHỒNG.....2														
TÔI CÙNG VỢ/CHỒNG.....3														
THÀNH VIÊN GD KHÁC4														
TÔI & THÀNH VIÊN GD KHÁC5														
VỢ/CHỒNG VÀ THÀNH VIÊN GD KHÁC.....6														
NGƯỜI NGOÀI.....94														
KHÔNG ÁP DỤNG.....98														
ĐỊA ĐIỂM		G6.09	G6.10	G6.11	G6.12									
F	Các địa điểm tôn giáo		<p>KHOANH <u>MỘT ĐÁP ÁN</u></p> <p>CÓ.....1 KHÔNG.....2 → ĐỊA ĐIỂM G</p>	<p>KHOANH <u>TẤT CẢ ĐÁP ÁN PHÙ HỢP</u></p> <p>NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → ĐỊA ĐIỂM G</p>	<p>KHOANH <u>MỘT ĐÁP ÁN</u></p> <p>CÓ.....1 KHÔNG.....2</p>									
G	Nơi tụ tập chung của thôn hoặc hợp cộng đồng		<p>CÓ.....1 KHÔNG.....2 → ĐỊA ĐIỂM H</p>	<p>NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → ĐỊA ĐIỂM H</p>	<p>CÓ.....1 KHÔNG.....2</p>									

H	Tập huấn cho các tổ chức PCP/chương trình		CÓ.....1 KHÔNG.....2 → ĐỊA ĐIỂM I	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → ĐỊA ĐIỂM I	CÓ.....1 KHÔNG.....2
I	Bên ngoài cộng đồng chị hoặc thôn chị		CÓ.....1 KHÔNG.....2 → MÔ-ĐUN G7	NẾU CÓ NGƯỜI ĐI CÙNG TÔI (HỌ HÀNG, CON CÁI)1 NẾU TÔI CÓ THỂ TỰ THU XẾP CHI PHÍ (GIAO THÔNG)2 NẾU TÔI MẶC ĐỒ PHÙ HỢP/CHẤP NHẬN ĐƯỢC.....3 KHÁC (NẾU RÕ).....4 KHÔNG BAO GIỜ TÔI ĐƯỢC PHÉP ĐI5 → MÔ-ĐUN G7	CÓ.....1 KHÔNG.....2

G6 CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Ai đặt ra các quy tắc về những nơi chị có thể đi?
2. Có khác gì không nếu 1 phụ nữ độc thân (chưa có gia đình, ly thân, ly dị) hay đã cưới? Hoặc nếu cô ý có con? Thế khi chồng cô đi vắng thì sao?
3. Có chị em phụ nữ nào trong cộng đồng không làm theo những tục lệ/quy định này không? Tại sao và trong trường hợp nào họ không làm theo?
4. Phụ nữ trong cộng đồng nghĩ/có thể nghĩ gì về những phụ nữ không làm theo như vậy?
5. Nam giới trong cộng đồng nghĩ/có thể nghĩ gì về những phụ nữ không làm theo như vậy?
6. Phụ nữ đi lại nhiều hay ít hơn so với trước đây? Tại sao chị nghĩ việc đi lại của phụ nữ đang thay đổi?

MÔ-ĐUN G7: QUAN HỆ TRONG GIA ĐÌNH

Tôi muốn hỏi a/c cảm thấy thế nào về người khác trong hộ hoặc gia đình mình và a/c nghĩ họ thấy thế nào về a/c.			A/c có tôn trọng [MÔI QUAN HỆ] của mình không?	[MÔI QUAN HỆ] của a/c có tôn trọng a/c không?	A/c có tin [MÔI QUAN HỆ] của mình sẽ làm những việc vì lợi ích tốt nhất của a/c không?	Khi a/c không đồng ý với [MÔI QUAN HỆ] của mình, a/c có thấy thoải mái để nói với cô/anh ý rằng a/c không đồng ý không?	[MÔI QUAN HỆ] ĐÓ CÓ PHẢI LÀ MỘT ĐÁP VIÊN KHÁC TRONG HỘ NÀY KHÔNG?								
<table border="1"> <tr> <th>MÃ GY</th> </tr> <tr> <td>CHỒNG/VỢ.....1</td> </tr> <tr> <td>BỐ.....2</td> </tr> <tr> <td>MẸ.....3</td> </tr> <tr> <td>MẸ CHỒNG/VỢ.....4</td> </tr> <tr> <td>CON LỚN.....5</td> </tr> <tr> <td>ANH/CHỊ/EM.....6</td> </tr> <tr> <td>NGƯỜI NGOÀI.....94</td> </tr> </table>			MÃ GY	CHỒNG/VỢ.....1	BỐ.....2	MẸ.....3	MẸ CHỒNG/VỢ.....4	CON LỚN.....5	ANH/CHỊ/EM.....6	NGƯỜI NGOÀI.....94					
MÃ GY															
CHỒNG/VỢ.....1															
BỐ.....2															
MẸ.....3															
MẸ CHỒNG/VỢ.....4															
CON LỚN.....5															
ANH/CHỊ/EM.....6															
NGƯỜI NGOÀI.....94															
MÔI QUAN HỆ			G7.02	G7.03	G7.04	G7.05	G7.06								
A	Chồng/vợ	MÃ	<u>KHOANH MỘT ĐÁP ÁN</u> HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	<u>KHOANH MỘT ĐÁP ÁN</u> HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	<u>KHOANH MỘT ĐÁP ÁN</u> HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	<u>KHOANH MỘT ĐÁP ÁN</u> HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	CÓ.....1 → GO MÔ-ĐUN G8 KHÔNG.....2								
B	Đáp viên khác trong hộ gia đình	MÃ	HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4	HẦU HẾT MỌI LÚC.....1 THÌNH THOẢNG.....2 HIẾM KHI.....3 KHÔNG BAO GIỜ.....4									

MÔ-ĐUN G8 (A): TỰ CHỦ TRONG VIỆC RA QUYẾT ĐỊNH

<p>Bây giờ tôi sẽ đọc cho a/c nghe một số mẩu chuyện về những nông dân khác và các hoạt động nông nghiệp của họ. Định dạng câu hỏi này khác các câu trên nên a/c cứ từ từ trả lời. Sau mỗi câu chuyện, tôi sẽ hỏi xem a/c giống hay khác những người trong câu chuyện.</p> <p>Chúng tôi muốn biết xem liệu a/c hoàn toàn khác họ, tương tự họ, hoặc hơi khác/hơi giống họ. Không có câu trả lời nào là đúng hay sai với những câu hỏi này.</p> <p>ĐỌC TỪNG CÂU CHUYỆN, CÁC CÂU HỎI THEO SAU, VÀ KHOANH CÂU TRẢ LỜI. CÓ THỂ LẤY TÊN CHO PHŨ HỢP VỚI BỐI CẢNH ĐỊA PHƯƠNG VÀ TÊN NHÂN VẬT LÀ NAM/NỮ TÙY THUỘC VÀO GIỚI TÍNH CỦA ĐÁP VIÊN.</p>			A/c có giống người này không?	A/c hoàn toàn giống hay hơi giống?	A/c hoàn toàn khác hay hơi khác?
CÂU CHUYỆN			G8.01	G8.02	G8.03
Loại cây sẽ trồng để tiêu thụ trong gia đình hoặc bán ra chợ	A1	“Lúa, ngô, sắn và cà phê là những cây duy nhất trồng được ở đây. [TÊN NGƯỜI] không thể trồng loại cây khác ở đây để tiêu thụ hoặc bán ra thị trường.”	KHOANH MỘT ĐÁP ÁN CÓ...1 KHÔNG.....2 → G8.03	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN GIỐNG....1 → A2 HƠI GIỐNG.....2 → A2	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	A2	“ [TÊN NGƯỜI] là một nông dân và trồng lúa, ngô, sắn và cà phê vì chồng/vợ của chị/anh ý, hoặc 1 người khác hoặc nhóm trong cộng đồng của anh/chị ý nói với anh/chị ý rằng anh/chị ý phải trồng những cây này. Chị/anh ý làm theo những gì họ bảo chị/anh ý làm.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → A3 HƠI GIỐNG.....2 → A3	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	A3	“ [TÊN NGƯỜI] trồng các cây trồng sản xuất nông nghiệp mà gia đình hay cộng đồng của chị/anh ý kỳ vọng. Chị/anh ý muốn họ coi chị/anh ý là một nông dân mẫu mực.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → A4 HƠI GIỐNG.....2 → A4	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	A4	“ [TÊN NGƯỜI] lựa chọn các cây trồng mà cá nhân chị/anh ý muốn trồng để tiêu thụ và bán ra chợ và nghĩ rằng những cây đó là tốt nhất cho bản thân chị/anh ý và gia đình của chị /anh ý. Chị/anh ý đánh giá cao việc trồng những cây này, nhưng nếu giả sử chị/anh ý muốn thay đổi suy nghĩ của anh/chị ý, thì anh/chị ý có thể thay đổi.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → C1 HƠI GIỐNG.....2 → C1	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
ĐỌC TỪNG CÂU CHUYỆN, CÁC CÂU HỎI THEO SAU, VÀ KHOANH CÂU TRẢ LỜI			A/c có giống người này không?	A/c hoàn toàn giống hay hơi giống?	A/c hoàn toàn khác hay hơi khác?
CÂU CHUYỆN			G8.01	G8.02	G8.03
Mang sản phẩm trồng trọt và chăn nuôi (gồm cả	C1	“Không có lựa chọn khác về số lượng nhiều hay ít sản phẩm trồng trọt và chăn nuôi của mình mà [TÊN NGƯỜI] có thể mang ra chợ. Chị/anh ý chỉ có duy nhất một lượng có thể mang bán được.”	KHOANH MỘT ĐÁP ÁN CÓ...1 KHÔNG.....2 →	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN GIỐNG....1 → C2 HƠI GIỐNG.....2 → C2	KHOANH MỘT ĐÁP ÁN HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2

trúng hoặc sữa) ra chợ (hoặc không)	C2	“[TÊN NGƯỜI] mang sản phẩm trồng trọt và chăn nuôi ra chợ vì chồng/vợ của chị/anh ý, hoặc 1 người khác hoặc nhóm trong cộng đồng nói với anh/chị ý rằng anh/chị ý phải bán ở đó. Chị/anh ý làm những gì họ bảo chị/anh ý phải làm.	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → C3 HƠI GIỐNG.....2 → C3	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	C3	“[TÊN NGƯỜI] mang sản phẩm trồng trọt và chăn nuôi ra chợ mà gia đình hoặc cộng đồng của chị/anh ý kỳ vọng. Chị/anh ý muốn họ coi chị/anh ý là người mẫu mực.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → C4 HƠI GIỐNG.....2 → C4	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	C4	“[TÊN NGƯỜI] lựa chọn mang các sản phẩm trồng trọt và chăn nuôi ra chợ nơi cá nhân chị/anh ý muốn bán, và nghĩ rằng điều đó tốt nhất cho bản thân chị/anh ý và gia đình của chị/anh ý. Chị/anh ý đánh giá cao phương pháp bán này, nhưng nếu giả sử chị/anh ý muốn thay đổi suy nghĩ của anh/chị ý, thì anh/chị ý có thể thay đổi.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → D1 HƠI GIỐNG.....2 → D1	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
Cách sử dụng thu nhập tạo ra từ hoạt động nông nghiệp và phi nông nghiệp	D1	“[TÊN NGƯỜI] không thể dùng thu nhập của chị/anh ý theo cách khác. Cách chị/anh ý sử dụng thu nhập của mình được quyết định dựa trên nhu cầu thiết yếu/sự cần thiết.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → D2 HƠI GIỐNG.....2 → D2	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	D2	“[TÊN NGƯỜI] sử dụng thu nhập của chị/anh ý theo cách mà chồng/vợ của chị/anh ý, hoặc 1 người khác hoặc 1 nhóm trong cộng đồng nói với chị/anh ý rằng chị/anh ý phải sử dụng như thế. Chị/anh ý làm những gì họ bảo.	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → D3 HƠI GIỐNG.....2 → D3	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	D3	“[TÊN NGƯỜI] sử dụng thu nhập của mình theo cách mà gia đình hoặc cộng đồng của chị/anh ý kỳ vọng. Chị/anh ý muốn họ coi mình là người mẫu mực.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → D4 HƠI GIỐNG.....2 → D4	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2
	D4	“[TÊN NGƯỜI] lựa chọn sử dụng thu nhập của chị/anh ý theo cách mà cá nhân chị/anh ý muốn, và nghĩ là tốt nhất cho bản thân chị/anh ý và gia đình của chị/anh ý. Chị/anh ý đánh giá cao việc sử dụng thu nhập theo cách này, nhưng nếu giả sử chị/anh ý muốn thay đổi suy nghĩ của anh/chị ý, thì anh/chị ý có thể thay đổi.”	CÓ...1 KHÔNG.....2 → G8.03	HOÀN TOÀN GIỐNG....1 → G8.04 HƠI GIỐNG.....2 → G8.04	HOÀN TOÀN KHÁC.....1 HƠI KHÁC.....2

MÔ-ĐUN G8 (B): MỨC ĐỘ TỰ TIN VÀO KHẢ NĂNG BẢN THÂN NÓI CHUNG

Bây giờ tôi sẽ hỏi a/c một số câu hỏi về những cảm nhận khác nhau mà a/c có thể có. Hãy lắng nghe mỗi câu sau đây.

Hãy nghĩ xem mỗi câu sau liên quan thế nào tới cuộc sống của a/c, và sau đó nói cho tôi biết a/c đồng ý hoặc không đồng ý với câu đó ở mức nào trong thang điểm 1-5, với 1 là “rất không đồng ý” và 5 là “rất đồng ý”.

CÁC CÂU		G8.04
A	Tôi sẽ có thể đạt được hầu hết các mục tiêu mà tôi đã đặt ra cho bản thân mình.	KHOANH MỘT ĐÁP ÁN
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
B	Khi gặp những nhiệm vụ khó khăn, tôi chắc rằng tôi sẽ hoàn thành được các nhiệm vụ đó.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
C	Nói chung, tôi nghĩ tôi có thể đạt được các kết quả quan trọng với mình.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
D	Tôi tin tôi có thể thành công với hầu hết những nỗ lực tôi đã đặt ra.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
E	Tôi sẽ có thể vượt qua nhiều thách thức một cách thành công	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
F	Tôi tự tin rằng tôi có thể thực hiện hiệu quả nhiều nhiệm vụ khác nhau.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
G	So với người khác, tôi có thể làm rất tốt hầu hết các nhiệm vụ.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2 KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3 ĐỒNG Ý4 RẤT ĐỒNG Ý5
		RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2
H	Dù khi mọi chuyện khó khăn, tôi vẫn có thể làm khá tốt.	RẤT KHÔNG ĐỒNG Ý1 KHÔNG ĐỒNG Ý2

		KHÔNG ĐỒNG Ý CŨNG KHÔNG PHẢN ĐỐI.....3
		ĐỒNG Ý4
		RẤT ĐỒNG Ý5

G8 (B) CÂU HỎI ĐỊNH TÍNH - CHỈ DÀNH CHO ĐÁP VIÊN NỮ

1. Kiểu phụ nữ nào được ngưỡng mộ trong cộng đồng chị? Ai được coi là một phụ nữ tốt và tại sao?
2. Chị hãy tả một phụ nữ trong cộng đồng mình mà có thể quyết định các vấn đề quan trọng trong cuộc sống của cô ý và thực hiện các quyết định đó? Người phụ nữ này như thế nào? Cuộc sống của cô ấy thế nào?
3. Có nhiều phụ nữ như người này trong cộng đồng chị không? Tại sao có/không?
4. Những phụ nữ đó được đánh giá thế nào: trong con mắt của những phụ nữ khác? trong con mắt của nam giới?
5. Chị nghĩ là một người chồng sẽ nghĩ gì nếu vợ anh ta giống như thế?

MÔ-ĐUN G9. THÁI ĐỘ ĐỐI VỚI BẠO LỰC GIA ĐÌNH

<p>Bây giờ tôi muốn hỏi ý kiến của a/c về các vấn đề sau.</p> <p>Hãy nhớ là tôi không hỏi về trải nghiệm cá nhân của chính a/c hay hỏi liệu những tình huống sau đã xảy ra với a/c chưa.</p> <p>Tôi chỉ muốn biết liệu a/c nghĩ những vấn đề sau có chấp nhận được hay không.</p>		
<p>Theo ý kiến của a/c, một người chồng có được cho là đúng khi đánh vợ trong các tình huống sau không?</p>		<p>G9.01</p>
A	Vợ ra ngoài mà không nói với anh ý?	<p>KHOANH MỘT ĐÁP ÁN</p> <p>CÓ..... 1</p> <p>KHÔNG..... 2</p> <p>KHÔNG BIẾT..... 97</p>
B	Vợ bỏ mặc con cái?	<p>CÓ..... 1</p> <p>KHÔNG..... 2</p> <p>KHÔNG BIẾT..... 97</p>
C	Vợ tranh luận/cãi lại anh ý?	<p>CÓ..... 1</p> <p>KHÔNG..... 2</p> <p>KHÔNG BIẾT..... 97</p>
D	Vợ từ chối quan hệ tình dục với anh ý?	<p>CÓ..... 1</p> <p>KHÔNG..... 2</p> <p>KHÔNG BIẾT..... 97</p>
E	Vợ làm cháy thức ăn/nấu ăn bị cháy?	<p>CÓ..... 1</p> <p>KHÔNG..... 2</p> <p>KHÔNG BIẾT..... 97</p>

KẾT THÚC

Cảm ơn đáp viên đã dành thời gian.

Nói rằng bây giờ bạn muốn đi thăm vườn /trang trại cà phê/doanh nghiệp nhỏ của họ để hiểu hơn về câu trả lời của họ.

Nhớ chụp một bức ảnh chân dung rõ nét của đáp viên và một số ảnh về vườn /trang trại cà phê/doanh nghiệp nhỏ của họ.

DANH SÁCH HỘ PHỎNG VẤN

TỈNH	HUYỆN	XÃ	Tên thôn/bản	MÃ ĐỊNH DANH HỘ	TÊN ĐÁP VIÊN NỮ	TÊN ĐÁP VIÊN NAM	MỐI QUAN HỆ VỚI ĐÁP VIÊN NỮ (VD: CHỒNG, CHA, ANH/EM)
Điện Biên	Mường Ảng	Ăng Cang		1			
				2			
				3			
				4			
				5			
		Ăng Nưa		6			
				7			
				8			
				9			
				10			
Sơn la	Mai Sơn	Mường Chanh		11			
				12			
				13			
				14			
				15			
		Chiềng Chung		16			
				17			
				18			
				19			
				20			

11.8 Appendix 8: Summary of Changes to Pro-WEAI

TABLE OF CHANGES TO PRO-WEAI SURVEY MODULE G

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
G1	<i>G1.01</i>	We have developed our codes for the household in the table on the last page. Each household is number up to 20.	
	<i>G1.05.</i>	Dropped	
	<i>n/a</i>	We added a section on marital status	
G2	<i>ACTIVITY F</i>	We dropped the fishpond option – not relevant to project site.	
	<i>G2.02</i>	Member IDs have been changed to a new code that we made: Code GX.	<p>In the original survey the "member IDs" are household-specific. Basically before beginning each survey at a household in the sample, we needed to create a list of all the members of that household and assign them member IDs. So, if a household has three sons, and they all participate in making decisions for [ACTIVITY], you would write down all three of their member IDs. If a household is only a pair of spouses, and only one of them makes decisions for [ACTIVITY], you would only write down their member ID.</p> <p>BUT for CARE Vietnam we a) don't have time to create the member IDs and b) our enumerators are very green and we could have all kind of errors.</p>

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
			<p>SO we created these pre-filled codes (GX). These codes would be in lieu of the member IDs codes created for each specific household at the time of the survey.</p> <p>We were in touch with IFPRI on this and they said that to calculate the pro-WEAI indicator, you need to know whether the individual participated in the decision (solely or jointly). So, the codes that we have proposed work for that and we edited the Stata do-files for indicator calculation to account for the different response codes.</p>
G3	<i>G3.02</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
	<i>G3.04</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
	<i>G3.06</i>	Dropped Activity D fishpond - not relevant to project site	
	<i>G3.10</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
G4	<i>G4.05</i>	Member IDs have been changed to new code that we made: Code GY	Similar to the issues above for G2/3 we developed pre-filled codes for this as well – Code GY.
G5	<i>G5.01</i>	Dropped Activity B (Water user group); Activity C (Forest User Group) and Activity E (Mutual help or insurance group) – not relevant to project site	

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
G6	<i>G6.09</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
G7	<i>G7</i>	Member IDs have been changed to a new code that we made: Code GY	Similar to the issues above for G2/3 we developed pre-filled codes for this as well – Code GY.
	<i>G7</i>	Dropped optional questions C and D and G7.07	
G8 (A)	<i>G8 (A)</i>	Dropped optional section B1-B4	
G8	<i>G8 (C)</i>	Dropped optional Life Satisfaction section	

11.9 Appendix 9: Pro-WEAI Sampling Guidance

Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam

SAMPLING GUIDANCE FOR USE OF THE PRO-WEAI

The research intends to apply the project-level Women's Empowerment in Agriculture Index (pro-WEAI) to a cohort of 20 households over the lifetime of the research project. Given that the same households will be interviewed twice over the 18 months, communes and households will be selectively sampled to ensure that the cohort is 1) representative of project participants and 2) representative of the relevant project activities.

The Technologically Enhanced Agricultural Livelihoods (TEAL) project is being implemented in Dien Bien Province, Muong Ang District and Son La Province, Mai Son District. Within each district two communes will be selected (a total of 4 communes) and within each commune a total of 5 households will be selected (a total of 20 households).

The selection of communes and households for pro-WEAI interviews during the research study should be based on the following criteria:

HOUSEHOLD SELECTION CRITERIA

- **Household Composition:** majority of households selected should be dual-headed and either the female head of household or both the female head of household and male head of household must be direct beneficiaries of the intervention.
Suggestion: select 16 dual-headed households and 4 female-headed households (one in each commune).
- **Ethnicity:** the majority of women targeted under TEAL are from the Thai ethnic minority group and due to the spread of project interventions, households selected will represent only women from the Thai ethnic minority group.
- **Group membership:** the female respondents within selected households, must be an active member of both a mixed-sex women-led producer group and a women-only VSLA group. This should be the case for all 20 households selected. The husband or other significant male in the household can also be a member of a producer-group but not a VSLA.
- **Training attendance:** both the female and male respondent within the household must have been through the familiarisation and at least one reflection for the Social Analysis and Action (SAA) and/or Gender Action Learning System (GALS) training.
- **Cash crops under production:** households selected must be engaged in coffee production/value chain activities and as mentioned above the woman must be part of a mixed-sex women-led producer group.

VILLAGE SELECTION CRITERIA

- **Remoteness/distance/accessible road network from commune to local market/town.**
Suggestion: in each district we should aim to cover several villages close to the main town/market and/or with good road access, and several villages that are more distant. However, if this schedule proves overly ambitious under field conditions and time available, it may be necessary to scale back to ensure quality data collection (so more villages that are closer to town than remote).

IMPORTANT NOTE ON SELECTED HOUSEHOLDS

- Selected households must confirm their participation in the cohort study before the field work commences.
- Households selected must not participate in the focus group discussions conducted as part of the research to ensure 1) their survey responses are based on their own household experience and not influenced by others and 2) the research burden on participants is minimal.
- CARE Vietnam may wish to **identify an additional four households (one in each commune) to allow for any unforeseen changes** on the day (these households will only be interviewed if one drops out).

LIST OF HOUSEHOLDS FOR PRO-WEAI INTERVIEWS

Based on these criteria, the table below presents the communes and households proposed as likely field sites. The selection was finalised by CARE Vietnam taking into account practicalities of available transport and travel times between communes.

PROVINCE	DISTRICT	COMMUNE	VILLAGE	HOUSEHOLD ID CODE	FEMALE RESPONDENT NAME	MALE RESPONDENT NAME	RELATIONSHIP TO FEMALE (E.G. HUSBAND, FATHER, BROTHER)
Dien Bien	Muong Ang	Commune A		1			
				2			
				3			
				4			
				5			
		Commune B		6			
				7			
				8			
				9			
				10			
Son La	Mai Son	Commune C		11			
				12			
				13			
				14			
				15			
		Commune D		16			
				17			
				18			
				19			

PROVINCE	DISTRICT	COMMUNE	VILLAGE	HOUSEHOLD ID CODE	FEMALE RESPONDENT NAME	MALE RESPONDENT NAME	RELATIONSHIP TO FEMALE (E.G. HUSBAND, FATHER, BROTHER)
				20			

SUGGESTED FIELD SCHEDULE

The research team will be divided into two teams, with one team collecting data in Dien Bien, Muong Anh District and one team in Son La, Mai Son district.

Each team will have 5 days for data collection in each province/district.

The pro-WEAI part of the team will consist of 4 research assistants in total (2 teams of 2 with one team in each Province).

Each research assistant will interview one household (man and woman) each day, meaning that two households are interviewed per day.

Ideally each Pro-WEAI team would have two female research assistants and preferably they would be able to speak both Kinh and Thai.

A field schedule for conducting the pro-WEAI interviews might look as follows:

DATE	DIEN BIEN MUONG ANG			SON LA MAI SON		
	Each research assistant will interview one household per day (i.e. survey both male and female in the household) Four research assistants will be divided into 2 teams of 2 with one team in each Province. They should collect 2 households a day working in parallel to each other.					
20/04/19	Saturday	Travel Son La to Dien Bien		Saturday	Commune C	2 surveys completed
22/04/19	Monday	Commune A	2 surveys completed	Sunday	Commune C	2 surveys completed
23/04/19	Tuesday	Commune A	2 surveys completed	Monday	Commune C	1 survey completed
24/04/19	Wednesday	Commune A	1 survey completed	Monday	Commune D	1 survey completed
24/04/19	Wednesday	Commune B	1 survey completed	Tuesday	Commune D	2 surveys completed
25/04/19	Thursday	Commune B	2 surveys completed	Wednesday	Commune D	2 surveys completed
26/04/19	Friday	Commune B	2 surveys completed	Thursday		

11.10 Appendix 10: Pro-WEAI Cheat Sheet

PRO-WEAI CHEAT SHEET :)

EACH EVENING YOU NEED TO:

1. Collect the completed hard copy pro-WEAI survey forms from the research assistants.

You should receive 2 proWEAI survey forms from each researcher – one for the man and one for the woman. **This is a MUST!**

2. Save the completed e-copies of:

- the **qualitative data entry form** labeled by household
- the **photographs** (should be in a folder labelled by household)

You can be flexible for the qualitative data entry form but they cannot be more than one night behind.

CHECK LIST BEFORE LEAVING FIELDWORK

At the end of your fieldwork in each province you should have **a total of 20 completed survey forms in your suitcase!**

You should have **saved on your hard drive 20 folders labelled by household** (1-10 in Son La and 11-20 in Dien Bien). Inside each folder should be a qualitative data form and a tonne of photographs.

PLEASE CHECK YOU HAVE THIS DATA! THANK YOU LADIES!

11.11 Appendix 11: Pro-WEAI Qualitative Data Entry Template

BIỂU MẪU NHẬP DỮ LIỆU ĐỊNH TÍNH NGHIÊN CỨU PRO-WEAI – CARE VIỆT NAM

Tên phỏng vấn viên:	
Mã định danh hộ (ID):	
Tên đáp viên:	
Tên xã/thôn (bản):	
Ngày:	

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
G2 VAI TRÒ RA QUYẾT ĐỊNH TRONG GIA ĐÌNH LIÊN QUAN TỚI SẢN XUẤT VÀ THU NHẬP	1. Nguồn thu nhập chính trong gia đình chị là gì? Chị còn làm việc gì khác tạo thu nhập nữa?		
	2. Chị và chồng có cùng ra quyết định về nông nghiệp không? Đó là quyết định nào?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	3. Chị có tự mình ra quyết định nào về canh tác/sản xuất nông nghiệp không? Đó là quyết định nào?		
	4. Chồng chị có tự ra quyết định về canh tác cà phê không? Đó là quyết định nào?		
	5. Khi gia đình chị cùng ra quyết định về canh tác, thì phụ nữ ảnh hưởng tới quyết định đó ở mức nào, và ai là người có tiếng nói cuối cùng/ra quyết định cuối cùng?		
	6. Chị có vui với cách ra các quyết định về nông nghiệp hiện nay trong		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	gia đình chị không, hay chị muốn thay đổi trong việc ra quyết định?		
	7. Kể từ khi chị bắt đầu tham gia dự án cafe với CARE, cách nam giới và phụ nữ ra quyết định về nông nghiệp có thay đổi gì không?		
G3 (A) TIẾP CẬN VỐN SẢN XUẤT	1. Chị và chồng có cùng nhau ra quyết định về sử dụng thu nhập không? Nếu có, đó là thu nhập từ nguồn gì (vd từ bán quả cà phê)?		
	2. Chị có ảnh hưởng tới mức nào trong các quyết định đó, và ai là người ra quyết định cuối cùng?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	3. Chị có một mình ra quyết định nào về sử dụng thu nhập không? Chị có thể một mình ra quyết định về loại chi tiêu nào?		
	4. Tại sao lại có sự khác biệt về mức độ ảnh hưởng của người vợ và chồng khi ra quyết định về sử dụng thu nhập?		
	5. Chị có nghĩ rằng số thu nhập (số tiền) mà người phụ nữ và nam giới kiếm được trong hộ ảnh hưởng tới quan hệ của họ không? Nếu có, ảnh hưởng thế nào?		
G3 (B) TIẾP CẬN DỊCH VỤ TÀI CHÍNH	1. Các khoản chị vay chủ yếu dùng để làm gì? Lý do vay của chị trong 2 năm qua có thay đổi gì không? Thay đổi thế nào? Tại sao?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	2. Khoản vay đó đã được trả chưa? Chị có trả được khoản vay đó đúng hạn không? Chị dùng chiến lược/cách nào để trả khoản vay đó? Chị có gặp khó khăn gì trong việc trả nợ vay không?		
	3. Chị/gia đình chị có khoản tiền tiết kiệm nào không?		
	4. Hiện chị đang gửi/cất tiền tiết kiệm ở đâu		
	5. Tại sao chị lại tiết kiệm?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	6. Ai có thể tiếp cận các khoản tiền tiết kiệm? Dùng tiền tiết kiệm?		
	7. Chị có tiếp cận được các khoản tiết kiệm của thành viên khác trong hộ không? Trong những tình huống thế nào thì chị được phép tiếp cận các khoản tiết kiệm đó?		
G4 PHÂN BỐ THỜI GIAN	1. Trong hộ chị, ai quyết định về việc ai làm việc nhà (vd: nấu nướng, lau dọn, lấy nước và củi đun)?		
	2. Ai quyết định về việc ai sẽ chăm sóc các thành viên gia đình (trẻ nhỏ, người ốm, và/hoặc người cao tuổi)?		
	3. Có trường hợp nào chồng chị sẽ giúp chị làm các việc nhà		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	thường nhật không? Việc này có xảy ra với các hộ khác trong cộng đồng chị không?		
	4. Việc này xưa nay luôn luôn như thế hay là đã có sự thay đổi? Tại sao chị nghĩ là đã có thay đổi?		
	5. Các chị phụ nữ/anh nam giới nghĩ gì về một phụ nữ có chồng giúp làm việc nhà?		
	6. Các chị phụ nữ/anh nam giới nghĩ gì về một người đàn ông giúp vợ làm việc nhà?		
G5 THÀNH VIÊN NHÓM	1. Có tổ/nhóm nào chị muốn tham gia mà		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	không thể không? Tại sao chị lại muốn tham gia vào loại tổ/nhóm đó? Tại sao chị lại không thể tham gia? Nam giới có gặp phải những khó khăn tương tự không?		
	2. Việc là thành viên một nhóm tạo cơ hội thế nào (tới mức độ nào) để chị tiếp cận các nguồn lực (vd: thông tin, đi lại, sức mua) trong thôn/bản? và bên ngoài thôn/bản?		
	3. Có nhóm nào được cho là phù hợp hơn cho phụ nữ không? Tại sao?		
	4. Việc là thành viên một nhóm đã thay đổi cuộc sống của gia đình chị tới mức nào?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	Chị có gặp thách thức gì khi tham gia không?		
	5. Chị có thoải mái lên tiếng trong nhóm của mình không?		
	6. Chị thấy thoải mái nói về chủ đề nào trước mặt mọi người? Tại sao?		
	7. Có chủ đề nào chị ước mình có thể nói lên trước mặt mọi người, nhưng lại không thể nói lên không? Những rào cản nào cản trở chị nói lên (từ phía cá nhân và toàn cộng đồng)?		
G6 ĐI LẠI	1. Ai đặt ra các quy tắc về những nơi chị có thể đi?		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	2. Có khác gì không nếu 1 phụ nữ độc thân (chưa có gia đình, ly thân, ly dị) hay đã có gia đình? Hoặc nếu cô ý có con? Thế khi chồng cô đi vắng thì sao?		
	3. Có chị em phụ nữ nào trong cộng đồng không làm theo những tục lệ/quy định này không? Tại sao và trong trường hợp nào họ không làm theo?		
	4. Phụ nữ trong cộng đồng nghĩ/có thể nghĩ gì về những phụ nữ không làm theo như vậy?		
	5. Nam giới trong cộng đồng nghĩ/có thể nghĩ gì về những phụ nữ		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	không làm theo như vậy?		
	6. Phụ nữ đi lại nhiều hay ít hơn so với trước đây? Tại sao chị nghĩ việc đi lại của phụ nữ đang thay đổi?		
G8 (B) TỰ TIN VÀO KHẢ NĂNG BẢN THÂN	1. Kiểu phụ nữ nào được ngưỡng mộ trong cộng đồng chị? Ai được coi là một phụ nữ tốt và tại sao?		
	2. Chị hãy tả một phụ nữ trong cộng đồng mình mà có thể quyết định các vấn đề quan trọng trong cuộc sống của cô ý và thực hiện các quyết định đó? Người phụ nữ này như thế nào? Cuộc sống của cô ấy thế nào?		
	3. Có nhiều phụ nữ như người này trong cộng		

CHỦ ĐỀ	CÂU HỎI	ĐÁP VIÊN ĐÃ NÓI GÌ	TRÍCH NGUYỄN VĂN (Chọn 2-3 câu trích dẫn cho mỗi chủ đề)
	đồng chí không? Tại sao có/không?		
	4. Những phụ nữ đó được đánh giá thế nào: trong con mắt của những phụ nữ khác? trong con mắt của nam giới?		
	5. Chị nghĩ là một người chồng sẽ nghĩ gì nếu vợ anh ta giống như thế?		

11.12 Appendix 12: FGD Guidance Note (Vietnamese)

HƯỚNG DẪN THẢO LUẬN NHÓM

CHUẨN BỊ

Kiểm tra xem người tham gia/nghiên cứu viên đã thoải mái chưa và có thể nhìn và nghe thấy người khác dễ dàng. Thúc đẩy viên ngồi cùng với nhóm, trợ lý ở gần đó và người ghi chép cũng ngồi gần đó.

BẮT ĐẦU

- **Chào mừng** tất cả mọi người và giới thiệu các nghiên cứu viên và đề nghị người tham gia tự giới thiệu bản thân.
- Tiến hành **hoạt động khởi động** – các Trợ lý nghiên cứu sẽ dẫn dắt.
- Giới thiệu tổng quan về nghiên cứu và mục đích – sử dụng giấy **Giới thiệu về nghiên cứu**.
- Hoàn thành **Xác nhận đồng ý tham gia nghiên cứu bằng lời nói**.

Chủ đề 1: Quá trình: Điều gì đang diễn ra trong các hoạt động đối thoại giới?

Chị và chồng đã đang tham gia các hoạt động đối thoại giới. Thảo luận với nhau **xem anh chị đã tham gia những hoạt động gì/học được gì trong đó và mục đích của các hoạt động đối thoại giới đó là gì?**

Sau khi đã thảo luận và cùng nhau học tập về những hoạt động và những gì đã học này, chị hãy viết tên của, hoặc vẽ một bức tranh cho mỗi nội dung mà chị đã học/hoạt động trên 1 thẻ (1 thẻ mỗi ý) để thể hiện hoạt động hoặc học tập đó.

Chủ đề 2: Hiểu

Bây giờ chúng ta sẽ xếp hạng ưu tiên những (thẻ) hoạt động này, nhưng trước hết hãy thảo luận **xem thẻ nào trong số này chị nhớ nhất hoặc quan trọng nhất với (các) chị?** Người ghi chép ghi lại nội dung thảo luận.

Bây giờ phát cho mỗi người tham gia một số lẻ các chấm để xếp hạng ưu tiên mỗi học hỏi/hoạt động bằng các thẻ bằng các chấm này¹. Chị có thể dùng TẤT CẢ các chấm của mình để đánh giá cho MỘT thẻ nếu đó là hoạt động quan trọng nhất, hoặc chị cũng có thể chia các chấm của mình ra (có thể đặt 2 chấm vào 1 thẻ và 1 chấm còn lại vào thẻ khác).

Khi người tham gia hoàn thành hoạt động xếp hạng:

Bây giờ, hãy thảo luận với nhau và trả lời câu hỏi “Tại sao chị đã cho điểm xếp hạng theo cách mà chị đã làm?”

Họ thảo luận và xếp hạng. Người ghi chép thì ghi chép lại cuộc thảo luận

¹ Hãy dùng các số lẻ để cho điểm – ví dụ 3 chấm hay 5 chấm

Hãy chia sẻ về điều mà các chị đã thảo luận về nó, về những nội dung mà chị đã đồng ý, cũng như đã không đồng ý. *Người ghi chép thì ghi chép lại cuộc thảo luận*

Bây giờ, hãy lặp lại hoạt động này, nhưng lần này các chị sẽ thảo luận trong nhóm **“Điều gì đã tạo ra những thay đổi nổi trội nhất?”**

- a) trong bản thân chị
- b) trong gia đình chị
- c) trong cộng đồng (nhóm nhà sản xuất, VSLA)

Sau đó, một lần nữa lại xếp hạng các hoạt động/học tập với các chấm màu khác nhau.

Dành thời gian để nhóm thảo luận và xếp hạng. Người ghi chép thì ghi chép lại cuộc thảo luận

Sau khi người tham gia đã bình chọn xong, hãy đề nghị họ thảo luận và giải thích **vì sao họ đã có bình chọn như thế:**

Vì sao và bằng cách nào mà hoạt động này/học tập này đã tạo (không tạo) ra sự thay đổi và khác biệt trong bản thân chị, trong gia đình của chị và trong cộng đồng của chị?

Nếu một vài hoạt động được xếp hạng thấp thì hãy trả lời vì sao lại thấp như vậy? *Người ghi chép thì ghi chép lại cuộc thảo luận*

Chủ đề (mang tính lựa chọn): Cho người tham gia 4 tình huống viết trên giấy

Trong nhóm các chị hãy đọc các tình huống và chọn tình huống nào nhóm muốn dùng để thảo luận, sử dụng các câu hỏi hướng dẫn sau (*Người ghi chép thì ghi chép lại cuộc thảo luận*):

- a) Chị/Anh nhìn thấy gì ở tình huống này? Điều gì đang diễn ra ở tình huống này?
- b) Theo anh/chị, vì sao tình huống này lại diễn ra theo xu hướng như vậy? Lý do dẫn đến những điều này là gì?
- c) So sánh với cuộc sống của anh/chị, thì tình huống này có giống/khác gì không? Anh chị cảm thấy gì khi thấy những điểm tương đồng giữa cuộc sống của mình và tình huống/
- d) Liệu có thay đổi gì sẽ diễn ra trong tình trạng của anh chị liên quan đến tình huống này? Nếu có thì tại sao? Và nếu không có thay đổi gì sẽ diễn ra thì tại sao?
- e) Trước khi được tham gia các lớp tập huấn của dự án CARE, anh chị có thể nghĩ sao về những tình huống này? Việc tham gia các hoạt động tập huấn này đã thay đổi góc nhìn và cách phản ứng với tình huống này của các anh chị hiện nay ra sao?

Các tình huống;

1. Một anh chồng và chị vợ đi làm về. Anh chồng đi nghỉ vì cảm thấy mệt, còn chị vợ thì ngay lập tức bắt tay vào làm các việc nội trợ gia đình khác

2. Một bé trai và một bé gái đang học bài. Người mẹ gọi em bé gái đến giúp bà làm bếp. Bé trai tiếp tục ngồi học
3. Vào bữa tối của gia đình, người bố hỏi con trai của mình ý kiến của cậu về việc mua một thứ đồ mới. Vợ của ông và con gái cũng ngồi đó nhưng ông chồng đã không hỏi ý kiến hai người này
4. Người vợ phải làm việc rất vất vả để chăm sóc ruộng vườn. thế nhưng người chồng lại là người đi thương lượng, mặc cả với người thu mua và bán các sản phẩm nông nghiệp mà người vợ tạo ra. Sau khi bán sản phẩm nông nghiệp, người chồng lại ngồi đếm số tiền thu được. Người vợ hỏi xin tiền chồng để mua các dụng cụ cần thiết cho gia đình và để trả tiền học cho con.

Và

Chủ đề 3 Thay đổi: Họ nghĩ những thay đổi gì đã và sẽ diễn ra trong tương lai qua việc tham gia vào các Đối thoại về giới mà họ đã tham gia?

Giờ chúng ta sẽ làm hoạt động “bảng câu chuyện”:

- Trước đây tôi đã ở đâu? (phản ánh về quá khứ - trước khi họ đã tham gia bất kỳ đối thoại về giới nào)
- Bây giờ tôi đang ở đâu? (phản ánh về hiện tại – kể từ khi tham gia một số đối thoại về giới)
- Trong tương lai tôi sẽ trở nên thế nào? (mong muốn, khát vọng cho tương lai)

Có thể vẽ trên giấy kết quả thảo luận theo bảng sau:

Tôi đã như thế nào?	Nhìn lại quá khứ - trước khi tham gia bất kỳ một hoạt động đối thoại giới nào
Tôi hiện nay như thế nào?	Xem trong hiện tại – Kể từ khi tham gia các hoạt động đối thoại giới
Tôi muốn mình trở nên thế nào?	Mong muốn trở thành như thế nào trong tương lai

Người ghi chép thì ghi chép lại cuộc thảo luận

Thảo luận về thay đổi từ QUÁ KHỨ tới HIỆN TẠI:

- Những thay đổi đó vì sao mà có được?
- Ai đã hỗ trợ thay đổi đó?

- Tại sao thay đổi đó lại quan trọng với anh chị và vì sao?

Lưu ý: nguyên nhân tạo ra sự thay đổi có thể không chỉ liên quan đến các hỗ trợ của dự án TEAL/CARE. Thúc đẩy viên hãy tìm hiểu các nguồn tạo ra sự thay đổi này, ví dụ như “nhờ có internet” chẳng hạn

Hãy thảo luận về những gì cần phải diễn ra để tạo ra được một tương lai với những thay đổi tốt đẹp về bình đẳng giới? Làm cách nào để điều này có thể xảy ra?

Kết thúc Thảo Luận Nhóm

Chọn một trong các cách dưới đây để được nghe phản hồi lại của người tham gia thảo luận sau buổi thảo luận

- Hỏi người tham gia ý kiến của họ về nội dung và quá trình thảo luận, nhờ họ tóm tắt lại những nội dung mà họ cho là quan trọng nhất
- Người ghi chép tóm lược lại nội dung thảo luận nhóm; người hướng dẫn thảo luận nhóm hỏi người tham gia nếu các tóm lược này đã nắm bắt hết các ý của họ hay chưa? Nếu chưa thì có gì cần bổ sung?
- Người thúc đẩy thảo luận nhấn mạnh lại mục đích của thảo luận nhóm lớn và hỏi thành viên tham gia thảo luận nếu anh ta/cô ta đã quên nội dung quan trọng nào hay không.

Người ghi chép thì ghi chép lại cuộc thảo luận

Cảm ơn người tham gia về thời gian của họ và sau đó thì phát tiền hỗ trợ để cảm ơn thời gian mà họ đã dành để tham gia nhóm

CÂU HỎI NGHIÊN CỨU

Tại sao và như thế nào các quan hệ về giới đã biến đổi, phụ nữ đã được nâng quyền (hoặc không được nâng quyền?) thông qua các “Đối thoại về giới” mà dự án đã tổ chức?

1. Tiến trình – Họ đã tham gia các hoạt động bình đẳng giới nào?
2. Hiểu/Đánh giá – Họ nghĩ gì/nhận xét gì về các nội dung này? Chúng có hữu ích hay không? Và họ đã thu lượm được gì sau khi tham gia học tập?
3. Thay đổi – Các Đối thoại giới này đã tạo ra (hay không tạo ra) những thay đổi gì? Họ nghĩ điều gì đã tạo nên (hoặc không tạo nên) những thay đổi đó?

GỢI Ý CÁCH ĐẶT CÂU HỎI

Trước tiên, hãy hỏi những câu hỏi mở như “anh chị có thể cho ví dụ? “xin lỗi, anh chị giải thích thêm được không?”, “tôi có hiểu nhầm ý anh chị không?”

Cuối cùng, - hãy hỏi nhiều câu hỏi mở: nếu họ không đề cập đến việc ra các quyết định về nguồn lực tài chính thì hãy hỏi “Liên quan đến quyết định về tài chính trong gia đình anh chị, có gì thay đổi về việc ai là người ra quyết định không? “những thay đổi cụ thể là gì?

Để tìm hiểu thêm thông tin về chủ thể và mối quan hệ ở cấp hộ gia đình và cộng đồng:

LĨNH VỰC	NHÂN TỐ QUYẾT ĐỊNH
Kinh tế	Tiếp cận & kiểm soát nguồn lực Tăng thu nhập Tăng tiết kiệm Đáp ứng các nhu cầu cơ bản
Cá nhân	Ra quyết định cá nhân Việc đi lại Thỏa mãn về công việc Tự tin
Gia đình	Sự tôn trọng Ra quyết định trong gia đình Phân công lao trong gia đình, đặc biệt là các hoạt động nội trợ
Văn hóa – xã hội	Ra quyết định của tập thể Di chuyển liên quan đến các hoạt động sản xuất Tôn trọng trong cộng đồng Các mạng lưới xã hội mới

Quan sát những thành viên trong nhóm để đảm bảo mọi người đều có cơ hội chia sẻ:

Những người có xu thế kiểm soát và ấn át người khác: Hãy cảm ơn họ về những đóng góp của họ và chuyển sang hỏi thêm ý kiến những người khác. Nhắc nhở nhóm về tầm quan trọng của việc mọi người đều tham gia chia sẻ quan điểm, ý kiến của họ

Thúc đẩy các thành viên giữ im lặng trong nhóm tham gia chia sẻ: Đây thường là những người có suy nghĩ và những quan sát sâu. Hãy mời họ tham gia chia sẻ bằng cách, ví dụ “Chị Linh có ý kiến riêng gì về vấn đề này muốn bổ sung không?”

11.13 Appendix 13: FGD Guidance Note (English)

FGD GUIDANCE NOTE

PRELIMINARIES

Check that participants/researchers are comfortable and able to see and hear each other without difficulty. Facilitator to sit with the group, assistant nearby and notetakers also nearby.

START

- Welcome everyone and introduce the researchers and ask participants to introduce themselves.
- Conduct warm-up exercise – Research Assistants to lead.
- Give an overview of the research and its goals – use the Oral Informal Script.
- Complete the Oral Consent Form.

Theme 1: Process: what's happening in the gender dialogue activities?

You and your husband have been participating in gender dialogue activities. Discuss with one another what the various learnings/activities you've participated in and what's the purpose of these gender dialogue activities?

After you have discussed these activities and learnings together, write down the name of or draw a picture of each learning/activity on a card (one per card) to represent that activity or learning.

Theme 2 Understanding:

Now we're going to rank these but first let's discuss: which of these activities was most memorable or most impressive for you? *Note takers are recording the discussion.*

We are giving each participant some dots to rank each of the learnings/activities using your dots.¹ You can put ALL your dots on ONE card if it is the most important or you can divide your dots up (e.g. maybe you'll place 2 dots on one card and 1 dot on another card).

Once the participants have completed their voting:

Now we would like you to discuss among yourselves why you voted the way you did.

They discuss and rank.

¹ Use an odd number of dots – say 3 or 5 dots.

Please share what you talked about. Things you agreed about and maybe things you did not agree about.

Now let's do this again, but this time we want you to discuss among yourselves what has brought about the most changes (differences):

- a) within yourself
- b) within your family
- c) within the community (producer group, VSLA)

Then, again rank the activities/learnings with different coloured dots.

They discuss and rank.

Now we would like you to discuss among yourselves why you voted the way you did:

How and why did this activity/learning make a difference (or not) to yourselves, within your family and or within your community? If some activities were ranked low, why?

Scenarios (optional) Give them four scenarios written on paper.

Please read these scenarios and among yourselves, pick which ones you would like to discuss, using these questions [*Prepare in advance*]:

- a) What do you see here? What is happening here?
- b) Why do you think it is like that? What are the causes?
- c) How do these scenarios compare with your situation? How do you feel about that?
- d) Do you expect any changes in relation to this scenario in your situation? Why or why not?

Scenarios [*Prepare in advance*]:

1. A husband and wife return from a day working in the field. The husband rests as he is tired, while the wife immediately starts to do the household chores.
2. A girl and a boy are studying. The mother calls the girl to come and help her in the kitchen. The boy keeps studying.
3. At the dinner table, the father asks his son's opinion about buying something new. His wife and daughter are there but he does not ask them.
4. The wife works hard tending the crop. But it is the husband who is negotiating with buyers to sell the produce from her hard labour. The husband is then counting the money from selling the produce. The wife asks him for money for household items and for sending their daughter to school.

Theme 3 Change: What changes do they think happened and will come about in the future from participating in the gender dialogues?

We now would like you to participate in a storyboard activity. Please discuss these questions and then write or draw on the paper in each box [*Prepare beforehand - 2 copies*]:

- Where I was? (reflecting on the past – before doing any gender dialogues)
- Where I am now? (reflecting on the present – since having done some gender dialogues)
- Where I want to be? (Aspirations for the future)

Please discuss the changes from the PAST to the PRESENT [*prepare beforehand*]:

- What was involved in the change?
- Who supported it?
- What is important to you and why?

Note the sources of change may not be limited to the CARE project. Be sure to explore other sources they mention – eg the internet.

Please discuss what needs to happen to achieve your FUTURE aspirations for change? How might this happen?

Ending the FGD

Choose one of these ways to hear some final reflections:

- Ask the participants to reflect on the discussion and summarise what were the most important issues or points raised.
- A note-taker gives a short summary of the group's views; the facilitator asks participants if this was a good summary or not. Can they do better?
- The facilitator re-states the purpose of the FGD and asks participants if anything important has been missed.

Thank the participants for their valuable time and distribute payments.

THE RESEARCH QUESTIONS:

How and why gender relations are transformed and women are empowered (or not) via 'gender dialogues'?

1. Process – What gender equality activities have they participated in?
2. Understanding/evaluation – What did they think about them? Were they meaningful? What did they get from them?
3. Change – Have these promoted any changes (or not)? What do they think are the reasons for these changes (or not)?

SUGGESTIONS FOR ASKING PROBING QUESTIONS:

First – ask open questions like: "could you give an example?" "sorry I don't understand", "tell us more".

Last – ask more specific open questions to fill gaps: If they have not mentioned financial decision making: "Have there been any changes in who makes financial decisions", "what changes?".

For the activities, DRAW OUT INSIGHTS ABOUT AGENCY AND RELATIONS AT THE HOUSEHOLD AND COMMUNITY LEVELS:

DIMENSIONS	DETERMINING FACTORS
Economic	Access & control of resources Increased income Increased savings Satisfaction of basic needs
Personal	Personal decision-making Mobility Satisfaction from their work Self-confidence
Family	Respect Family decision-making Division of household chores
Socio-cultural	Collective decision-making Mobility by the productive work Respect in the community New social networks

Control dominant talkers. Thank them for their input and ask others to share. Remind the group that it is important to hear from everyone – "that is one point of view, does anyone have another point of view"?

Call on quiet participants. They are often reflective thinkers and have wonderful things to offer. Invite them to share with something like: "Linh, I don't want to leave you out of the discussion. Is there something you would like to add?"

11.14 Appendix 14: IDI Guidance Note

IDI guideline

- **Persons in charge:** Huong (and Tam will support logistic, invite participants and get their grant of inform consent for the interview).
- **No of interviews:** 10 interviews with 10 people (6 women and 4 men) who have participated all 4 sections of GD¹
- **Incentive to participants:** a top up mobile card with value of 100,000 VND
- **Interviews will be conducted via phone or other apps** such as Zalo or Facebook messenger

IDI guidance

Introduction: I am a researcher with Australian university colleagues. I would like to discuss with you about gender dialogues that you have attended in the last year (Nov 2020-March 2021) in order to learn from your experiences with those dialogues as well as changes in your life since then. As Tâm has already informed you, the interview will last around 1 hour more or less, your information will be kept confidential and serve for research purpose only, after completing the interview Tam will top up 100k to your mobile. You can refuse questions that you feel uncomfortable to answer, and stop the interview anytime you want. However, your information will be very useful for us to understand better which gender activities work best, and this is a way that you can contribute to the development of your community, therefore I hope that you will try your best to complete this interview. I am sincerely grateful for your participation.

Do you have any questions before I start?

Probing questions

1. Gender dialogue activities: what's happening in the GD activities?

- 1.1. You and your husband/wife have been participating in gender dialogue activities. Tell me about the various learnings/activities you've participated in? What about the activities your husband/wife participated in, with you or separately? *[Try to phrase this as an invitation to recall and not as a test 😊 Be relaxed about their failure to recall much, tell them they may remember more as the interview progresses.]*
- 1.2. What are your impressions about the GDs? Can you recall how the activities made you feel?
- 1.3. What you think your spouse's impressions were?
- 1.4. Which of these activities was most memorable or made most of an impression for you? Why?

2. Story of changes: what has brought about the most changes (differences):

a) Within yourself b) within your family and c) within the community (producer group, VSLA)

¹ Gender training includes 5 sections of which each couple will be invited to participate in 3 sections together and 1 section either wife or husband. Therefore, each woman and man will participate totally 4 sections of gender training.

2.1. What changes do you think happened from participating in the gender dialogues? Can you think of anything you found is different from 2 years ago? *[Try and keep the questions simple – you can always follow up with a further question.]*

Prompts

- Where you were? (reflecting on the past – before doing any gender dialogues)
- Where you are now? (reflecting on the present – since having done some gender dialogues)
- Where you want to be? (aspirations for the future)

If the respondent is not able to think of any change, I will give her/him one of scenario below to ask his/her thoughts about that scenario to facilitate for their own story of change.

1. A husband and wife return from a day working in the field. The husband rests as he is tired, while the wife immediately starts to do the household chores.
2. A girl and a boy are studying. The mother calls the girl to come and help her in the kitchen. The boy keeps studying.
3. At the dinner table, the father asks his son's opinion about buying something new. His wife and daughter are there but he does not ask them.
4. The wife works hard tending the crop. But it is the husband who is negotiating with buyers to sell the produce from her hard labour. The husband is then counting the money from selling the produce. The wife asks him for money for household items and for sending their daughter to school.

Probing questions for scenario:

- a) What do you see here? What is happening here?
- b) Why do you think it is like that? What are the causes?
- c) How do these scenarios compare with your situation? How do you feel about that?
- d) Do you expect any changes in relation to this scenario in your situation? Why or why not?

2.2. How and why did this activity/learning make a difference (or not) to yourselves, within your family and or within your community? *[suggest you ask this as a separate question, after talking about possible changes in the family – focus on the individual then the family then the community]*

Please think of the changes from the PAST to the PRESENT:

- What was involved in the change?
- Who supported it?
- What is important to you and why?
- What would you like to happen in the future?

- What needs to happen to achieve your FUTURE aspirations for change? How might this happen?

THE RESEARCH QUESTIONS:

[This section below just for reminding me during the interview]

How and why gender relations are transformed and women are empowered (or not) via ‘gender dialogues’?

1. **Process** – What gender equality activities have they participated in?
2. **Understanding/evaluation** – What did they think about them? Were they meaningful? What did they get from them?
3. **Change** – Have these promoted any changes (or not)? What do they think are the reasons for these changes (or not)?

SUGGESTIONS FOR ASKING PROBING QUESTIONS:

First – ask open questions like: “could you give an example?” “sorry I don’t understand”, “tell us more”.

Last – ask more specific open questions to fill gaps: If they have not mentioned financial decision making: “Have there been any changes in who makes financial decisions”, “what changes?”.

For the activities, DRAW OUT INSIGHTS ABOUT AGENCY AND RELATIONS AT THE HOUSEHOLD AND COMMUNITY LEVELS:

DIMENSIONS	DETERMINING FACTORS
Economic	Access & control of resources Increased income Increased savings Satisfaction of basic needs
Personal	Personal decision-making Mobility Satisfaction from their work Self-confidence
Family	Respect Family decision-making Division of household chores
Socio-cultural	Collective decision-making Mobility by the productive work Respect in the community New social networks

11.15 Appendix 15: FGD Fieldnote Template

Note-taking during focus group discussions (FGD)/in-depth interviews (IDI)

1. Basic information: *This should include following information:*

- *Time/location of the interview (e.g. 10 am in Factory A)*
- *Interviewer/FGD facilitator: (e.g. Huong, or Huong and Hue)*
- *Interviewees/FGD participants (type and job): (e.g. decision maker, garment worker)*
- *Basic information about the interviewees/FGD participants: name (if available), age, gender, marital status, children.*

For example:

- Time: 10 am, 27/12/2019
- Location: TNG Garment factory
- Interviewer: Ngo Thi Thanh Huong
- Interviewee: Decision maker _ female garment worker (Tool 3)
- Participants' information: Using following table for FGD participants

No.	Name in full	Age	Sex	Marital status	Have any children?
1	Nguyen Thi B	25	Female	Married	Not yet
2	-	-	-	-	-
3	-	-	-	-	-

2. Interview/discussion contents: ***Must clearly capture the questions and answers for the compilers/analyst to understand the story's logic flow.***

Note:

- *Take note along interview flow to show the exact context.*
- *Verbatim record complete answers of respondents, do not omit, do not summarize, and respect the truthfulness and the language that respondents used.*
- *With FGDs: note who said what, link to their basic information as mentioned above. During the discussions, can take note quickly and mark the answers of respondents as person No. 1, No. 2 with the basic information from part 1, yet in the final notes, correct respondents' names should be put accurately next to their answers.*
- ***Take note along interview flow to show the exact context, logically and clearly***
- ***Describe/note participants' emotional expressions or reactions (if any)***

For example: Huong interviewed Ms. B

Huong:

B:

Huong:

B:

3. Memo: *Your evaluation of the interviews/discussions, please think and answer following questions.*

- What parts are easy and convenient to collect? Explain.
- What parts are inconvenient or seem like they will be challenging to collect? Explain.
- Is there a sensitive question for the participants? What happened? Why? What was your response?
- How do you describe the physical, mental, or emotional condition of the study participants on the questions? Is there a serious difficulty concentrating, remembering, or making decisions regarding controversy information?
- **With FDGs:** Is the behavior/comment shared by the group or individual's attitude?
- Are there any incidents happening during the FGD or IDI? What are they?

Name of the file: follow this particular order **Name of NOTE TAKER_Participant_Tool #_Location (province)_The ordinal number of the IDI/FGD implemented on that day (this number is the ordinal number of the note that this note taker took in the day, not of the whole team)**

For example: the above interview was conducted by Huong with a female garment worker (CNM), tool 3 (Cong cu 3) was used, and this IDI was the 3rd IDI done by Huong on that day. The file name will be:

Huong_CNM_Công cụ 3_TN_3

11.16 Appendix 16: Sense-making Workshop Design



Sensemaking is...

- a collaborative technique used to validate, organise and interpret research data
- A space for researchers to review and analyse information and openly discuss successes, failures and lessons learned in a safe environment
- designed to stimulate thoughts and gather and analyse multiple perspectives

Research process

List 3 reflections about the
research methods for:

- * Pro-WEAI
- * Gendered Participatory FGD
- * FPAR/Co-researchers

What were
our key
findings?

What were the 2 or 3 most
memorable or striking things
said by the **women** and by
the **men**?

Data Review

- Mark the items that seem most important for women, and for men
- Mark similarities between items
- Mark themes and patterns across items

Data Theming

- Rearrange the sticky notes into clusters that match the themes you identified
- Give each cluster a label that describes all the ideas behind each theme
- Explain why you created your themes in the way you did
- Now review each other's themes, to identify

Challenges

On post-it notes, write one idea per post-it note:

- What was difficult?
- Why was it difficult?
- What could be done differently (if anything) next time and how?

Sense-check: Lessons Learned

- what do we think we might do better or differently next time?
 - Pro-WEAI
 - FGD
 - FPAR
- what might be possible?
- what are our next steps?

11.17 Appendix 17: Pro-WEAI Final Report

A Comparative Analysis of Women's Empowerment Outcomes in Vietnam's TEAL Programme

Measuring gender transformation using pro-WEAI

August 2022



Australian Government
Australian Centre for
International Agricultural Research



DISCLAIMER

The opinions expressed are those of TANGO International, and do not necessarily reflect those of Murdoch University or CARE Vietnam. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by Murdoch University or CARE of the opinions expressed.

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EXECUTIVE SUMMARY

In 2018, The Centre for Responsible Citizenship and Sustainability at Murdoch University and CARE Vietnam partnered on a research project titled, *Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam*. The research, seeking to analyse processes of gender transformation, utilised a survey-based index developed by USAID's Feed the Future, the International Food Policy Research Institute, and the Oxford Poverty and Human Development Initiative. Participants in the *Technologically Enhanced Agricultural Livelihoods (TEAL)* project, implemented by CARE Vietnam were engaged for the research study.

The survey index, pro-WEAI, was utilised by the research team to identify key areas of empowerment for men and women and to support monitoring of TEAL project outcomes related to empowerment. Murdoch and CARE engaged 20 households with project level WEAI in Dien Bien and Son La Province to measure change in empowerment occurring within a two-to-five-year project cycle. Household data was collected from identified female-and male- primary decision makers within a household. Data was collected twice over the course of the project, once in April 2019 (Round 1) and once more in November 2021 (Round 2). Data was submitted in ODK to TANGO for quantitative analysis of the pro-WEAI results.

Prior to analysis of the data, TANGO adjusted the pro-WEAI index to produce scores at the individual and household level. The results of the survey show improvement in empowerment for women in both provinces. In Dien Bien, these improvements occur in both men and women's empowerment, or 3DE scores. In Son La Province, neither women nor men show significant increases in individual empowerment across rounds and per their 3DE, however, higher pro-WEAI scores are comparatively gained through reaching gender parity within the household. A large constraint for all household heads, especially for women, comes from their intrinsic domains. Men across provinces have greater constraints in their instrumental and collective domains compared to women.

The tool's mixed methods approach proves less useful to the research's investigation into how and why gender transformation occurs as they are to the different spheres that are empowering for women and men. Limitations to this comparative analysis are due to review of only quantitative data. Review of the qualitative data which supplements the pro-WEAI modules will provide additional analysis and reasoning as to why changes occurred. Further use of pro-WEAI will have more application with alignment of TEAL project objectives to the tool.

1. INTRODUCTION

1.1 Purpose of the Study

In 2019, the Centre for Responsible Citizenship and Sustainability at Murdoch University partnered with Cooperative for Assistance and Relief Everywhere in Vietnam (CARE Vietnam) on a research project titled: *Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam*. The research project, funded by the Australian Centre for International Agricultural Research and implemented by CARE Vietnam, utilises qualitative and quantitative data from CARE's *Technologically Enhanced Agricultural Livelihoods* (TEAL) project (2018-2022) to analyse the impact of participatory gender equality tools on gender transformation for TEAL participants. TEAL, which operates in Dien Bien and Son La provinces of northern Vietnam, uses a gender transformative approach¹ to ensure ethnic minority women's role in the Arabica coffee value chain is visible and respected and that they are productive producers.²

The research project had the following main objectives:³

- Provide an evidence base on how and why gender relations are transformed, and women are empowered.
- Analyse the pathways to change in women's empowerment that gender transformative approaches achieve, especially for ethnic minority women in the Vietnamese context.
- Inform future agricultural development policy and programming (particularly in relation to the intersecting barriers to economic inclusion of gender and ethnicity) and gender responsive agricultural extension services.

Core to the quantitative analysis of Murdoch and Care Vietnam's research is the use of the project-level Women's Empowerment in Agriculture Index (pro-WEAI), a survey-based index that builds on WEAI which was originally produced for reporting at the regional and country level. WEAI was developed by the United States Agency for International Development's Feed the Future initiative, the International Food Policy Research Institute (IFPRI), and the Oxford Poverty and Human Development Initiative. Pro-WEAI focuses more explicitly on women's agency and the varying outcomes that can change over a two-to-five-year project cycle. The tool can be used to identify key spheres of (dis)empowerment at an individual level, within a household, and a community, which supports more appropriate design and targeted strategies to address gaps.

The use of pro-WEAI in the research to monitor project outcomes, as relates to women's empowerment, builds directly on CARE Australia's *Women's Empowerment: Improving Resilience, Income and Food Security* (WE-RISE) programme in Tanzania, Malawi, and Ethiopia,⁴ and on Oxfam, CARE International,

¹ A gender transformative approach to agricultural development seeks to actively examine, question, and change unequal gender norms as a means of achieving sectoral (productivity, food security, market access) and gender equality outcomes. Sourced from Murdoch University. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam.

² CARE. 2018. Technologically Enhanced Agricultural Livelihoods (TEAL).

³ Murdoch University. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam

⁴ WE-RISE targets food insecurity by supporting women's social and economic empowerment.

and SNV's *Vietnam Women's Economic Empowerment through Value Chain Enhancement (WEAVE)* project.⁵ The purpose of employing pro-WEAI for this research was also to support a foundation in the TEAL programme for longitudinal research informing programme teams and participants about the positive correlation between increased women's empowerment and improved rural livelihoods and agricultural productivity.

In 2019, TANGO International was hired to adapt and apply the pro-WEAI to the northern upland/ethnic minority context and develop user-friendly tools and data analysis.⁶ This report details the pro-WEAI results over two rounds (Round 1 in 2019 and Round 2 in 2021). The results compare changes in empowerment at the household level for each of the 20 households included in both rounds.

1.2 Context and Background

Defining Empowerment

Women's empowerment is recognised as a crucial component of community and economic development. It is highlighted in the United Nations Sustainable Development Goals (SDG), to which many organisations working in development around the world have sought to align themselves. While SDG 5: Gender equality prioritises women's empowerment, targets and outcomes focused at women and girls are also found in SGD 1: No Poverty, SGD 2: Zero Hunger, SGD 3: Good Health and Well-Being, SGD4: Quality Education, SGD 6: Clean Water and Sanitation, SGD 8: Decent Work and Economic Growth, SGD 10: Reduce Inequalities, and SGD 13: Climate Action.⁷ These goals move beyond the Millennium Development Goals' gender targets, which have been criticised through a feminist lens as being too siloed and restrictive.⁸ Even so, the SDG's have been critiqued too for not addressing underlying economic, social, or power structures that influence gender equity.⁹ Monitoring women's empowerment in a way that is appropriate to country context and accounts for the multiple dimensions and influential factors of empowerment is thus evidenced as crucial to shaping the role development projects play in improving the wellbeing of women and girls.

While the term of women's empowerment is widely used, multiple definitions of empowerment exist. This results in different methodologies for measurement, suited to various contexts and motivations (e.g., academic research, donor accountability, evidence-based policy influence, or identifying feminist pathways to change).¹⁰ Many popular interpretations necessitate the need for redistribution of power and/or underscore the significance of an individual's power to make decisions – and have decisions that are listened to and acted upon. Women's empowerment initiatives are often encompassed by or

⁵ WEAVE supports ethnic minority women to participate more effectively and equitably in three value chains. Abbreviated WEAI was integrated to WEAVE's baseline.

⁶ Murdoch University. 2019. Consultancy: Data Collection and Analysis Tool Development for the pro-WEAI – Terms of Reference.

⁷ UN Department of Economic and Social Affairs. 2022. The 17 Goals.

⁸ Consortium on Gender, Security and Human Rights. 2017. Feminist Critiques of the Sustainable Development Goals; Kabeer, N. (2005), 'Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal', *Gender & Development* 13(1): 13–24.

⁹ Consortium on Gender, Security and Human Rights. 2017. Feminist Critiques of the Sustainable Development Goals; [see also Khandaker and Narayanaswamy 2020](#); Esquivel, V. (2016), 'Power and the Sustainable Development Goals: a feminist analysis' *Gender & Development* 24(1): 9-23.

¹⁰ OXFAM. 2017. A 'How To' Guide to Measuring Women's Empowerment: Sharing experience from Oxfam's impact evaluations.

partnered with gender equality, with women being agents in patriarchal systems that need to be transformed. A popular framework by development practitioner Jo Rowlands, for example, divides empowerment into three dimensions:

- Personal – development of a sense of self and individual confidence and compacity and undoing the defects of internalised oppression;
- Relational – developing the ability to negotiate and influence the nature of a relationship and decisions made within it; and
- Collective – involvement in political structure and collective action based on cooperation rather than competition.¹¹

Women’s rights advocates and researchers, Lisa VeneKlasen and Valerie Miller, further use a transformational perspective to interpret the personal and relational dimensions and replace the *collective* dimension with:

- Environmental – changes operating in a broader context, both formal and informal.¹¹

In defining women’s empowerment, economic sociologist, Naila Kabeer, emphasised the need for self-generated self-respect and agency to make decisions, access and claim to resources, and achievement of wellbeing outcomes. Within pro-WEAI and other WEAI tools, IFPRI operationalises Kabeer’s definition of empowerment for the agricultural context into: the process by which people expand their ability to make strategic life choices, particularly in contexts in which this ability has been denied to them; WEAI focuses on women’s agency using individual-level data from male and female household members using a survey designed for this purpose. Empowerment is further framed in WEAI as a multidimensional construct. Intrinsic agency, or the *power within*, is the process by which one develops a critical consciousness of one’s own aspirations, capabilities, and rights. Instrumental agency, or the *power to*, is a strategic action to achieve one’s self-defined goals. Collective agency, or *power with*, is a joint action to achieve shared goals. Having agency in a given domain leads to achievements that advance empowerment.¹² Consistent with observations on women’s empowerment, IFPRI excludes the concept of coercive agency, or *power over*, which assumes that empowerment of an individual (e.g., women) are made at the expense of another’s (e.g. men’s power).¹³ **Table 1** presents additional details of these three domains.

Table 1: Three Domains of Empowerment

Domain	Definition
Intrinsic agency	<i>Power within</i> - a sense of self-worth and right to bodily integrity. Indicators under this domain are attitudinal in question.
Instrumental agency	<i>Power to</i> – a woman’s ability to create opportunities and make decisions on issues important to her. Indicators focus on influence in household decision-making.

¹¹ Rahman, Md. Aminur. 2013. Women’s Empowerment: Concept and Beyond. *Global Journal of Human Social Science Sociology & Culture*.

¹² Malapit, H., Quisumbing, A., Meinzen-Dick, R., Seymour, G., Martinez, E. M., Heckert, J., Rubin, D., Vaz, A., & Yount, K. M. (2019). Development of the project-level Women’s Empowerment in Agriculture Index (pro-WEAI). *World Development*, 122, 675–692. <https://doi.org/10.1016/j.worlddev.2019.06.018>

¹³ Malapit, H., Quisumbing, A., Meinzen-Dick, R., Seymour, G., Martinez, E. M., Heckert, J., Rubin, D., Vaz, A., & Yount, K. M. (2019). Development of the project-level Women’s Empowerment in Agriculture Index (pro-WEAI). *World Development*, 122, 675–692. <https://doi.org/10.1016/j.worlddev.2019.06.018>

Collective agency	<i>Power with</i> – power drawn from working together with others.
--------------------------	--

Pro-WEAI is composed of 12 indicators organised into 3 domains of women’s empowerment (3DE) in agriculture. The first domain—*intrinsic agency*—includes autonomy in income, self-efficacy, attitudes about domestic violence, and respect among household members.¹⁴ The second domain—*instrumental agency*—includes ability to visit important locations, work balance, access to and decisions on financial services, control over use of income, ownership of land and other assets, and input into productive decisions.¹⁵ *Collective agency*, represents the final domain and includes two indicators: group membership and membership in influential groups.¹⁶

Women’s Empowerment and Agriculture in Vietnam

Vietnam has made good progress in human development, with an average annual Human Development Index (HDI) growth of 1.36 percent during the 1990-2018 period.¹⁷ As of 2019, Vietnam ranks 117th out of 189 countries in the HDI and Gender Inequality Index.¹⁸ Vietnam still has areas of needed improvement as evidenced by its high amount of violence against women by intimate partners (34.4 percent) and low number of women with an account at a financial institution (30.4 percent)¹⁹ – issues that contributed to an HDI loss value of 16.5 percent in 2019.²⁰ COVID-19 exacerbated and created new inequalities within these spheres.²¹

Agriculture has remained one of the top three sector’s contributing to Vietnam’s economy for over a decade.²² In 2019, women were more likely to be employed in subsistence agriculture than men, accounting for 38 percent of women’s employment compared to men’s 36 percent.²³ In spite of their large contributions to the sector, women made 1,409 VND (\$0.06 USD) less in monthly earnings than men and accounted for 65.4 percent of unpaid family workers.²⁴

In 2020, the unemployment and underemployment rate, which had been decreasing in recent years, began to increase. COVID-19 was attributed to this increased rate, which also highlighted a gap between urban and rural areas and men and women. In 2020, women were underrepresented in decision-making

¹⁴ Intrinsic agency refers to a sense of self-worth and right to bodily integrity. Indicators under this domain are attitudinal in question.

¹⁵ Instrumental agency refers to a woman’s ability to create opportunities and make decisions on issues important to her. Indicators focus on influence in household decision-making.

¹⁶ Collective agency refers to power drawn from working together with others.

¹⁷ UN Vietnam. 2019. Viet Nam has made significant Human Development progress with low increases in inequality. Accessed 8 March 2022.

¹⁸ UNDP. 2021. Human Development Index- HDI dataset. Accessed 21 June 2022. <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

¹⁹ UNDP. 2021. Human Development Reports. -Dashboard 3: Women’s empowerment. Accessed 21 June 2022. <https://hdr.undp.org/data-center/documentation-and-downloads>

²⁰ UN Vietnam. 2019. Viet Nam has made significant Human Development progress with low increases in inequality.

²¹ GSO. 2020. Report on Labor Force Survey 2020.

²² World Bank Database. 2021. Employment in agriculture (% of total employment) (modeled ILO estimate). Accessed 10 May 2022

²³ ILO. 2021. Gender and the labour market in Viet Nam*: An Analysis based on the Labor Force Survey.

²⁴ GSO. 2020. Report on Labor Force Survey 2020.

jobs and the double burden²⁵ for women also increased in comparison to men.²⁶ Women engage in unpaid domestic work, which can limit their opportunities for wage labour. According to the Viet Nam Labour Force Survey, in 2019, women worked 20.2 hours per week completing domestic services like cleaning the house, cooking, childcare, and family care, compared to an average of 10.7 hours for men. Twenty percent of men surveyed further shared they spent no time on these activities at all.²⁷

Vietnam is actively working at the local and national levels to address gender inequality. Several government and non-government agencies work on gender equality and women's empowerment. The local level includes women's unions at provincial, district, and communal levels. These unions, which strive to ensure women's rights and benefits in policy and community development, represent over 15 million members. They provide a socio-political space for women, including rural farmers, to voice their concerns with gender inequality. Many legal provisions have also been passed, like the Land Law of 2013, of which Article 98 mandates inclusion of a husband and wife's full name on a certificate of land use rights, house assets, and other assets attached to land. However, the process of issuance of a Land Use Rights Certificate is slow and not a well enforced process, limiting women's access to land use rights.²⁸

2. METHODOLOGY

2.1 Study design and Sampling

A cohort of 20 households was selected for this longitudinal panel study by CARE Vietnam and Murdoch University. The research project, launched in August 2018 was initially expected to take place over 18 months. Due to multiple constraints and delays incurred by the COVID-19 pandemic, the actual project length spanned 3.5 years. The project is now set to end in mid-August 2022. The selected households were chosen from four communes in two districts—Muong Ang District (Dien Bien Province) and Mai Son District (Son La Province)—where the TEAL project has been operating. From each commune, five households were selected for the study. The resulting 20 households were engaged in qualitative and quantitative (via the pro-WEAI survey module) interviews at two points of the research, once in April 2019 (Round 1) and once more in November 2021 (Round 2).²⁹ Three of these households were excluded from the study in Round 2 due to the following reasons: the household heads were not in village at the time of interview or had moved to the city for work, one household's lack of participation in any gender trainings/dialogues, and an additional household's refusal to be interviewed.

The research programme applies: 1) the pro-WEAI core survey module and 2) an in-depth qualitative interview to the cohort of households over the course of the research. This report focuses on the pro-WEAI core survey module only. In support of this quantitative component of the study, TANGO

²⁵ The double burden refers to the workload of people who are responsible for paid work in addition to a significant amount of unpaid (domestic) labor.

²⁶ GSO. 2020. Report on Labor Force Survey: 2020.

²⁷ International Labour Organization. 2021. Gender and the labour market in Viet Nam* An analysis based on the Labour Force Survey.

²⁸ FAO. 2019. Country Gender Assessment of Agriculture and the Rural Sector in Viet Nam.

²⁹ Updated data collection dates were provided by the Murdoch University team.

developed a user-friendly survey tool in ODK for the core pro-WEAI survey modules (modules G1-GX). The following criteria was used for the initial selection of households:³⁰

- **TEAL participation:** the female and husband or other significant male respondents within selected households, must be an active participant in the TEAL project.
- **Household composition:** majority of households selected should be dual-headed and either the female-head of household or both the female-head of household and male-head of household must be direct beneficiaries of the intervention. Both the male and female household head are included in data collection, with their responses used for the comparative analysis.
- **Ethnicity:** the majority of women targeted under TEAL are from the Thai ethnic minority group and due to the spread of project interventions to date, households selected represent only women from the Thai ethnic minority group (rather than Thai and H'mong).
- **Training attendance:** both the female and male respondents within the household must have been through all four of CARE's gender dialogues that include activities adapted from the Social Analysis and Action (SAA) and/or Gender Action Learning System (GALS) trainings for the ethnic minority context in north Vietnam.
- **Primary cash crop under production:** households selected must be engaged in Arabica coffee production and/or value chain activities.

2.2 Adapting pro-WEAI

The pro-WEAI score is composed of calculations from two sub-indices – the three domains of empowerment (3DE) and the Gender Parity Index (GPI). 3DE is the weighted sum of 12 indicators that contribute to an individual's empowerment or disempowerment (see **Appendix 1: The Three Domains of Empowerment**). The GPI compares the 3DE profiles of women and men, capturing both the average empowerment gap³¹ among households or individuals lacking gender parity, and the proportion of households or individuals achieving gender parity. Gender parity is achieved when a woman's achievements in the 3DE domains are at least as high as the male-head-of-household.

In the context of Murdoch and CARE's research, all comparisons are done with male- and female-head of households. GPI and pro-WEAI at the household level calculates the average empowerment gap between the male and female-head of households. This contrasts with the original use and purpose of pro-WEAI, which provides an aggregate score comparing the extent and level of empowerment within a single sample of men and women. To adapt the tool to Murdoch and CARE's research needs and compare individuals within a household, pro-WEAI had to be adjusted to the household/individual level. All but one household head comparison is done with husband and wife. One household (Household 2) is done with brother and sister.

The pro-WEAI score is constructed by calculating the weighted average of the 3DE and GPI as follows:

$$pro-WEAI = (0.90 \times 3DE) + (0.10 \times GPI)$$

³⁰ Murdoch University. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam

³¹ The average percentage shortfall that a woman without parity experiences relative to her partner.

Pro-WEAI was adapted for increased relevance to the TEAL programme and northern Vietnam and ethnic minority women context. These adaptations included adjustments to syntax (see **Appendix 2: Methodological Approach**) as well as edit to or removal of questions.³² The Murdoch research team provided threshold changes and justification to the TANGO team.³³ CARE, in Round 1, dropped questions and corresponding codes in the survey module that were irrelevant to the activities of the TEAL project. Member IDs, which in the original pro-WEAI survey are used to identify each household member, were replaced with GX (pre-filled codes) for the project. **Appendix 3: Care Changes to Pro-WEAI** provides more details on CARE changes.

As the lead developer of the pro-WEAI index, IFPRI was engaged by TANGO for guidance and review of Round 1 and Round 2 code files. The original weights to the pro-WEAI sub-indices remained the same for this project (90 percent for 3DE and 10 percent for GPI). A few interview responses and questions were included in Round 2, from IFPRI's updated code list, that were not asked in Round 1. This change was not determined to be a significant issue in the calculation of pro-WEAI indices.

2.3 Timeline Limitations

In Round 2, the TANGO data analysis team encountered several analysis challenges that affected the overall timeline. Results for Round 1 needed to be reproduced based on improved Round 2 syntax, mainly due to updated pro-WEAI guidance provided to TANGO since the Round 1 survey. A summary of timeline limitations is presented in **Table 2: Timeline Limitations and Mitigation Measures**. A more in-depth outline of procedures taken to address inconsistencies in methodology are provided in **Appendix 2: Methodological Approach**.

Table 2: Timeline Limitations and Mitigation Measures

Limitations	Impact	Mitigation Measures
Data collection delays in Dien Bien due to COVID-19	Completed surveys were not shared in February, delaying data analysis and report writing	The timeline for deliverable drafting and submission was adjusted to May
TANGO was provided with only 35 observations in Round 2 compared to 40 in Round 1	The missing observations limited a comparative analysis for three households	Round 1 data for the relevant households are used to support Section 3.3, which compares all households
Pro-WEAI syntax is originally written for a sample of households rather than a single household	Delays in adjusting the syntax to accommodate for household-to-household analysis	Collaboration with IFPRI and senior data analysts to adjust syntax to the household level for future use
Syntax inconsistencies for the GPI, 3DE sub indicators, and level of metric (household and individual)	Called attention to inconsistencies in the syntax for Round 2; required the rerunning of Round 1 data delaying report writing	Round 2 coding was updated and applied to Round 1 for proofing

³² Murdoch University. 2019. Consultancy: Data Collection and Analysis Tool Development for the pro-WEAI – Terms of Reference.

³³ Murdoch University. 2019. Consultancy: Data Collection and Analysis Tool Development for the pro-WEAI – Terms of Reference.

3. RESULTS

3.1 Analysis of Results

This comparative analysis uses survey results supplied by CARE Vietnam and Murdoch research team, in Round 1 (May 2019) and Round 2 (March 2022) to compare changes in empowerment in each household. To maintain the identity of participants, participants have been de-identified. Identifiable information will only be made in reference to the province in which households are found.

Pro-WEAI operates under the assumption that women are disempowered in comparison to men. Similarly, the Gender Parity Index (GPI) measures parity only for the woman of which a baseline of relational empowerment is established by the man's empowerment. As a measure of the extent and depth of an individual's empowerment, the three domains of empowerment (3DE) score is the only score outputted for both men and women in the results tables.³⁴ All indexes – 3DE, the GPI, and pro-WEAI are calculated for the woman.

Reading the Briefs

Section 3.2 below presents, in 20 briefs, household specific analyses of Round 1 and Round 2 results. Each household (excluding Households 2, 4, and 15) has two observations – one for the female-head of household and one for the male-head of household. In each brief, survey results are presented for a unique household in a table comparing the 3DE, GPI, and pro-WEAI scores, and sub-indicators between household heads in Round 1 and Round 2.

The 3DE score is further broken down to analyse the indicators that contribute to empowerment for each female and male-head of household. 3DE captures the weighted share of the 12 indicators and 3 domains in which a disempowered individual achieves empowerment. An indicator that contributes to an individual's empowerment, is known as adequate or achieved. Inadequate or inadequacy refers to an indicator or domain that contributes to the disempowerment of an individual.

³⁴ IFPRI. 2022. Pro-WEAI Glossary March 2022.

Appendix 1: The Three Domains of Empowerment (3DE) provides more information on the three domains. An analysis of a woman’s (dis)empowerment compared to a man within the same household is presented in the GPI and the average empowerment gap. 3DE and GPI allow a juxtaposition of contributions to empowerment between male and female-head of households. Both scores culminate into the pro-WEAI score, calculated only for the female-head of household.³⁵

For some households, data was not collected by the study team in Round 2. Or an observation was only available for the female-head of a household (which prevents generation of a GPI and consequentially a pro-WEAI score). In these scenarios, a comparison between rounds or heads in such a household is not possible. Where data for such households are unavailable, the data gap is marked by a dash (-). In Section 0, results are compared across households with discussion of any themes consistent across households.

For 3DE and GPI, scores are defined in terms of empowerment.³⁶ An individual whose 3DE score is at least 0.75 has 75 percent adequacy across his or her 12 indicators and is considered empowered. An individual with less than 0.75 is considered disempowered due to lack of achievement across indicators. A household with a GPI score less than 1 lacks gender parity. These two scores, as a result, are coded green for achievement and red for inadequacy or no achievement. For pro-WEAI, scores are based on a range of high, medium, and low scores.³⁷ Green indicates empowerment, or high adequacy and achievement of indicators; yellow, disempowerment with a close or medium level of adequacy; and red, disempowerment with low level of achievement across indicators.

A more in-depth description and interpretation of the meaning of each of the measures in the analysis is provided in **Table 3: Indicators and Descriptions**. Colour coding in the ‘Interpretation of Results’ column is further reflected in the household results tables for major scores in Section 3.2.

Table 3: Indicators and Descriptions

Indicator	Description	Interpretation of Results
3DE score	The weighted sum of the 12 indicators. This is also known as the empowerment score. A person is considered “empowered” if at least 9 out of the 12 indicators are achieved. ³⁸ The 12 indicators fall across three domains of empowerment: intrinsic, instrumental, and collective.	<p>3DE \geq 0.75: Empowered; at least 9 out of 12 (75%) of indicators were achieved or found adequate or less than 25% of indicators are inadequate</p> <p>3DE $<$ 0.75: Disempowered; less than 9 out of the 12 (75%) of indicators were found adequate or at least 25% of indicators are inadequate</p>

³⁵ Murdoch University. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women’s Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam.

³⁶ Malapit, H., Quisumbin, A., Meinzen-Dick, R., et. al. 2019. Development of the project-level Women’s Empowerment Index (pro-WEAI). *World Development*. 122: 675-692.

³⁷ Murdoch University. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women’s Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam.

³⁸ In 2022, the adequacy score per IFPRI is 80%. Because 75% was used as the cut-off in 2019, the same cutoff is used for this paper.

Percent (%) achieving empowerment	Percent of individuals who achieved empowerment. Typically, pro-WEAI analysis is across a sample of households or individuals. In this study, analysis is per household, resulting in 0% achievement or 100% achievement for a single household head.	0%: the single household member did not achieve empowerment, is disempowered, and has high inadequacy across indicators 100%: the single household member achieved empowerment, and high adequacy across indicators
Gender Parity Index (GPI)	Gender parity achievement reflects a 3DE score at least as high as that of the male-head of household. The closer a GPI is to one, the closer a woman is to being as empowered as the man in the household. GPI is only calculated for women.	GPI=1 : Gender parity is reached in the household GPI <1 : Gender parity is not reached
Number of dual-adult households	Number of households that include a male and female adult. In the case of the study, each household will have two household heads.	1
Percent (%) achieving gender parity	The percentage of individuals who achieved gender parity. The percentage (0% or 100%) is calculated for only the female participant.	0%: Gender parity not achieved 100%: Gender parity achieved
Average empowerment gap	The gender disparity with respect to a woman's male counterpart. The gap is only calculated for a woman who has not achieved parity in the household.	Where I_{GPI} is the average empowerment gap $I_{GPI} = 0$: Gender parity is achieved; the woman has as high a 3DE score as the man $I_{GPI} < 0$: gender parity has not been achieved; the average percentage shortfall a female-head of household experiences with respect to the male
Pro-WEAI score	Pro-WEAI measures the achievement of the empowerment threshold per individual. This is measured through the 3DE score (given 90% weight) and the GPI score (10% weight).	Where pro-WEAI is p : $p < 0.62$ is a low score; both GPI and 3DE are low $p = 0.63-0.74$ is a medium score; achievement is limited by either both or either GPI or 3DE $p \geq 0.75$ is a high score signifying achievement of empowerment. These scores reflect high 3DE and GPI

Scores with an * are marked to indicate a score that has been updated from initial Round 1 analyses. These updates were made due to inconsistencies and inaccuracies identified in Round 1 syntax and results that were initially produced in 2019. Such inaccuracies only apply to original Round 1 results and have no impact on the analyses in this comparative analysis. The Round 1 results presented in this table are more accurate than numbers generated in 2019. See the **Appendix 2: Methodological Approach** for additional information.

3.2 Household Results

3.2.1 Household 1 – DB-NH-1F, 1M

In Household 1, DB-NH-1F is the female-head of household and lives with her husband DB-NH-1M and their two children.

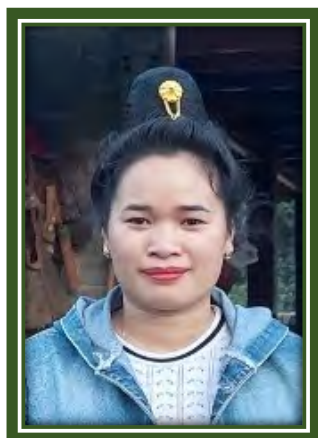


Photo Credit: CARE Vietnam

Round 1 Results

In Round 1, with a medium pro-WEAI score of 0.70, DB-NH-1F was not yet considered empowered. The collective agency domain showed the greatest achievement of empowerment for DB-NH-1F; she achieved empowerment through both group membership and membership in influential groups. Instrumental agency also had several achieved indicators (visiting important locations, work balance, access to and decisions on financial services, ownership of land and other assets, and input in productive decisions). She did not have achievement in control over use of income. Intrinsic agency was a domain in which DB-NH-1F felt the least empowered. Respect among household members was the only indicator in this domain where she was adequate, while autonomy in income, self-efficacy, and attitudes about domestic violence were not

achieved. These inadequate indicators were also her top three contributors to disempowerment in the household, contributing to 75 percent of her disempowerment.

Though DB-NH-1F was not considered empowered, there was gender parity within the household. Her achievement (or lack of achievement) of indicators was at least as high as her husband, DB-NH-1M, except in her intrinsic domain, which was lower in achievement than her husband due to her inadequacy in attitudes about domestic violence and access to and decisions on credit and financial accounts and other assets (instrumental). For DB-NH-1M, contributions to his disempowerment were evenly split across intrinsic, instrumental, and collective agency. For both DB-NH-1M and DB-NH-1F, inadequate indicators were shared in the intrinsic domain (autonomy in income, and self-efficacy) and the domain of instrumental agency (control over use of income). Both shared empowerment in their intrinsic agency through respect among household members with the greatest shared adequacy of indicators in the instrumental domain (input in productive decisions, work balance, and visiting important locations). DB-NH-1M had more contributions to his sense of disempowerment compared to DB-NH-1F through both collective agency indicators (group membership and membership in influential groups). Ownership of land and other assets (instrumental) was an additional indicator in which DB-NH-1M was inadequate and that his wife achieved in Round 1.

Table 4: Empowerment Scores for Household 1

Household 1 - Pro-WEAI Results				
Indicator	Round 1 ³⁹		Round 2	
	Woman	Man	Woman	Men
Number of observations	1	1	1	1
3DE score	0.67	0.5	0.75	0.83

³⁹ Numbers marked with an * were updated in Round 2 due to inaccurate syntax.

% achieving empowerment	0	0	100	100
Gender Parity Index (GPI)	1*		0.9	
Number of dual-adult households	1		1	
% achieving gender parity	100		0	
Average empowerment gap	0		0.1	
Pro-WEAI score	0.70		0.77	

Comparing Round 2 Results

In Round 2, both DB-NH-1F and her husband make gains in empowerment. DB-NH-1F moves from a medium score to a high pro-WEAI score of 0.77. DB-NH-1F sees gains in empowerment from indicators that were disempowering to her in Round 1, particularly in her intrinsic agency which in Round 2 is as high as DB-NH-1M. The top three contributions to her disempowerment in Round 1 (autonomy of income, self-efficacy, and attitudes about intimate partner violence) are likewise now found to be empowering in Round 2. Loss of empowerment, however, also occurred in indicators in which DB-NH-1F was previously considered adequate: membership in influential groups (collective agency), respect among household members (intrinsic agency), and control over use of income (instrumental agency).

Though DB-NH-1F reaches empowerment in Round 2, she loses the gender parity that was present in the household during Round 1. DB-NH-1M's empowerment increased and to a greater overall degree than his wife's, widening the empowerment gap from 0 to 10 percent. Like his wife, the indicators which previously contributed to DB-NH-1M's disempowerment in Round 1 in intrinsic agency (autonomy in income and self-efficacy), instrumental agency (access to decisions on credit and financial accounts), and collective agency (group membership and membership in influential groups) now contribute to his empowerment in Round 2. He remains disempowered in control over use of income with his wife, and in Round 2, loses his previous adequacy in respect among household members. In the second round, the only indicator in which DB-NH-1M is empowered and DB-NH-1F is not, is in memberships in influential groups (collective agency). These shifts in empowerment result in DB-NH-1M having more empowerment in his collective agency than his wife in Round 2. This contrasts Round 1 in which DB-NH-1F had full adequacy in both collective indicators and DB-NH-1M was fully inadequate.



3.2.2 Household 2 – DB-NH-2F, 2M

In household 2, DB-NH-2F is the female-head of household and lives with her children, and her brother, DB-NH-2M. Her husband visits their home once or twice a month.

Round 1 Results

In Round 1, DB-NH-2F was considered empowered with a high pro-WEAI score of 0.78. Intrinsic agency held adequate empowerment in autonomy in income and attitudes about domestic violence. Under collective agency (group membership and membership in influential groups), DB-NH-2F felt empowered in both group membership and membership in influential groups. The domain of instrumental agency also saw empowerment in all contributions except for work balance. Of the twelve contributions to disempowerment, intrinsic agency (self-efficacy and respect among household members) played the greatest role in her inadequacy of indicators. Instrumental agency, through the indicator of work balance, was the third indicator lacking achievement.

Attainment of gender parity in the household also contributed to DB-NH-2F high pro-WEAI score in Round 1. The two household heads shared empowerment in autonomy in income and attitudes about domestic violence (intrinsic) and ownership of land and other assets (instrumental agency). Disempowerment was shared in respect among household members (intrinsic). In the domain of collective agency, where DB-NH-2F was empowered, the male-head-of-household, DB-NH-2M was disempowered. He was found to be inadequate in both indicators of group membership and membership in influential groups. His greatest number of contributions to disempowerment, however, stemmed from a lack of instrumental agency. Input in productive decisions, access to and decisions on credit and financial accounts, control over use of income, and ability to visit important places were additional indicators found inadequate for him.

In some indicators of intrinsic agency where DB-NH-2F had contributions of disempowerment, the male-head of the house achieved empowerment. These achievements for DB-NH-2M occurred in self-efficacy and attitudes about domestic violence (intrinsic agency indicators). Work balance (instrumental) was another indicator where DB-NH-2M had more achievement than his wife.

Comparing Round 2 Results

Data for Round 2 was not submitted for analysis. In 2021, the Murdoch team could not interview DB-NH-2F or DB-NH-2M because they were in the city for work.

Table 5: Empowerment Scores for Household 2

Household 2 - Pro-WEAI Results				
Indicator	Round 1 ⁴⁰		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	-	-
3DE score	0.75*	0.42	-	-
Disempowerment score (1-3DE)	0.25*	0.58	-	-

⁴⁰ Numbers with an * are marked to indicate an updated score from initial Round 1 analyses.

Gender Parity Index (GPI)	1*		-	
Number of dual-adult households	1		-	
% achieving gender parity	100		-	
Average empowerment gap	0*		-	
Pro-WEAI score	0.78*		-	

3.2.3 Household 3 – DB-NH-3F, 3M

In Household 3, DB-NH-3F is the female-head of household and lives with her husband, DB-NH-3M, and their two children.



Photo Credit: CARE Vietnam

Round 1 Results

The female-head of household, DB-NH-3F, was not considered empowered in Round 1. She had a medium pro-WEAI score of 0.63. For DB-NH-3F, the intrinsic agency domain had the least achievement of indicators, with respect among household members being the only indicator considered adequate. The top two contributions to disempowerment for DB-NH-3F came from this same domain: self-efficacy and attitudes about domestic violence. Additional disempowerment achievement under instrumental agency was contributed through input in productive decisions and control over use of income. In the same domain, she was empowered through ability to visit important locations, work balance, access to and decisions on financial services, and ownership of land and other assets.

Empowerment was achieved in both collective agency indicators of group membership and membership in influential groups.

Gender parity was attained in the household in Round 1. Both shared empowerment in three instrumental domain indicators: ownership of land and other assets, work balance, and visiting important groups. They also shared several of the same sources of disempowerment. For both DB-NH-3F and her husband, DB-NH-3M, instrumental indicators, in particular, contributed to over a third of their disempowering indicators. Under their intrinsic agency, autonomy in income and self-efficacy were found to be inadequate for both household heads, whilst sharing empowerment in respect among household heads. Similarly, through the instrumental agency domain, neither input in productive decisions, nor control over use in income were found adequate for either head. The sole indicator which contributed to disempowerment for DB-NH-3F but not her husband was attitudes about domestic violence. On the other hand, whereas attitudes about domestic violence (intrinsic) and ownership of land and other assets (instrumental agency) are achievements for DB-NH-3F, for DB-NH-3M these two indicators contributed towards his disempowerment. Tam additionally had no achievement in collective agency. DB-NH-3F thus not only reached gender parity but also attained greater empowerment than DB-NH-3M in Round 1.

Table 6: Empowerment Scores for Household 3

Household 3 – Pro-WEAI Results				
Indicator	Round 1 ⁴¹		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.58	0.42	0.67	0.83
% achieving empowerment	0	0	0	1

⁴¹ Numbers with an * are marked to indicate an updated score from initial Round 1 analyses.

Gender Parity Index (GPI)	1*		0.8	
Number of dual-adult households	1		1	
% achieving gender parity	100		0	
Average empowerment gap	0*		0.2	
Pro-WEAI score	0.63*		0.68	

Comparing Round 2 Results

In Round 2, there is a slight increase in DB-NH-3F'S 3DE and pro-WEAI scores; however, she is still considered unempowered. DB-NH-3F makes gains in intrinsic agency (self-efficacy and autonomy in income) and instrumental agency (input in productive decisions). She also maintains achievement in instrumental indicators of ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations. Group membership (collective agency) also remains an empowering domain for her. However, Round 2 shows continuations of disempowerment from Round 1 through attitudes towards domestic violence (intrinsic) and control over use of income (instrumental). Furthermore, two indicators, which were adequate in Round 1 for DB-NH-3F, membership in influential groups (collective) and respect among household members (intrinsic), in Round 2 contribute to her disempowerment.

She loses her gender parity with DB-NH-3M, whose number of achieved indicators increase to the point of greater empowerment in Round 2. In Round 2, DB-NH-3M, gains in every domain where he did not previously hold achieved empowerment in Round 1 – except for in control over use of income (instrumental agency). Control over use of income (instrumental) remains a shared contribution to disempowerment for both DB-NH-3F and DB-NH-3M in Round 1 and 2. Round 2 also shows a new contribution to disempowerment for both household heads through respect among household members (intrinsic). Respect among household members was a shared contribution to both heads' empowerment in Round 1.



Household 4 – DB-CS-4F, 4M

In Household 4, DB-CS-4F is the female-head of household. She lives with her husband, DB-CSCS-4M and one of their four children.

Round 1 Results

In Round 1, DB-CS-4F did not achieve empowerment. She had a low pro-WEAI score of 0.46, with each domain having inadequate indicators. She only achieved empowerment in respect among household members (intrinsic); ownership of land and other assets, work balance, and ability to visit important places (instrumental agency); and group membership (collective agency). Within intrinsic agency, autonomy in income, self-efficacy, and attitudes about domestic violence were not achieved. These intrinsic indicators were also the top three contributors to her disempowerment, making up 43 percent of her total contributions to disempowerment. And while she achieved empowerment in the collective agency domain of group membership, membership in influential groups was not achieved. She did not have adequacy in the instrumental indicators of input in productive decisions or control over use of income.

DB-CS-4F's pro-WEAI score is further decreased by the lack of gender parity in the household. While DB-CS-4M was not considered empowered in Round 1 either, he achieved more empowerment than his wife through his intrinsic agency (autonomy in income and self-efficacy) and instrumental agency (input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations). Shared disempowerment occurred in attitudes about domestic violence (intrinsic), control over use of income (instrumental), and membership in influential groups (collective). For some indicators in which DB-CS-4M was adequate, namely, in the intrinsic indicators of autonomy in income and self-efficacy, and the instrumental indicator of input in productive decisions, DB-CS-4F was inadequate. DB-CS-4M did not achieve empowerment through the collective agency domain, whilst his wife at least achieved agency through group membership. DB-CS-4F also achieved empowerment through respect among household members, but her husband did not. They both shared empowerment in the instrumental agency domain — ownership of land and other assets and ability to visit important locations.

Comparing Round 2 Results

Household 4 was not included in the Round 2 survey.

Table 7: Empowerment Scores for Household 4

Household 4 — Pro-WEAI Results				
Indicator	Round 1 ⁴²		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	-	-
3DE score	0.42	0.5	-	-
% achieving empowerment	0	0	-	-
Gender Parity Index (GPI)	0.83		-	

⁴² Numbers with an * are marked to indicate an updated score from initial Round 1 analyses.

Number of dual-adult households	1		-	
% achieving gender parity	0		-	
Average empowerment gap	0.17		-	
Pro-WEAI score	0.46		-	

3.2.4 Household 5 – DB-CS-5F, 5M

In Household 5, DB-CS-5F is the female-head of household. She lives with her husband, DB-CS-5M and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, DB-CS-5F was not considered empowered. She had a medium pro-WEAI score of 0.63. Intrinsic agency had achievement in the indicators of autonomy in income and self-efficacy. There was no achievement in attitudes about domestic violence or respect among household members. These latter two contributions to her disempowerment were the top two constraints to her empowerment. Still, instrumental agency had the largest proportion of indicators that contributed to her disempowerment (60 percent). Work balance (the third largest disempowering indicator), control over use of income, and ability to visit important locations contributed to her disempowerment as well. The instrumental domain indicators that were found to be adequate include the following: input in productive decisions, ownership of land and other assets, and access to and decisions on credit and other financial

accounts. Of the three domains of empowerment, collective agency was the only domain with achievement in each indicator (group membership and membership in influential groups).

Gender parity was achieved for DB-CS-5F in Round 1. DB-CS-5F had a lesser number of indicators that contributed to her disempowerment than her husband, DB-CS-5M. DB-CS-5M's contributions to disempowerment were particularly reflected in the domains of intrinsic agency (autonomy in income, self-efficacy, and attitudes about domestic violence); instrumental (input in productive decisions, control over use in income) and collective agency (group membership and membership in influential groups). DB-CS-5F and her husband had nearly the same percentage of disempowerment in their intrinsic agency at 40 percent and 43 percent respectively. In this domain, only attitudes about domestic violence were a shared indicator. All other intrinsic indicators had variances in empowerment: intrinsic indicators of autonomy in income and self-efficacy were only achieved by DB-CS-5F, while only DB-CS-5M achieved adequacy in respect among household members. Whereas input in productive decisions, group membership, and membership in influential groups was achieved for DB-CS-5F, they contributed to DB-CS-5M's disempowerment. The household heads only shared achieved indicators in the instrumental domain: ownership of land and other assets and access to and decisions on credit and financial accounts.

Table 8: Empowerment Score for Household 5

Household 5 – Pro-WEAI Results				
Indicator	Round 1 ⁴³		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1

⁴³ Numbers with an * are marked to indicate an updated score from initial Round 1 analyses.

3DE score	0.58	0.42	0.75	0.67
% achieving empowerment	0	0	1	0
Gender Parity Index (GPI)	1*		1	
Number of dual-adult households	1		1	
% achieving gender parity	100		100	
Average empowerment gap	0*		0	
Pro-WEAI score	0.63*		0.77	

Comparing Round 2 Results

DB-CS-5F's pro-WEAI score increases between rounds. In Round 2, her pro-WEAI score is high at 0.77. The number of indicators contributing to her disempowerment decrease. Ability to visit important locations (instrumental) no longer contributes to her disempowerment as it did in Round 1. She maintains her empowerment in autonomy in income (intrinsic); input in productive decisions, ownership of land and other assets, access to and decision on credit and financial accounts (instrumental); and within the collective domain – group membership and membership in influential groups. She also gains adequacy in attitudes about domestic violence (intrinsic). Three indicators that contribute to her disempowerment in Round 1 remain in Round 2: respect among household members (intrinsic), and control over use of income and work balance (instrumental).

Household 5 maintains its gender parity in Round 2. DB-CS-5F continues to have more achievement in her 12 indicators (75 percent) than DB-CS-5M (67 percent). DB-CS-5M shows improvement in his own empowerment between rounds, although not enough to be considered empowered. DB-CS-5M, in Round 2, has indicators from each domain that continue to contribute to his disempowerment from Round 1. In his intrinsic agency, autonomy in income remains as an inadequate indicator; instrumental agency has inadequacy through control over use of income; and the domain of collective agency maintains inadequacy in membership in influential groups. In Round 2, respect among household members (intrinsic) and control over use of income (instrumental) appear for DB-CS-5M in both household heads as shared disempowering indicators. In Round 1, respect among household members was only disempowering for DB-CS-5F; control over use in income was disempowering for both across rounds. DB-CS-5M gains adequacy in the intrinsic domain through his self-efficacy and attitudes about domestic violence. He gains additional adequacy in the instrumental domain through input in productive decisions, and adequacy in the collective domain through group membership.



3.2.5 Household 6 – DB-TT-6F, 6M

In Household 6, DB-TT-6F is the female-head of household. She lives with her husband, DB-TT-6M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, DB-TT-6F was not considered empowered with a medium pro-WEAI score of 0.69. She achieved empowerment in the intrinsic agency domain indicators of autonomy in income and attitudes about domestic violence, but there was no adequacy in self-efficacy or respect among household members. Autonomy in income and attitudes about domestic violence are the top two indicators contributing to her disempowerment. Many of her instrumental agency indicators were achieved: input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and work balance. There was no achievement in control over use of income or ability to visit important locations. Control over use of income was the third highest contributor to DB-TT-6F's disempowerment. Collective agency had adequacy in both indicators of group membership and membership in influential groups.

Instrumental and Intrinsic agency both made up 50 percent of DB-TT-6F's pro-WEAI contributions towards disempowerment.

Gender parity was not achieved in Round 1. While both household heads shared empowerment through many instrumental indicators (input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts) and collective agency (group membership and membership in influential groups). The male-head-of-household, DB-TT-6M had a higher 3DE score than his wife. Intrinsic agency contributed the most to his disempowerment through attitudes about domestic violence and autonomy in income. Work balance (instrumental agency) also contributed to his disempowerment. No indicators that contributed to disempowerment in the household were shared by both household heads.

Table 9: Empowerment Scores for Household 6

Household 6 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁴		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.67	0.75*	0.75	0.58
% achieving empowerment	0	100	100	0
Gender Parity Index (GPI)	0.89		1	
Number of dual-adult households	1		1	

⁴⁴ Numbers with an * are marked to indicate an updated score from initial Round 1 analyses..

% achieving gender parity	0		1	
Average empowerment gap	0.11		0	
Pro-WEAI score	0.69		0.77	

Comparing Round 2 Results

DB-TT-6F is considered empowered in Round 2 with a high pro-WEAI score of 0.77. An intrinsic indicator, which was also seen to disempower DB-TT-6F in Round 1, remained in Round 2: respect among household members. She loses achievement in autonomy in income (intrinsic) and work balance (instrumental) in Round 2. However, she gains in adequacy in self-efficacy (intrinsic) and control over use of income (instrumental), which contributes to her increased empowerment.

In Round 2, gender parity is attained. The average empowerment gap closes (decreasing from 11 percent to 0 percent) and DB-TT-6F surpasses her husband in indicators that contribute to her empowerment. Whereas DB-TT-6F loses autonomy in income (intrinsic) as a contributing indicator of empowerment, this remains a contribution to disempowerment between rounds for her husband. In Round 2, DB-TT-6M, like his wife, also becomes disempowered through respect among household members. DB-TT-6M loses adequacy in indicators where he previously had achievement in Round 1. Control over use of resources (instrumental) in addition to both collective agency indicators (group membership and membership in influential groups) are lost. These are indicators in Round 2 that also only contribute to DB-TT-6M's disempowerment. DB-TT-6F maintains her adequacy in collective agency through Rounds 1 and 2. In Round 2, the two household heads share empowerment in intrinsic agency (self-efficacy and attitudes towards domestic violence) and instrumental agency (input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations).



3.2.6 Household 7 – DB-TT-7F, 7M

In Household 7, DB-TT-7F is the female-head of household. She lives with her husband, DB-TT-7M.



Photo credit: CARE
Vietnam

Round 1 Results

DB-TT-7F was not considered empowered in Round 1. She had a medium pro-WEAI score of 0.69. In intrinsic agency, she achieved empowerment in her autonomy in income, attitudes about domestic violence, and respect among household members. Self-efficacy was found to be an inadequate indicator for the intrinsic domain. Instrumental agency had the greatest number of indicators that contributed to her disempowerment. She was adequate in input in productive decisions, ownership of land and other assets, and ability to visit important locations. However, her instrumental agency lacked achievement in work balance, access to and decisions on financial services, and control over use of income. She was considered adequate in both collective agency indicators (group membership and membership in influential groups). The largest contributors to disempowerment for DB-TT-7F were self-efficacy (intrinsic), followed by access to and decisions on credit and financial accounts and control over use

of income (instrumental).

Gender parity was not achieved in the household. DB-TT-7F's husband, DB-TT-7M, achieved greater empowerment than his wife with an average empowerment gap in the household of 11 percent. He shared disempowerment with his wife in two indicators, self-efficacy (intrinsic) and control over use of income (instrumental). Similarly, they shared empowerment in intrinsic agency through autonomy in income and respect among household members; instrumental agency through input in productive decisions, ownership of land and other assets, and ability to visit important locations; and both collective agency indicators: group membership and membership in influential groups. Attitudes about domestic violence (intrinsic agency) was the only indicator that contributed to DB-TT-7M's disempowerment and did not for DB-TT-7F.

Table 10: Empowerment Scores for Household 7

Household 7 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁵		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.67	0.75*	0.75	0.75
% achieving empowerment	0	0*	100	0
Gender Parity Index (GPI)	0.89*		1	
Number of dual-adult households	100		100	
% achieving gender parity	0		100	
Average empowerment gap	0.11*		0	

⁴⁵ Numbers with an * are marked to indicate an updated score from initial Round 1 analyses..

Pro-WEAI score	0.69*		0.77	
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Comparing Round 2 Results

In Round 2, DB-TT-7F is considered empowered with a high pro-WEAI score of 0.77. Her 3DE score increases. She maintains achievement in the intrinsic indicators of attitudes about domestic violence and gains empowerment in self-efficacy. However, empowerment in her intrinsic domain and autonomy in income and respect among household members became new contributing indicators to her disempowerment. DB-TT-7F maintains adequacy in instrumental indicators of input in productive decisions, ownership of land and other assets, and ability to visit important locations. She gains empowerment through the same domain with new adequacy in access to and decisions on credit and financial accounts, and control over use of income. She remains inadequate in work balance (instrumental) through both rounds. Collective agency continues to be an empowering domain for DB-TT-7F in Round 2.

The empowerment gap narrowed and closed between Rounds 1 and 2. DB-TT-7M3DE score remains at 75 percent for Round 2, with DB-TT-7F reaching the same number of achieved indicators in Round 2. As with his wife, there are shifts in each domain between rounds for DB-TT-7M. In just the intrinsic domain in Round 2, he gains adequacy in self-efficacy and attitudes about domestic abuse, maintains adequacy in autonomy in income, and loses adequacy in respect among household members. Lost adequacy in respect among household members is an occurrence that is shared with DB-TT-7F. In instrumental agency he maintains adequacy between rounds for input in productive decisions, access to and decisions on credit and financial accounts, ownership of land and other assets, work balance, and ability to visit important locations. Control over use of resources remains an indicator that contributes to his disempowerment between rounds. Lastly, while DB-TT-7M maintains achieved empowerment in group membership, he alone loses adequacy in membership in influential groups (collective).



3.2.7 Household 8 – DB-NL-8F, 8M

In Household 8, the female-head of household is DB-NL-8F. She lives with her husband, DB-NL-8M, and their two children.



Photo credit: CARE
Vietnam

Round 1 Results

DB-NL-8F was not considered empowered in Round 1. She had a medium score of 0.70. In DB-NL-8F's intrinsic agency, though she achieved empowerment in autonomy in income and attitudes about domestic violence, she did not achieve adequacy in self-efficacy or respect among household members. She similarly had several instrumental agency indicators found to be adequate: ability to visit important locations, access to and decisions on financial services, ownership of land and other assets, and input in productive decisions. Work balance and control over use of income were not achieved indicators, however. The top three constraints to her empowerment were self-efficacy, respect among household members, and control over use of income.

Of the three domains of empowerment, collective agency was the only domain, which had achievement across indicators (group membership and membership in influential groups).

Gender parity was achieved in the household in Round 1. DB-NL-8F, though disempowered, had a greater number of contributions to her empowerment than her husband, DB-NL-8M, does. DB-NL-8M had pro-WEAI contributions to disempowerment across each domain. His intrinsic domain had three indicators found to be adequate: autonomy in income, attitudes about domestic violence, and respect among household members (DB-NL-8F was disempowered in the latter indicator). Self-efficacy is the only indicator in the intrinsic domain that contributed to his disempowerment; he shared this indicator with his wife as a disempowering factor. Through instrumental agency, he did not achieve empowerment in ability to visit important locations, in which his wife was adequate, nor did he achieve empowerment in control over use of income (a shared inadequacy with his wife). He did, however, achieve adequacy in instrumental indicators of input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and work balance. No adequacy was found in the collective domain for DB-NL-8M.

Table 11: Empowerment Scores for Household 8

Household 8 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁶		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.67	0.58	0.58	0.33
% achieving empowerment	0	0	0	0
Mean disempowerment score (1-3DE)	0.33	0.42	0.42	0.67
Gender Parity Index (GPI)	1*		1	

⁴⁶ Numbers marked with an * were updated in Round 2 have inconsistencies were found in Round 1 syntax.

Number of dual-adult households	1		1	
% achieving gender parity	1		1	
Average empowerment gap	0*		0	
Pro-WEAI score	0.70*		0.63	

Comparing Round 2 Results

In Round 2, 3DE scores decrease for both household heads. DB-NL-8F still is not considered empowered. She now has a lower medium pro-WEAI score of 0.63. By Round 2, DB-NL-8F gains adequacy in self-efficacy (intrinsic) but loses her previously achieved adequacy in autonomy in income and attitudes about domestic violence. Attitudes towards domestic violence is no longer a contribution to Sen's empowerment in Round 2 as it was in Round 1, and she maintains inadequacy in respect among household members. In the instrumental domain, she maintains adequacy in indicators of input in productive decisions, ownership of land and other assets, ability to visit important groups, and access to and decisions on credit and financial accounts. She continues to be disempowered in control over use of income and work balance. Collective agency remains an empowered domain for DB-NL-8F.

DB-NL-8M previously had 75 percent of his intrinsic domain achieved; in Round 1, 75 percent of indicators in that domain now contribute to his disempowerment. Attitudes about domestic violence is the only intrinsic variable which maintains adequacy in both rounds. He continues to be disempowered within his intrinsic agency through self-efficacy and becomes newly disempowered through respect among household members and autonomy in income (like DB-NL-8F). DB-NL-8M's instrumental domain continues to have inadequacy through control over use of income and through ability to visit important locations, with new disempowerment in work balance. Both indicators in the domain of collective agency continue to be inadequate (group membership and membership in influential groups) for him.

Though both male and female-head of households have a decrease in empowerment from Round 1 to Round 2, gender parity is maintained across both rounds. DB-NL-8F continues to have a higher 3DE score (58 percent) than her husband (33 percent). She drops from a medium pro-WEAI score of 0.70, however, to one of 0.63 due to her new contributions to disempowerment. DB-NL-8M and DB-NL-8F continue between rounds to share disempowerment in control over use of income (instrumental). Whereas they shared disempowerment in self-efficacy (intrinsic) in Round 1, however, DB-NL-8F gains empowerment and DB-NL-8M remains disempowered. Autonomy in income (intrinsic) becomes a new and shared contribution to both their disempowerment in Round 2. In Round 2, they additionally come to share disempowerment in respect among household members (intrinsic), and work balance (instrumental).



3.2.8 Household 9 – DB-NL-9F, 9M

In Household 9, DB-NL-9F is the female-head of household. She lives with her husband, DB-NL-9M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, DB-NL-9F was not considered to be empowered. She had a medium pro-WEAI score of 0.70. Inadequacy was found in each domain. In her intrinsic agency, she had 75 percent adequacy achieved through her autonomy in income, respect among household members, and attitudes about domestic violence. Self-efficacy was an inadequate intrinsic indicator for her. Her instrumental domain had achievement in input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important groups. She did not have instrumental achievement in work balance or control over use of income. For DB-NL-9F, instrumental agency had the greatest contribution to disempowerment of the three domains. In her collective agency, group membership had adequacy while membership in influential groups did not.

Though DB-NL-9F had a high percentage of inadequacy across the twelve indicators, she did achieve gender parity with her husband. DB-NL-9F and DB-NL-9M had the same number of indicators contributing to their (dis)empowerment. Whereas DB-NL-9F was adequate in intrinsic indicators of autonomy in income and respect from household members, DB-NL-9M was not; however, he was the only household head with adequacy in self-efficacy. Attitudes about domestic violence was an adequacy they shared with each other. Most of their shared levels of adequacy were in the instrumental domain, though. They both achieved empowerment in input in productive decisions, ownership over land and other assets, and access to and decisions on credit and financial accounts. Of the shared instrumental indicators, control over use of income was the only indicator through which they shared their disempowerment. Ability to visit important locations is additionally an achievement DB-NL-9F had that DB-NL-9M did not. In collective agency they shared empowerment in group membership. Only DB-NL-9M achieved empowerment in membership in influential locations. The top three contributions to disempowerment for DB-NL-9F in Round 1 were self-efficacy, control over use of income, and work balance. Two of these indicators, (self-efficacy and work balance), are adequate for DB-NL-9M.

Table 12: Empowerment Scores for Household 9

Household 9 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁷		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.67	0.67	0.67	0.83
% achieving empowerment	0	0	0	1
Gender Parity Index (GPI)	1*		0.8	

⁴⁷ Numbers marked with an * were updated in Round 2 due to inconsistencies found in Round 1 syntax.

Number of dual-adult households	1		1	
% achieving gender parity	1		0	
Average empowerment gap	0*		0.2	
Pro-WEAI score	0.70*		0.68	

Comparing Round 2 Results

In Round 2, NL the 3DE score for DB-NL-9F remains the same and she is not considered empowered. Intrinsic agency is now only 50 percent adequate compared to holding 75 percent adequacy in its four indicators in Round 1. She is again found adequate in attitudes about domestic violence. The three other intrinsic indicators each shift in adequacy; autonomy in income and respect among household members both lose previously achieved adequacy and she gains adequacy in self-efficacy. Her instrumental agency achievements are the same as they were in Round 1. She continues to be disempowered in control over use of income and work balance. Group membership in Round 2 is now adequate, making a fully achieved collective domain.

In Round 2, Household 9 loses the gender parity achieved in Round 1 dropping down the pro-WEAI score to 0.68 and increasing the average empowerment gap from 0 to 20 percent. DB-NL-9M's increase in the number of indicators contributing to his empowerment, also facilitates DB-NL-9F's lower pro-WEAI score. DB-NL-9M, who was not considered empowered in Round 1 is empowered in Round 2. His autonomy in income gains adequacy (an indicator which becomes inadequate for his wife) while he maintains adequacy in self-efficacy and attitudes about domestic violence. DB-NL-9M is still disempowered in respect among household members, but his intrinsic agency in Round 2 is now at 75 percent adequate compared to his wife's 50 percent. Additionally, his ability to visit important locations no longer stands as an indicator that contributes to his disempowerment. DB-NL-9M's instrumental adequacies are almost as stable as his wife's. They continue to share achievement in input in productive decisions, ownership of land and other assets, and access to and decisions on credit and financial accounts. Ability to visit important locations becomes a newly shared indicator contributing to empowerment (a gain for DB-NL-9M and continuation for DB-NL-9F). Control over use of income continues to be inadequate for the household heads between rounds. DB-NL-9M also maintains adequacy in work balance; his wife remains inadequate in the same indicator. Collective agency remains fully achieved for DB-NL-9M through adequacy in group membership and membership in influential groups.



3.2.9 Household 10 – DB-NL-10F, 10M

In Household 10, DB-NL-10F is the female-head of household. She lives with her husband, DB-NL-10M, and their two children.



Photo credit: CARE
Vietnam

Round 1 Results

In Round 1, DB-NL-10F was not considered empowered. She had a medium score of 0.63. DB-NL-10F had the greatest number of indicators that contributed to her disempowerment in her intrinsic agency. Through the intrinsic domain, there was achievement in autonomy in income, but there was none in self-efficacy, attitudes about domestic violence, or respect among household members. Her instrumental domain had achievement in ownership of land and other assets, inputs in productive decisions, access to and decisions on credit and financial accounts, and ability to visit important locations. DB-NL-10F had no achievement in work balance or control over use of income. Her collective agency had adequacy in both membership in influential groups and group membership.

Though empowerment was not reached, there was gender parity in the household with both holding 3DE scores of 58 percent. Between DB-NL-10F and her husband, DB-NL-10M, there were greater intrinsic constraints to empowerment for DB-NL-10F and greater instrumental agency constraints for DB-NL-10M in the household. In the intrinsic domain, DB-NL-10M is empowered in autonomy in income, attitudes about domestic violence, and respect among household members. Like his wife, self-efficacy was a constraint to empowerment for him. In Round 2, his instrumental agency nearly mirrored his wife's: achievement in ownership of land and other assets, access to and decisions on financial accounts and ability to visit important locations and inadequacy in control over use of income and work balance. They diverged in input in productive decisions in which DB-NL-10F was in adequate and DB-NL-10M was inadequate. DB-NL-10F had both collective indicators achieved while DB-NL-10M is only adequate in group membership. The top three constraints to empowerment for DB-NL-10F were self-efficacy, attitudes about domestic violence, and respect among household members (the latter of which are achievements for DB-NL-10M).

Table 13: Empowerment Score for Household 10

Household 10 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁸		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.58	0.58	0.67	0.83
% achieving empowerment	0	0	0	1
Gender Parity Index (GPI)	1*		0.8	
Number of dual-adult households	1		1	
% achieving gender parity	1		0	
Average empowerment gap	0*		0.20	

⁴⁸ Numbers marked with an * were updated in Round 2 due to inconsistencies found in Round 1 syntax.

Pro-WEAI score	0.63*		0.68	
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Comparing Round 2 Results

DB-NL-10F did not achieve empowerment in Round 2, though her pro-WEAI score increases to 0.68. Intrinsic agency remains a large contributing domain to her disempowerment. Though she gains adequacy in respect among household members, self-efficacy and attitudes about domestic violence both continue to contribute towards her intrinsic disempowerment. She also loses her previous adequacy in autonomy in income. Her instrumental agency improves with her maintained adequacy of input in productive decisions, access to and decisions on credit and financial institutions, ownership over land and important assets, and ability to visit important locations. Though work balance continues to disempower her in Round 2, she becomes empowered in control over use of income.

Gender parity while achieved in Round 1, is not achieved in Round 2. DB-NL-10M's empowerment increases by three additional contributions to empowerment while DB-NL-10F only increases by one additional contribution (work balance). For DB-NL-10M, autonomy in income (intrinsic) continues to contribute to his empowerment, in contrast with his wife who becomes inadequate. In contrast, respect among household members becomes an inadequate indicator for DB-NL-10M in Round 2, while for DB-NL-10F this becomes an indicator that contributes to her empowerment. The instrumental domain's input in productive decisions and work balance change from inadequate in Round 1 to adequate in Round 2. Input in productive decisions now becomes a shared achievement with his wife. Work balance which was previously disempowering for both household members in Round 1 is now only disempowering for DB-NL-10F. Similarly, membership in influential groups (collective) no longer contributes to his disempowerment. Both DB-NL-10F and DB-NL-10M thus become fully adequate in the collective domain in Round 2. Control over use of income (instrumental), remains an inadequate indicator between rounds for DB-NL-10M, though his wife gains adequacy. Respect among household members (intrinsic) also becomes an indicator that contributes to his disempowerment in Round 2 (and his wife's newly gained empowerment). In Round 2, the household heads do not share any of the same contributions to disempowerment as they did in Round 1.



3.2.10 Household 11 – SL-LN-11F, 11M

In Household 11, SL-LN-11F is the female-head of household. She lives with her husband, SL-LN-11M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-LN-11F was considered empowered with a high score of 0.78. She only had three indicators that contributed to her disempowerment, showing the least achievement in the domain of intrinsic agency. She achieved respect among household members and attitudes about domestic violence but was found inadequate in indicators of self-efficacy and autonomy in income. Her instrumental domain had no achievement in control over use of income. All other indicators: input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, work balance, and ability to visit important locations were adequate. Collective agency had achievement for both contributions of group membership and membership in influential groups.

SL-LN-11F achieved gender parity with her husband, SL-LN-11M. Intrinsic agency had 50 percent adequacy across indicators for the SL-LN-11M as it did for SL-LN-11F. They shared empowerment in respect among household members and disempowerment in autonomy in income. Self-efficacy was an inadequate indicator for SL-LN-11F and an adequate indicator for SL-LN-11M. Similarly, SL-LN-11M was inadequate in attitudes about domestic violence, but SL-LN-11F was adequate. Their instrumental agency also had a comparable number of achieved indicators. Most instrumental indicators were shared sources of empowerment with each household head having an additional adequate indicator over the other. Both achieve indicators of input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial institutions, and ability to visit important locations. SL-LN-11F was the only household head inadequate, in control over use of income, whereas her husband was the only head inadequate in work balance. Collective agency had achievement in both indicators for SL-LN-11F and SL-LN-11M.

Table 14: Empowerment Score for Household 11

Household 11 – Pro-WEAI Results				
Indicator	Round 1 ⁴⁹		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.75	0.75*	0.75	0.58
% achieving empowerment	100	0*	0	0
Gender Parity Index (GPI)	1*		1	
Number of dual-adult households	1		1	

⁴⁹ Numbers marked with an * were updated in Round 2 due to inconsistencies found in Round 1 syntax.

% achieving gender parity	100		100	
Average empowerment gap	0*		0	
Pro-WEAI score	0.78		0.78	

Comparing Round 2 Results

In Round 2, SL-LN-11F is still empowered in 75 percent of her indicators, facilitating her high pro-WEAI score of 0.78. Intrinsic agency now only has 25 percent inadequacy across indicators compared with 50 percent in Round 1. She attains empowerment in autonomy in income and self-efficacy and keeps her adequacy in attitudes towards domestic violence, but respect among household members becomes a new disempowering intrinsic indicator in Round 2. In her instrumental agency, she is still considered disempowered in control over income and is newly disempowered in work balance. Input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations remain adequate indicators. Collective agency also remains an empowered domain in Round 2, with achievement in both group membership and membership in influential groups.

Gender parity also remains in the household. SL-LN-11F was just on the threshold of gender parity in Round 1. Because SL-LN-11M's 3DE score decreases between rounds, she now holds more empowerment than the male-head of household. For SL-LN-11M, both intrinsic indicators, which proved disempowering for him in Round 1 (autonomy in income and attitudes about domestic violence) are still disempowering in Round 2. Further, as with his wife, respect among household members becomes a new disempowering factor in Round 2. He keeps his self-efficacy although adequacy in his intrinsic domain drops from 50 percent to 25 percent. SL-LN-11M also loses empowerment in the instrumental domain through control over use of income – a disempowering indicator he now shares with his wife. Work balance remains a contributor to his disempowerment, and he maintains achievement in input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts. Collective agency remains an adequate domain for both household heads.



3.2.11 Household 12 – SL-LN-12F, 12M

In Household 12, the female-head of household is SL-LN-12F. She lives with her husband, SL-LN-12M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-LN-12F had a low pro-WEAI score of 0.54 and does not achieve empowerment. Intrinsic agency is where SL-LN-12F was considered the most empowered. She was adequate in her self-efficacy, attitudes about domestic violence, and respect among household members but not in autonomy in income. Her empowerment under instrumental agency was weaker in comparison, with no achievement under contributions of visiting important locations, control over use of income, or input in productive decisions. There was adequacy in ownership of land and other assets, work balance, and access to and decisions on credit and financial accounts. There was no achievement through collective agency (group membership or membership in influential groups) for SL-LN-12F.

SL-LN-12F also did not achieve gender parity in the household. SL-LN-12F and her husband, SL-LN-12M, shared many contributions to disempowerment across domains, including lack of autonomy in income (intrinsic), control over use of income (instrumental agency), and group membership and membership in influential groups through their collective agency. SL-LN-12F, however, had additional indicators which only contributed to her disempowerment: input in productive decisions and ability to visit important locations. The only area SL-LN-12F felt empowered, and SL-LN-12M was inadequate was in work balance (instrumental agency). The top contributors to SL-LN-12F's disempowerment are autonomy in income, input in productive decisions, and control over use of income.

Table 15: Empowerment Scores for Household 12

Household 12 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.5	0.58	0.83	0.33
% achieving empowerment	0	0	100	0
Gender Parity Index (GPI)	0.86		1	
Number of dual-adult households	1		1	
% achieving gender parity	0		100	
Average empowerment gap	0.14		0	
Pro-WEAI score	0.54		0.85	

Comparing Round 2 Results

In Round 2, SL-LN-12F is found adequate in 85 percent of empowerment indicators and attains a high pro-WEAI score of 0.85. She maintains empowerment in the intrinsic indicators of self-efficacy and attitudes about domestic violence and attains adequacy in autonomy in income, though she loses empowerment in respect among household members. Similarly, by Round 2, she is still considered empowered in instrumental agency's work balance, ownership of land and other assets, and access to and decisions on financial services. She gains adequacy in control over use of income and ability to visit important locations. Now 100 percent of her instrumental indicators are considered adequate compared to only 50 percent in Round 2. In the collective domain, SL-LN-12F continues to be disempowered in her collective agency through membership in influential groups although she attains achievement in group membership in Round 2.

Household 12 achieves gender parity in Round 2 due to SL-LN-12F increase in adequate indicators and SL-LN-12M's increase in inadequate indicators. Though in Round 1, SL-LN-12M did not achieve empowerment, he had a slightly greater achievement of indicators than his wife did. In Round 2 though, SL-LN-12M's 3DE score decreases by over 40 percent while SL-LN-12F's increases by 66 percent. In Round 2, 75 percent of his intrinsic indicators switch in their levels of adequacy. SL-LN-12M is now inadequate in self-efficacy and respect among household members. The latter indicator is new for both SL-LN-12M and his wife. Like his wife, he continues achievement in attitudes about domestic violence. His instrumental agency also becomes weaker in Round 2 compared with his wife, who achieved adequacy in all instrumental indicators. Input in productive decisions and access to and decisions on credit and financial accounts both lose adequacy held in Round 1. Control over use of income and work balance remain inadequate in both rounds. Ownership of land and other assets and ability to visit important locations, as seen in Round 1, are the only instrumental indicators he achieves. His collective agency remains an inadequate domain between rounds.



3.2.12 Household 13 – SL-LN-13F, 13M

In Household 13, SL-LN-13F is the female-head of household. She lives with her husband, SL-LN-13M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-LN-13F was not considered empowered. She had a medium pro-WEAI score of 0.63 brought down by only 58 percent adequacy across all 12 indicators. Her intrinsic agency had low achievement due to inadequacy in autonomy in income, self-efficacy, and attitudes about domestic violence. Respect among household members was the only achieved intrinsic indicator. The domain of intrinsic agency only had 25 percent adequacy compared to instrumental agency, which had 66 percent. Achievements in visiting important locations, work balance, ownership of land and other assets, and input in productive decisions contributed to SL-LN-13F's empowerment. Control over use of income and access to and decisions on credit and financial accounts were inadequate instrumental indicators. Autonomy in income, self-efficacy, and attitudes about domestic violence were the top constraints to empowerment for SL-LN-13F.

Gender parity was achieved in the household in Round 1. SL-LN-13F's husband, SL-LN-13M, shared in her intrinsic disempowerment through attitudes about domestic violence. SL-LN-13M only had 50 percent inadequacy in this domain compared to her 75 percent. However, SL-LN-13M had inadequacy in respect among household members, a category in which SL-LN-13F achieves. He additionally lacked achievement in control over use of income (like SL-LN-13F) and input in productive decisions. He achieved shared empowerment with his wife in ownership of land and other assets, work balance, and ability to visit important locations. Access to and decisions on credit and financial accounts is an indicator in which he was adequate, and SL-LN-13F was inadequate. He had no empowerment in the realm of collective agency (group membership or membership in influential groups).

Table 16: Women's Empowerment Scores for Household 13

Household 13 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.58	0.5	0.67	0.83
% achieving empowerment	0	0	0	1
Gender Parity Index (GPI)	1*		0.8	
Number of dual-adult households	1		1	
% achieving gender parity	100		0	
Average empowerment gap	0		0.2	
Pro-WEAI score	0.63*		0.68	

Comparing Round 2 Results

In Round 2, SL-LN-13F's pro-WEAI score increases slightly to 0.68. The increase is contributed by more contributions to empowerment (67 percent compared with 58 percent in Round 1). She is no longer considered disempowered in intrinsic agency indicators of self-efficacy or attitudes about domestic violence. Autonomy in income continues to be inadequate for SL-LN-13F in Round 2 and respect among household members becomes a newly disempowering indicator. She also gains adequacy in instrumental agency indicators of access to and decisions on credit and financial accounts, and maintains her adequacy in ability to visit important locations, ownership of land and other assets, and input in productive decisions under the instrumental agency domain. Still, in Round 2, control over use of income continues to be an inadequate indicator. Work balance, seen in Round 1 to be adequate, is now an inadequate indicator that brings her 3DE score down.

Even with the low 3DE scores in Round 1, gender parity was achieved in the household; however, in Round 2 her score is now less than her husband's. SL-LN-13M is adequate in 83 percent of the 12 indicators and SL-LN-13F is only adequate in 67 percent. The average empowerment gap widens between rounds, with an increase from 0 percent to 20 percent in Round 2.

In Round 1, SL-LN-13M had disempowerment in each domain, with no achievement in group membership. In Round 2, he now only has two contributing indicators to his disempowerment. Both indicators (intrinsic) are shared areas of disempowerment with his wife: autonomy in income and respect among household members. Respect among household members is an indicator that continues between the two rounds for SL-LN-13M, with gained adequacy in respect among household members and self-efficacy. Similarly, while autonomy in income is newly inadequate for SL-LN-13M in Round 2, this is a continuous contributing indicator to disempowerment for his wife. In the instrumental and the collective domain, SL-LN-13M is now adequate in each contributing indicator.

3.2.13 Household 14 – SL-D- 14F,14M

In Household 14, SL-D-14F is the female-head of household. She lives with her husband, SL-D-14M, and their three children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-D-14F achieved 75 percent adequacy across all 12 indicators, contributing to a high pro-WEAI score (0.78). Only one contribution under intrinsic agency—attitudes about domestic violence—was not achieved; she was found adequate in self-efficacy, respect among household members, and autonomy in income. In the instrumental agency domain, work balance and control over use of income were the only indicators that were not achieved, making up the largest contribution to her disempowerment. She achieved instrumental empowerment through input in productive decisions, ownership of land and other assets, access to and decisions on financial services, and ability to visit important locations. Both collective agency indicators (group membership and membership in influential groups) were achieved by SL-D-14F in Round 1.

Gender parity is achieved in Household 14 in Round 1; SL-D-14F had greater adequacy across indicators than her husband, SL-D-14M. SL-D-14M's contributions to his disempowerment were split across the three domains. SL-D-14M had adequacy in intrinsic indicators of autonomy in income and self-efficacy (as did SL-D-14F), and attitudes about domestic violence (unlike SL-D-14F). Of his intrinsic indicators, SL-D-14M, was only found inadequate in respect among household members. Respect among household members, in contrast, is an empowering indicator for SL-D-14F. Instrumental agency represents SL-D-14M's most constrained domain, making up 50 percent of his overall inadequacy across the 3 domains. In his collective domain, he is only adequate in group membership.

Three of the four of the indicators that were contributions to his disempowerment (input in productive decisions, membership in influential groups, and respect among household members) were areas in which SL-D-14F was empowered. Both household heads shared indicators of empowerment in intrinsic agency (autonomy in income and self-efficacy), instrumental agency (ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations), and collective agency (group membership). Control over use of income is similarly one area both SL-D-14F and SL-D-14M felt disempowered.

Table 17: Women's Empowerment Scores for Household 14

Household 14 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.75*	0.67	0.75	0.58
% achieving empowerment	100	0	0	0
Gender Parity Index (GPI)	1*		1	

Number of dual-adult households	1		1	
% achieving gender parity	100		100	
Average empowerment gap	0		0	
Pro-WEAI score	0.78*		0.78	

Comparing Round 2 Results

In Round 2, SL-D-14F's pro-WEAI score remains high at 0.78. She still has only three out of the twelve indicators that contribute to her disempowerment, or 75 percent adequacy of indicators. One of these disempowering indicators, respect among household members, is a newly inadequate indicator for SL-D-14F in the intrinsic domain. Where she loses achievement in this indicator, she gains adequacy in another, attitudes about domestic violence. Autonomy in income and self-efficacy are maintained through both rounds. She maintains empowerment in the same indicators from Round 1. The indicators that contribute to her disempowerment in the instrumental agency domain: control over use of income and work balance, are instrumental indicators and are also found to be disempowering in Round 1. She maintains adequacy in her collective agency.

Gender parity is also maintained in the household between rounds. SL-D-14M is still considered disempowered – and to a greater degree than in Round 1. Attitudes about domestic violence becomes a disempowering intrinsic indicator for SL-D-14M in Round 2 (whereas his wife becomes adequate between rounds). Autonomy in income, in the intrinsic domain loses adequacy. SL-D-14M shares intrinsic disempowerment in respect among household members with his wife, a continuation of inadequacy for him between rounds. Self-efficacy is the only intrinsic indicator that remains adequate between rounds, for both household heads. In his instrumental agency, he continues to share inadequacy with his wife in control over use of income. Input in productive decisions continues to disempower him alone in Round 2. He maintains adequacy in indicators of work balance, access to and decisions on credit and financial accounts, ability to visit important locations, and ownership of land and other assets. His collective agency is fully achieved; he makes empowerment gains in membership in influential groups and maintains his empowerment in group membership by Round 2.



3.2.14 Household 15 – SL-D-15F,15M

In Household 15, the female-head of household is SL-D-15F. She lives with her elderly parents, her husband, SL-D-15M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, the female-head of household, SL-D-15F was not considered empowered due to only 67 percent adequacy. She had a medium pro-WEAI score of 0.70. In intrinsic agency, only attitudes about domestic violence lacked achievement, with achievement in autonomy in income, self-efficacy, and respect among household members. In instrumental agency, while SL-D-15F was considered empowerment for input in productive decisions, ownership of land and other assets, and ability to visit important locations. She did not achieve empowerment in work balance, control over use of income, or access to and decisions on financial services under instrumental agency. SL-D-15F achieved empowerment in both group membership and membership in influential groups through her collective agency.

Though SL-D-15F was not considered empowered, she achieved gender parity in the household. Some of the areas that contributed to disempowerment for SL-D-15F were also contributing indicators to disempowerment for her husband, SL-D-15M. Specifically, the intrinsic indicator of attitudes about domestic violence, and instrumental indicators of access to and decisions on financial services and control over use of income were shared areas of disempowerment. For SL-D-15M, intrinsic agency also had inadequacy in autonomy in income and self-efficacy. His intrinsic agency is only 75 percent adequate, representing more than half of his overall contributions to disempowerment. While SL-D-15M does not achieve empowerment in autonomy in income and self-efficacy, SL-D-15F achieved empowerment in those categories. Instrumental agency gives a slightly smaller contribution to disempowerment for him (40 percent). For SL-D-15F, instrumental agency contributed more to her disempowerment than her intrinsic indicators do. They shared empowerment for input in productive decisions, and ownership of land and other assets, and ability to visit important locations. SL-D-15F though, also held inadequacy in work balance whereas SL-D-15M does not. SL-D-15M was, like his wife, adequate in both group membership and respect among household members.

Comparing Round 2 Results

In Round 2, SL-D-15F is still not considered empowered. Her 3DE score decreases in Round 2 to 42 percent adequacy. Losses largely occur in her intrinsic agency, which moves from 75 to 25 percent adequacy. She continues inadequacy in attitudes about domestic violence and loses adequacy in self efficacy and respect among household members. Only autonomy in income is maintained as an empowering indicator in Round 2. She makes a small gain in her instrumental domain; control over income and work balance are still inadequate in Round 2, but she gains empowerment in access to and decisions on financial services. Collective agency remains an empowering domain for SL-D-15F.

SL-D-15M was not surveyed in Round 2, thus the household GPI and pro-WEAI score for SL-D-15F could not be calculated.

Table 18: Women's Empowerment Scores for Household 15

Household 15 - Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	-	-
3DE score	0.67	0.58	0.42	-
% achieving empowerment	0	0	-	-
Gender Parity Index (GPI)	1*		-	
Number of dual-adult households	1		-	
% achieving gender parity	100		-	
Average empowerment gap	0		-	
Pro-WEAI score	0.70*		-	



3.2.15 Household 16 – SL-N-16F, 16M

In Household 16, SL-N-16F is the female-head of household. She lives with her husband, SL-N-16M.



Photo credit: CARE Vietnam

Round 1 Results

SL-N-16F, the female-head of household, did not achieve empowerment in Round 1. She had a medium pro-WEAI score of 0.61 brought down by only 58 percent adequacy in the twelve indicators of empowerment. Intrinsic agency contributed the most to her disempowerment through self-efficacy, attitudes about domestic violence, and respect among household members. She was only found adequate in autonomy in income. Instrumental agency indicators of work balance and control over use of income also contributed to her disempowerment. The top three constraints to empowerment for SL-N-16F were self-efficacy, attitudes about domestic violence, and control over use of income. Collective agency contributed to her empowerment through both group membership and membership in influential groups to empowerment.

Gender parity was not achieved in Household 16. This also contributed to a lower pro-WEAI score. SL-N-16M, SL-N-16F's husband, had more adequacy across indicators than his wife. Most indicators that contributed to SL-N-16M's disempowerment also contributed to SL-N-16F's: respect among household members (intrinsic agency) and control over use of income and work balance (instrumental agency). They are both empowered in autonomy in income (intrinsic), and instrumental indicators of input in productive decisions, ownership of land, and access to and decisions on credit and financial accounts. SL-N-16F had more inadequate indicators in intrinsic agency than her husband (self-efficacy and attitudes about domestic violence). Fifty percent of the indicators that contributed to SL-N-16M's disempowerment were instrumental, with collective and intrinsic indicators each representing 25 percent of overall inadequacy. SL-N-16M is also inadequate in membership in influential groups (collective agency) but adequate in group membership.

Table 19: Empowerment Scores for Household 16

Household 16 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.58	0.67	0.67	0.67
% achieving empowerment	0	0	0	0
Gender Parity Index (GPI)	0.87		1	
Number of dual-adult households	1		1	
% achieving gender parity	0		0	
Average empowerment gap	0.13		0	
Pro-WEAI score	0.61		0.70	

Comparing Round 2 Results

In Round 2, SL-N-16F's pro-WEAI score increases to 0.60, remaining in the medium range. Now she has 67 percent adequacy across her 12 indicators compared to 58 percent. Four of the five indicators found to be inadequate in Round 1 continue to contribute to her disempowerment in Round 2. In the intrinsic domain, attitudes about domestic violence and respect among household members are still indicators that contribute to SL-N-16F's disempowerment. In Round 2, she maintains achievement in autonomy in income and gains adequacy in self-efficacy. Control over use of income and work balance (instrumental indicators) also continue to contribute to her overall disempowerment in Round 2. She maintains adequacy in input in productive decisions, ownership of land and other assets, ability to visit important locations, and access to and decisions on credit and financial accounts.

Another factor that increases her pro-WEAI score in Round 2 is the closing of the average empowerment gap for the household (13 percent to 0 percent). Gender parity is achieved in Round 2. SL-N-16M's empowerment score does not increase between rounds. As with his wife, respect among household members (intrinsic) and control over use of income (instrumental) indicators, seen to contribute to his disempowerment in Round 1, continue to contribute to his disempowerment in Round 2. Attitudes about domestic violence (intrinsic) becomes a new contributing factor toward SL-N-16M's disempowerment, an inadequate indicator found in both rounds for SL-N-16F. Access to and decisions on credit and financial accounts was an achievement for SL-N-16M in Round 1, however, it was not achieved in Round 2. SL-N-16M achieves empowerment in membership in influential groups in Round 2 and maintains his adequacy in group membership, allowing for full adequacy in his collective domain.



Household 17 – SL-N-17F,17M

In Household 17, SL-N-17F is the female-head of household. She lives with her husband, SL-N-17M, and her parents.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-N-17F was not considered empowered. She attained a low pro-WEAI score of 0.53. Pro-WEAI contributions to disempowerment for SL-N-17F were split between instrumental and intrinsic agency. Under intrinsic agency, achievement only occurred in attitudes about domestic violence. Respect among household members, self-efficacy, and autonomy in income contributed to her disempowerment. There was additionally no achievement in the instrumental agency categories of work balance, control over use of income, and input in productive decisions for her. Of her instrumental indicators, only ownership of land and other assets, and ability to visit important locations were achieved. Full achievement occurred in group membership and membership in influential groups (collective agency).

Gender parity was not reached in Round 1. For SL-N-17F's husband, SL-N-17M, intrinsic agency was a more empowering domain: self-efficacy was the only intrinsic indicator that was not achieved. He shared this contribution to disempowerment with his wife. In his instrumental agency, control over income, also a shared source of disempowerment with his wife, was inadequate, alongside access to and decisions on credit and financial accounts and control over use of income. Membership in influential groups was not achieved. SL-N-17M had contributing indicators to his disempowerment in all three domains – particularly through instrumental agency, which accounted for 50 percent of the contributions. Membership in influential groups (collective agency) and access to and decisions on credit and financial accounts (instrumental agency) were areas where indicators that left SL-N-17M alone disempowered, whereas his wife achieved empowerment in those categories. Shared empowerment in the household was facilitated through group membership (collective agency), ability to visit important locations and ownership of land and other assets (instrumental agency), and attitudes about domestic violence (intrinsic agency).

Table 20: Women's Empowerment Scores for Household 17

Household 17 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.5	0.67	0.67	0.67
% achieving empowerment	0	0	0	0
Gender Parity Index (GPI)	0.75		1	
Number of dual-adult households	1		1	
% achieving gender parity	0		100	
Average empowerment gap	0.25		0	

Pro-WEAI score	0.53		0.70	
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Comparing Round 2 Results

In Round 2, SL-N-17F is still not considered empowered although her pro-WEAI score increases from low to medium (0.70). She has less contributions to disempowerment when compared with Round 1, but the percentage of contributions are no longer split evenly between the intrinsic and instrumental domain. In Round 2, intrinsic agency now represents 75 percent of the total contributions to her disempowerment. This inadequacy in her intrinsic domain is in the same indicators as in Round 2; attitudes about domestic violence is the only achieved intrinsic indicator. Work balance as a disempowering indicator is also carried from Round 1 into Round 2 for SL-N-17F. She gains empowerment in instrumental agency indicators of control over use of income and input in productive decisions, while maintaining her empowerment in ability to visit important locations, ownership of land and other assets, access to and decisions on credit and financial accounts. She additionally continues to be empowered via her collective agency be rounds.

Gender parity is achieved in the household in Round 2. The average empowerment gap closes from 25 percent to 0. This is in part because SL-N-17F's husband, SL-N-17M, does not increase his own 3DE score. As in Round 1, neither he nor his wife achieve empowerment in self-efficacy. And though in Round 2 SL-N-17M achieves empowerment in two indicators from Round 1, (instrumental indicator of control over use of income and collective indicator membership in influential groups) and maintains empowerment in ownership of land and other assets (instrumental), he becomes newly disempowered in three additional indicators that are also disempowering for his wife: intrinsic indicators of autonomy in income and respect among household members and instrumental indicator of work balance. Similarly, all indicators that are empowering for SL-N-17F in Round 2 are also empowering for SL-N-17M. In his case, the number of intrinsic indicators contributing to his disempowerment increases to represent 50 percent with instrumental agency representing the other 50 percent.



3.2.16 Household 18 – SL-M-18F, 18M

In Household 18, SL-M-18F is the female-head of household. She lives with her husband, SL-M-18M and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-M-18F had a high pro-WEAI score of 0.93 and was considered empowered. Of the twelve contributions to empowerment, only one indicator under the instrumental agency domain (control over use of income) was not achieved. Achievement occurred across all other indicators.

Gender parity occurred in the household. SL-M-18F and her husband, SL-M-18M, shared empowerment in intrinsic indicators of autonomy in income, self-efficacy, and respect among household members. Attitudes about domestic violence was found inadequate for SL-M-18M.

Additional shared variables occurred in their instrumental variables of input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and ability to visit important locations. Group membership (collective agency) was also achieved by both household heads. For SL-M-18F's husband, SL-M-18M, instrumental agency represented 50 percent of his contributions to disempowerment (work balance and control over use of income). SL-M-18F's sole area of disempowerment, control over use of income, was shared by her husband.

Table 21: Empowerment Scores for Household 18

Household 18 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.93*	0.67	0.75	0.67
% achieving empowerment	100	0	100	0
Gender Parity Index (GPI)	1*		1	
Number of dual-adult households	1		1	
% achieving gender parity	100		100	
Average empowerment gap	0*		0	
Pro-WEAI score	0.93*		0.77	

Comparing Round 2 Results

In Round 2, SL-M-18F is still considered empowered. She stays in the high pro-WEAI score range, although it decreases between Round 1 and Round 2 to 0.77. Control over use of income (instrumental agency) is no longer as disempowering in Round 2 as it was in Round 1. Still, she loses achievement in intrinsic agency (attitudes about domestic violence and respect among household members) and instrumental agency (work balance).

Gender parity remained in the household in Round 2. Both household heads continue to share empowerment in intrinsic indicators of autonomy in income and self-efficacy; instrumental indicators of input in productive decisions, ownership of land and other assets, and access to and decisions on credit and financial accounts; and group membership (collective agency). SL-M-18M's 3DE score remains the same between rounds (67 percent adequacy). Control over use of income (instrumental) and membership in influential groups (collective agency) remain a disempowering indicator for SL-M-18M in both rounds. While he gains adequacy from Rounds 1 to 2 in attitudes about domestic violence (intrinsic), he loses adequacy in respect among household members (intrinsic), work balance (instrumental), and ability to visit important locations (instrumental). SL-M-18F and SL-M-18M no longer share control over use of income as a disempowering factor in Round 2, but they do share inadequacy in respect among household members in their intrinsic agency.



3.2.17 Household 19 – SL-M-19F, 19M

In Household 19, the female-head of household is SL-M-19F. She lives with her husband, SL-M-19M, and their two children.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, SL-M-19F was considered empowered and had a high pro-WEAI score of 0.85. Of the twelve contributions to empowerment, only two indicators were not achieved by SL-M-19F: one indicator through intrinsic agency (respect among household members) and another through instrumental agency (control over use of income). Achievement for SL-M-19F occurred in all other indicators.

Gender parity was achieved in the household, marked by the male-head of household's, SL-M-19M, much lower score. For SL-M-19M, contributions to disempowerment were found in all three domains. Intrinsic agency was 75 percent adequate for SL-M-19M, as it was for his wife, with self-efficacy an unachieved indicator for him. Her instrumental agency (control over use of income and ability to visit important locations) had the greatest inadequacy, followed by her collective agency (group membership and membership in influential groups) representing

the largest unachieved contributions.

Both were considered empowered in intrinsic indicators of autonomy in income and attitudes about domestic violence, and instrumental agency indicators of input in productive decisions, ownership of land and other assets, access to and decisions on credit and financial accounts, and work balance. Respect among household members (intrinsic agency) was the only indicator that contributed to SL-M-19F's disempowerment and her husband's empowerment. Conversely, respect among household members is empowering for SL-M-19M and inadequate for SL-M-19F.

Table 22: Empowerment Scores for Household 19

Household 19 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.83*	0.58	0.83	0.67
% achieving empowerment	100	0	100	0
% not achieving empowerment	0	100	0	100
Gender Parity Index (GPI)	1*		1	
Number of dual-adult households	1		1	
% achieving gender parity	1		1	
Average empowerment gap	0*		0	
Pro-WEAI score	0.85*		0.85	

Comparing Round 2 Results

In Round 2, SL-M-19F is still considered empowered and holds the same pro-WEAI score as she did in Round 1. Contributions to her disempowerment in Round 2 however, come solely from the intrinsic domain. Respect among household members is a disempowering indicator as it was in Round 1. Attitudes about domestic violence, which was an empowering indicator in Round 2, is now a disempowering indicator. Control over use of income (instrumental agency), is no longer a contributing indicator to her disempowerment. Collective agency remains an empowering domain through both indicators for SL-M-19F.

Gender parity remains in the household. SL-M-19M's empowerment score increases although he does not yet reach empowerment. From the intrinsic domain, self-efficacy is no longer a contributing factor to his disempowerment. He shares empowerment with his wife in this indicator, which was maintained for SL-M-19F between rounds. Respect among household members, however, becomes a factor that contributes to his disempowerment – an indicator that he and his wife also now share in Round 2. Through instrumental agency, control over use of income remains a disempowering indicator for SL-M-19M, ability to visit important locations is no longer a contributing indicator to his disempowerment. Collective agency remains, in Round 2, a domain with inadequacy in both indicators for the male-head of household.

3.2.18 Household 20 – SL-M- 20F, 20M

In Household 20, the female-head of household is SL-M-20F. She lives with her husband, SL-M-20M. Their two children live nearby in the same village.



Photo credit: CARE Vietnam

Round 1 Results

In Round 1, the female-head of household, SL-M-20F was not considered empowered and had a medium pro-WEAI score 0.63. Of the three domains of empowerment, intrinsic agency held the least achievement for SL-M-20F. Self-efficacy, attitudes about domestic violence, and respect among household members were not achieved. These three contributions were also the greatest constraints on her empowerment. Only autonomy in income showed achievement through her intrinsic agency. Control over use of income was the only indicator that was not achieved under instrumental agency. Through her collective agency, inadequacy was found in membership in influential groups, with adequacy in group membership.

Gender parity was reached in the household. Like SL-M-20F, the male of the house, SL-M-20M, also had contributions to both empowerment and disempowerment throughout the three domains.

Both were empowered in autonomy in income (intrinsic agency), as well as in the instrumental domain through ownership of land and other assets, access to and decisions on credit financial accounts, and work balance. Many of SL-M-20F's disempowering indicators were also shared by SL-M-20M: attitudes about domestic violence and respect among household members (intrinsic); control over use of income (instrumental); and membership in influential groups (collective agency). SL-M-20M was additionally disempowered in input in productive decisions and ability to visit important locations (instrumental agency) as well as group membership (collective agency), all indicators that were adequate for SL-M-20F.

Table 23: Empowerment Scores for Household 20

Household 20 – Pro-WEAI Results				
Indicator	Round 1		Round 2	
	Woman	Man	Woman	Man
Number of observations	1	1	1	1
3DE score	0.58	0.42	0.67	0.58
% achieving empowerment	0	0	0	0
Gender Parity Index (GPI)	1*		1	
Number of dual-adult households	1		1	
% achieving gender parity	100		100	
Average empowerment gap	0		0	
Pro-WEAI score	0.63		0.70	

Comparing Round 2 Results

In Round 2, SL-M-20F's 3DE and pro-WEAI scores increase although she is still not considered empowered. Under her intrinsic domain, self-efficacy, attitudes about domestic violence, and respect among household members continue to contribute to her disempowerment. She achieves empowerment in control over use of income (instrumental) and membership in influential groups (collective) in Round 2, but work balance (instrumental) becomes an indicator that contributes to her disempowerment.

Gender parity is maintained in the household. SL-M-20M's empowerment also increases though SL-M-20F continues to achieve greater adequacy across her indicators. His 3DE score remains below his wife's. In the intrinsic domain, respect among household members still contributes to SL-M-20F's disempowerment in Round 2 as it does for his wife. Autonomy in income becomes a new contribution to his disempowerment. He achieves empowerment, in attitudes about domestic violence (an indicator that remains disempowering for his wife) and maintains empowerment in self-efficacy. In the instrumental domain, input in productive decisions, control over use of income, and ability to visit important locations are no longer contributors to his disempowerment. Collective agency remains an area for SL-M-20M that is disempowering, in contrast with his wife who in Round 2 is still adequate in both collective indicators.



3.3 Comparison of Household Results

Looking at the pro-WEAI scores across households between Round 1 and Round 2, the GPI and 3DE are important factors to review as composites of pro-WEAI. Women who are both empowered and reach gender parity will always have a high pro-WEAI score (at least 0.75). The opposite is also true; a woman who is not considered empowered in her three domains of empowerment, and lacks gender parity in the household, will always have a low pro-WEAI score (less than 0.63).

However, households with a medium pro-WEAI score (0.63 – 0.74) highlight the multi-dimensionality of empowerment and pro-WEAI. Households with a medium score may have either empowerment through their 3DE and no gender parity. Or, they may have gender parity in the household but are not adequately empowered in their three domains of empowerment. Women who have low 3DE scores are brought closer to empowerment by having gender parity in the household. Women in Households 3, 5, 10, and 20, for example, had only 58 percent adequacy across indicators (only 7 out of 12 indicators achieved); however, they still fell in the medium range of pro-WEAI empowerment. Lower 3DE scores, even if gender parity is reached in the household, will also leave women with a low pro-WEAI score.

Table 24 Summary of Household Scores summarises this finding for Dien Bien and Son La households.

Table 24 Summary of Household Scores

Summary of Household Empowerment Scores								
	3DE				GPI		Pro-WEAI	
	Round 1		Round 2		Round 1	Round 2	Round 1	Round 2
	W	M	W	M	W	W	W	W
Dien Bien Households								
1	0.67	0.5	0.75	0.83	1	0.90	0.70	0.78
2	0.75	0.42	- N/A	N/A -	1	- N/A	0.78	- N/A
3	0.58	0.42	0.67	0.83	1	0.80	0.63	0.68
4	0.42	0.5	- N/A	- N/A	0.83	- N/A	0.46	- N/A
5	0.58	0.42	0.75	0.67	1	1	0.63	0.78
6	0.67	0.75	0.75	0.58	0.89	1	0.69	0.78
7	0.67	0.75	0.75	0.75	0.89	1	0.69	0.78
8	0.67	0.58	0.58	0.33	1	1	0.70	0.63
9	0.67	0.67	0.67	0.83	1	0.80	0.70	0.68
10	0.58	0.58	0.67	0.83	1	0.80	0.63	0.68
Son La Households								
11	0.75	0.75	0.75	0.58	1	1	0.75	0.78
12	0.5	0.58	0.83	0.33	0.86	1	0.54	0.85
13	0.58	0.5	0.67	0.83	1	0.80	0.63	0.68
14	0.75	0.67	0.75	0.58	1	1	0.78	0.78
15	0.67	0.58	0.42	- N/A	1	- N/A	0.70	- N/A
16	0.58	0.67	0.67	0.67	0.87	1	0.61	0.70
17	0.5	0.67	0.67	0.67	0.75	1	0.53	0.70
18	0.92	0.67	0.75	0.67	1	1	0.93	0.78
19	0.92	0.58	0.83	0.67	1	1	0.93	0.85
20	0.58	0.42	0.67	0.58	1	1	0.63	0.70

Empowerment Scores

Dien Bien Households

In Dien Bien, only one woman is adequate across her three domains of empowerment and reaches gender parity in Round 1 (Household 2). Household 2's female-head of household in this round is thus the only woman who also has a high pro-WEAI score (0.78). The remaining households in Round 1 have mixed achievements and non-achievements in their 3DEs and GPIs. In Dien Bien's Round 2, more women start out empowered than in Round 1. The 3DE scores for women, similarly, increase from Round 1 to Round 2 for all but two female-head of households, though not enough to be considered empowered. Household 8 loses adequacy and Household 9 has no change in the total adequacy across indicators. In Round 2, 4 women in Households 1, 5, 7, and 8 gain empowerment. Household 2, whose female-head of household was empowered in Round 1 was not interviewed in Round 2 for comparison.

Fifty percent of men achieve empowerment in their 3DE between rounds. Four of these men (Household 1, 3, 8, and 10) start out disempowered but gain adequacy in their indicators. The male-head of household for Household 7 maintains his empowerment between rounds. Household 6 was empowered in Round 1 but not in Round 2; he loses empowerment between rounds. Similarly, Household 8 loses adequacy in his indicators (58 percent to 33 percent), though he was not empowered in Round 1.

Four households that started out with gender parity in Round 1, lose parity in Round 2, and two households that start out without parity in Round 1 gain it in Round 2. In the second round, there was no data collected for Household 2 or 4 for comparison. Households 5, 6, and 7, however, in Round 2 have high 3DE and GPI scores that culminate in a high pro-WEAI score. Fifty percent of households in Dien Bien have women who are more empowered than their male counterparts in Round 1. In Round 2, only 3 households have higher empowerment for women, 2 of whom maintain greater empowerment than their male counterparts between rounds.

Eighty percent of women have a medium pro-WEAI score in Round 1. The score of 0.78 is the pro-WEAI peak for all four Dien Bien women who reach empowerment in Round 2.

Son La Households

In the Son La households (Households 11-20), more women start out with empowerment in Round 1 than in Dien Bien (four women compared with only 1). Round 1 similarly sees the same proportion of households with gender parity across households in Son La as in Dien Bien. Sixty percent of women in Son La have higher empowerment scores than their male counterparts in Round 1 (compared with 50 percent for Dien Bien). In Round 2, women in Households 11, 14, 18, and 19 maintain previously achieved empowerment from Round 1, while the female-head of household in Household 12 gains empowerment. Household 18 and 19 decrease their 3DE scores between rounds.

In Son La, only 2 men experience empowerment – the male-head of household in Household 11 in Round 1, and the male-head of household of Household 13 in Round 2. Men in three households additionally gain adequacy in their level of empowerment between rounds. Two of these men do not achieve empowerment. Two additional male-heads of households become more disempowered in Round 2 than they were in Round 1. Three men maintain the same number of indicators without achieving or losing empowerment.

Provincial Comparisons

Transition from a medium to a high pro-WEAI score only occurs in Dien Bien (Households 1, 5, 6, and 7). Pro-WEAI scores range lower than scores in Son La, with 0.46 being the lowest (and the only low pro-WEAI score) and 0.78 the highest. For heads of households, 60 percent of women and 50 percent of men in Dien Bien increase their 3DE scores compared to 50 percent of women and 30 percent of men in Son La. While Dien Bien households have greater increases in individual empowerment between rounds for both household heads, Son La households tend to maintain or have greater gender parity than Dien Bien households.

In Round 1, Son La has more women with high pro-WEAI scores than Dien Bien (40 percent compared to 10 percent) although the province also starts out with more women with low pro-WEAI scores. For women with high pro-WEAI scores in Round 1, the women Household 18 and 19 slightly decrease their empowerment, the female-head of household in Household 14 maintains her level of empowerment, and the female-head of household in Household 11 slightly increases her score. Women with low to medium pro-WEAI scores in Round 1 slightly increase their scores in Round 2. Households 16 and 17 attain medium pro-WEAI scores. Household 12 transitions from a low score of 0.54 to a high score of 0.85. Household 20 remains in the medium range, with slight increases in adequacy improving her pro-WEAI score in Round 2.

The Three Domains of Empowerment

The three domains of empowerment provide greater insight into which dimensions of an individual's agency contributes to empowerment. Comparing the domains and their respective indicators for a female-head of household and a male-head of household also points to agencies that may be stronger for a woman, even if she is considered less empowered. In many households, when one household head had achievement or adequacy of an indicator and lost that adequacy in Round 2, his or her counterpart would gain adequacy (from previous inadequacy) in the same indicator. The domains are further linked in that household heads often share empowerment or disempowerment indicators, especially in their instrumental agency.

In Round 1, men's contributions to disempowerment tend to be split across instrumental, intrinsic, and collective agency. Their collective agency tends to be lesser than that of women. Women's constraints often lie between instrumental and intrinsic, with intrinsic variables having greater contribution towards both of their inadequacy. In Dien Bien, more household heads have more contrasting adequacies between rounds. In Son La, there are gains in the indicators which are shared in their contribution to empowerment or disempowerment by Round 2. This changes further based on the domain.

Intrinsic Agency

Between rounds, intrinsic agency appears to be the most volatile domain. In both provinces in Round 1, intrinsic agency—particularly self-efficacy—most often contributed to the disempowerment of women. In Round 2, many female-heads of households gain empowerment in this indicator and the broader domain though with lower overall self-efficacy than men. Beyond self-efficacy, attitudes about domestic violence is another significant disempowering indicator. In both Dien Bien and Son La, attitudes about domestic violence is more often disempowering for women than it is for men. Inadequacy in this indicator is shared between household heads slightly more in Son La than in Dien Bien. The primary

contribution of attitudes to domestic violence to women's disempowerment (and the male-head of household's empowerment) continues through Round 2.

In Son La and Dien Bien, respect among household members is more adequate for women than men in Round 1. In Round 2, respect among household members often becomes a shared category for heads of household in either empowerment or disempowerment across households. In Son La, the shared indicator in Round 2 is more often disempowering than empowering; furthermore, men in Round 2 tend to lose any achievement they held in the indicator.

Autonomy in income tends to be inadequate for both men and women across rounds and provinces. In Dien Bien, women's adequacy in Round 1 in this indicator is at times lost in Round 2. In Son La, which has less autonomy in income for women in Round 1 than for women in Dien Bien, there are gains by Round 2. Autonomy in income is a more empowering indicator for men in Son La than women. Disempowerment in this indicator additionally tends to appear with disempowerment in control over use of income.

For both men and women, Round 2 presents several gains and losses of adequacy within Dien Bien and Son La households. On the other hand, even where there were gains within the intrinsic domain for women, adequacy in one indicator is often replaced by inadequacy in another. Similarly, men who tend to have more intrinsic achievements than the female-head of households in Round 1, often lost adequacy in their intrinsic indicators by Round 2.

Instrumental Agency

Pro-WEAI has a large reliance on instrumental agency as a measure of empowerment. With 6 indicators, instrumental agency makes up the largest domain that can facilitate an individual's (dis)empowerment. Instrumental agency is usually the second most disempowering domain for women, if at all, and the most disempowering for men, in Round 1 across provinces.

Work balance and control over income were common inadequate indicators in Round 1 for either household heads in Dien Bien and Son La. These two indicators were often paired; at least one household head was disempowered in work balance or control over income, or both were disempowered by the two indicators. In Dien Bien, work balance was more disempowering for women than men across rounds. Control over income is often disempowering for both men and women in a household across rounds, though women have slight gains in control over income by Round 1. In Son La, work balance and control over income are similarly paired disempowering indicators. Whenever these indicators are not shared, in Round 1, women in Son La appear more inadequate in work balance and men more inadequate in control over use of income. By Round 2, as in Dien Bien, there is greater shared empowerment in the two indicators.

Ability to visit important locations is an indicator which is also a key disempowering indicator. In Dien Bien, this indicator is more inadequate for men than for women. In contrast, visiting important locations has limited empowerment for women in Son La in Round 1; gains are made in Rounds 1 and 2 for women and men. Input in productive decisions is the next disempowering instrumental indicator for both household heads across rounds. In Dien Bien, inputs in productive decisions gain adequacy in Round 2, with less adequacy in Son La for men in the same round. This indicator is also disempowering for women, though not to the same degree as for men by Round 2.

Ownership of land and other assets, and access to and decisions on financial services are generally empowering for men and women across provinces.

Instrumental agency, while showing patterns in work balance and control over use of income, also had the largest variance in achievement of the 12 indicators at the individual, household, and community levels. In Round 2, control over income became a major shared inadequate indicator within a single household. In the same round, control over income was often paired with inadequacy in self-efficacy or autonomy in income. Son La additionally had greater shared indicators in (dis)empowerment than Dien Bien in this domain.

Collective Agency

In Dien Bien, collective agency often had achievement in both contributions of group membership and membership in influential groups for women than men in Round 1. When there was only one indicator achieved, by either female- or male-head of household, group membership was more often found adequate than membership in influential groups.

In Son La, there was slightly fewer achievements in collective agency, with shared adequacy or inadequacy being more frequent amongst household heads between rounds. Women in Round 2 still had greater adequacy in the domain when compared with men but there were also losses that for women occurred in the collective domain. For men, collective agency often had only one or no achievement in Round 1. In Round 2, however, many men gained adequacy in at least one collective indicator. In Son La, this indicator was more often group membership than membership in an influential group.

4. APPLICATIONS OF PRO-WEAI

Pro-WEAI Strengths

An objective in using pro-WEAI in the research study is to investigate how advances in women's empowerment have demonstrable positive effects on rural livelihoods and agricultural productivity. As relates to the purposes of the research, pro-WEAI does present trends on the spheres through which women are empowered. With the support of qualitative modules, the survey index also points to differences in perceived agency for men and women in a household and community of peers. Through pro-WEAI scores, empowerment for a single person (3DE) and empowerment with respect to a household head's counterpart (GPI) can be identified and tracked for comparison at the individual, household, and community level and across time. Pro-WEAI's highlight of agency is important amid surveys that mainly speak to women's marginalisation; still, interpretation of the results must be read with the nuance that being empowered does not mean they have not also been marginalised.⁵⁰

The survey index provides a more in depth look at the defining characteristics of empowerment by way of its indicators and corresponding questions. Instrumental agency has greater weight given its six indicators compared to collective agency's two, and intrinsic agency's four indicators. Economic themes similarly underline most indicators. Instrumental agency cannot be assumed to be more significant a domain. Realms of empowerment must be considered in the cultural context. The universal application of the contributing indicators to empowerment, and corresponding weights within a domain, is consequentially debated.⁵¹ Pro-WEAI, however, is constructed to be customisable to cultural contexts.⁵²

Empowerment thresholds, set at 75 percent for the study, can additionally be adjusted.⁵³ Adjustment is made with the caveat that the project will be less comparable to other countries in a portfolio, however.⁵⁴ Adaptation customised to the level of community can be done through quantitative methodology; still, enhancing qualitative protocols are particularly important to assess the salience of domains in the local context, understand linkages between project interventions and women's empowerment outcomes, and to better understand the context of poverty and women's disempowerment.⁵⁵

⁵⁰ Tavenner, K., and Crane, T.A. 2022. Hitting the target and missing the point? On the risks of measuring women's empowerment in agricultural development. *Agric Hum Values*. <https://doi.org/10.1007/s10460-021-10290-2>

⁵¹ Yount, K.M., Cheong, Y.F., Maxwell, L., Heckert, J., Martinez, E.M., and Seymour, G. (2019). Measurement properties of the project-level Women's Empowerment in Agriculture Index. *World Development*. 124, 1-9. <https://doi.org/10.1016/j.worlddev.2019.104639>

⁵² Yount, K.M., Cheong, Y.F., Maxwell, L., Heckert, J., Martinez, E.M., and Seymour, G. (2019). Measurement properties of the project-level Women's Empowerment in Agriculture Index. *World Development*. 124, 1-9. <https://doi.org/10.1016/j.worlddev.2019.104639>

⁵³ IFPRI. n/d. WEAI: FAQs. <https://weai.ifpri.info/weai-resource-center/faqs-2/>

⁵⁴ IFPRI. n/d. WEAI: FAQs. <https://weai.ifpri.info/weai-resource-center/faqs-2/>

⁵⁵ Malapit, H., Quisumbing, A., Meinzen-Dick, R., Seymour, G., Martinez, E. M., Heckert, J., Rubin, D., Vaz, A., & Yount, K. M. (2019). Development of the project-level Women's Empowerment in Agriculture Index (pro-WEAI). *World Development*, 122, 675–692. <https://doi.org/10.1016/j.worlddev.2019.06.018>

Gender Transformation

Pro-WEAI does not strongly communicate how gender relations are transformed or why empowerment is occurring. WEAI tools focus on women's agency.⁵⁶ The GPI is similarly meant to provide information on women's empowerment relative to men, though with lesser investigation of what shapes men's empowerment in relation to a woman's empowerment.⁵⁷

Questions aimed towards men can be added to the survey index, as deemed relevant. In Round 1, questions focused on women, with no qualitative data in the TEAL research project collected from men.⁵⁸ Data elicited from the survey without also comparing men will have limit analysis on what gaps are influenced by gendered norms or practices.⁵⁹ Furthermore, there is a binary application of defining and addressing empowerment between men and women. The tool's 3DE facet can still be applied to non-binary, genderqueer, or transgender individuals, or the survey questions adapted to capture additional gender dynamics and minorities.⁶⁰

Future Applications of the Tool

The survey has a limited number of questions that refer to external factors, such as COVID-19; qualitative methodology asking about the impact of COVID-19 would help qualify some of the results identified for each individual or household. Additional demographical questions would capture the intersectionality of women's and men's empowerment. Adaptations to the survey modules would also involve consideration of how and where women place value in and define their own empowerment.⁶¹ To understand the reasoning behind change (or lack thereof) in empowerment, qualitative questioning, aimed towards men and women, were added to fill in the gaps unaddressed by the tool, the analysis of these are provided by the CARE-MURDOCH research team and separate from this report.⁶²

Pro-WEAI analysis was limited by the attrition rate of households or individuals. In sampling households, oversampling will be useful in ensuring there are sufficient participants for comparison.⁶³ Additionally, one household compared a brother and sister. If mixing households with varying relationships between household heads, having a greater sample of heads with like relationships will capture any additional gender dynamics affected by familial relation.

⁵⁶ Yount, K.M., Cheong, Y.F., Maxwell, L., Heckert, J., Martinez, E.M., and Seymour, G. (2019). Measurement properties of the project-level Women's Empowerment in Agriculture Index. *World Development*. 124, 1-9. <https://doi.org/10.1016/j.worlddev.2019.104639>

⁵⁷ Yount, K.M., Cheong, Y.F., Maxwell, L., Heckert, J., Martinez, E.M., and Seymour, G. (2019). Measurement properties of the project-level Women's Empowerment in Agriculture Index. *World Development*. 124, 1-9. <https://doi.org/10.1016/j.worlddev.2019.104639>

⁵⁸ Murdoch. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam.

⁵⁹ IFPRI. n/d. WEAI: FAQs. <https://weai.ifpri.info/weai-resource-center/faqs-2/>

⁶⁰ Tavenner, K., and Crane, T.A. 2022. Hitting the target and missing the point? On the risks of measuring women's empowerment in agricultural development. *Agric Hum Values*. <https://doi.org/10.1007/s10460-021-10290-2>

⁶¹ Tavenner, K., and Crane, T.A. 2022. Hitting the target and missing the point? On the risks of measuring women's empowerment in agricultural development. *Agric Hum Values*. <https://doi.org/10.1007/s10460-021-10290-2>

⁶² IFPRI. n/d. WEAI: FAQs. <https://weai.ifpri.info/weai-resource-center/faqs-2/>

⁶³ IFPRI. 2015. A-WEAI Instructional Guide. https://www.ifpri.org/sites/default/files/a-weai_instructional_guide_final.pdf

In Round 1, it was recommended that project monitoring and evaluation systems align themselves with pro-WEAI.⁶⁴ Linking project outcomes with pro-WEAI as an interrelated metric with which to compare impacts on empowerment overtime would be a significant way of furthering the goals of this research project and enhancing the relevance of data. Work is ongoing with IFPRI and in pro-WEAI partner projects to develop standardised modules that have specific project targets linked to outcomes for enhanced use of the survey index.⁶⁵

⁶⁴ Murdoch. 2019. Measuring progress towards empowerment: Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam.

⁶⁵ Malapit, H., Quisumbing, A., Meinzen-Dick, R., Seymour, G., Martinez, E. M., Heckert, J., Rubin, D., Vaz, A., & Yount, K. M. (2019). Development of the project-level Women's Empowerment in Agriculture Index (pro-WEAI). *World Development*, 122, 675–692. <https://doi.org/10.1016/j.worlddev.2019.06.018>.

5. CONCLUSION

Using Kabeer's definition of empowerment, pro-WEAI measures women's empowerment in agricultural development projects. The tool uses indicators within intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) to indicate individual empowerment and gender parity and gauge the depth and extent with which a woman is empowered.

Intrinsic agency was a large constraint towards women's empowerment, particularly in Round 1. The intrinsic domain, however, also positions itself as a potential source of disempowerment for men. Even during the pandemic (during Round 2), women gained agency in the intrinsic domain while men lost agency. Collective agency had the same effect. In Round 1, collective agency was a large strength for most women across households with little to no achievement of indicators for men. Collective agency took a hit for women in Round 2 and presented gains for men. Instrumental agency, compared to other domains, often had indicators, which were shared in both empowerment and disempowerment.

In the TEAL programme, the pro-WEAI tool shows both sub-indicators and scores (GPI and 3DE) are important to analyse. A woman's individual empowerment within her three domains has more weight than gender parity (90 percent compared to 10 percent), but her level of empowerment compared to a man still has an impact on a woman's ability to make strategic life choices and benefit from them. Reviewing pro-WEAI scores indicates the channels through which empowerment is drawn. Without adapting the study to align with project outcomes, however, it is difficult to directly attribute any change to a programme.

6. APPENDICES

6.1 APPENDIX 1: THE THREE DOMAINS OF EMPOWERMENT (3DE)

DOMAIN	INDICATOR	THRESHOLD FOR ACHIEVEMENT	WEIGHT
INTRINSIC AGENCY	Autonomy in income	More motivated by own values than by coercion or fear of others' disapproval.	1/12 for each indicator
	Self-efficacy	*Agree* or greater on average with self-efficacy questions: New General Self-Efficacy Scale score ≥ 32	
	Attitudes about intimate partner violence	Believes husband is NOT justified in hitting or beating his wife in all 5 scenarios: 1) She goes out without telling him 2) She neglects the children 3) She argues with him 4) She refuses to have sex with him 5) She burns the food	
	Respect Among Household Members	Meets ALL of the following conditions related to another household member: 1) Respondent respects relation (MOST of the time) AND 2) Relation respects respondent (MOST of the time) AND 3) Respondent trusts relation (MOST of the time) AND 4) Respondent is comfortable disagreeing with relation (MOST of the time)	
INSTRUMENTAL AGENCY	Input in productive decisions	Meets at least ONE of the following conditions for ALL of the agricultural activities they participate in: 1) Makes related decision solely, 2) Makes the decision jointly and has at least some input into the decisions. 3) Feels could make decision if wanted to (to at least a MEDIUM extent)	1/12 for each indicator
	Ownership of land and other assets	Owns, either solely or jointly, at least ONE of the following: 1) At least THREE small assets (poultry, nonmechanized equipment, or small consumer durables) 2) At least TWO large assets 3) Land	
	Access to and decisions on financial services	Meets at least ONE of the following conditions: 1) Belongs to a household that used a source of credit in the past year AND participated in at least ONE sole or joint decision about it 2) Belongs to a household that did not use credit in the past year but could have if wanted to from at least ONE source. 3) Has access, solely or jointly, to a financial account	
	Control over use of income	Has input in decisions related to how to use BOTH income and output from ALL of the agricultural activities they participate in AND has input in decisions related to income from ALL non-agricultural activities they participate in, unless no decision was made	
	Work balance	Works less than 10.5 hours per day: Workload = time spent in primary activity + (1/2) time spent in childcare as a secondary activity	
	Visiting important locations	Meets at least ONE of the following conditions: 1) Visits at least TWO locations at least ONCE PER WEEK of (city, market, family/relative), or 2) Visits least ONE location at least ONCE PER MONTH of (health facility, public meeting)	
COLLECTIVE AGENCY	Group Membership	Active member of at least ONE group	
	Membership in influential groups	Active member of at least ONE group that can influence the community to at least a MEDIUM extent	

6.2 APPENDIX 2: METHODOLOGICAL APPROACH

This methodological approach focuses on the statistical techniques applied to the data analysis in support of Murdoch and CARE capacity to use pro-WEAI.

A two-part longitudinal study of women's empowerment in CARE's TEAL programme was conducted with 20 households by the Murdoch University and CARE Vietnam research team. Data was collected by the research team through qualitative interviews for women and pro-WEAI surveys for women and men first in May 2019 (Round 1) and again in April 2022 (Round 2). TANGO was tasked with data analysis of the quantitative data from the pro-WEAI surveys provided by the research team.

6.3.1 Quantitative Data Collection

The original pro-WEAI index was created by the International Food and Policy Research Institute (IFPRI), and adaptation of the pro-WEAI tool by TANGO was informed by IFPRI. Prior to data collection, the survey questions and their respective codes were reviewed for relevance and IFPRI updates by the research team. TANGO was provided with the survey data to analyse and generate results.

The research team utilised a panel design to survey the 20 households in Round 1 and Round 2. The sample size was calculated by the research team, with the intention to engage the same 20 households, and their male and female-heads of households, between rounds. In Round 1, there were a total of 40 observations. In Round 2, only 35 observations were shared with TANGO for analysis. Three households were not included in Round 2.

Data Analysis

Analysis of data was conducted using the statistical software STATA, version 17. The pro-WEAI index was constructed, and a panel comparison conducted between the two rounds. No statistical tests were conducted. Pro-WEAI is originally designed to be conducted with a large sample of households. The research team was only interested in pro-WEAI results within a single household, however. The data analysis team thus adjusted the pro-WEAI index to achieve household level comparison of empowerment issues between just a single male and a single female.

In generating pro-WEAI results, a pro-WEAI score, Gender Parity Index (GPI) score, and 3DE score and their sub-indices were computed for the primary female decision-maker in each household. The male-head of household score only includes his 3DE score and sub-indices. Following IFPRI guidance the data analysis team used 0.75 as the 3DE threshold of the adequacy score (and 0.25 as the disempowerment cut-off k for the inadequacy score). Women and men who achieved an adequacy score of at least 0.75 were considered empowered.⁶⁶ The GPI, calculated only for the woman, was assigned a value of 1 if the woman achieved parity with the man in the household. The smaller the average empowerment gap between a woman and her male counterpart, the closer to gender parity a household.

⁶⁶ In 2022, according to the pro-WEAI glossary, this cut off is now 80 percent.

Table 25 Example of Household Results

Pro-WEAI		
Indicator	Woman	Man
Number of observations	1	1
3DE score	0.67	0.5
Disempowerment score (1-3DE)	0.33	0.5
% achieving empowerment	0	0
% not achieving empowerment	100	100
Mean 3DE score for not yet empowered	0.67	0.5
Mean disempowerment score (1-3DE)	0.33	0.5
Gender Parity Index (GPI)	1	
Number of dual-adult households	1	
% achieving gender parity	100	
% not achieving gender parity	0	
Average empowerment gap	0	
Pro-WEAI score	0.70	

6.3.2 Construction of the pro-WEAI Index

TANGO consulted IFPRI documentation and data analysts, as well as past studies, for guidance during the construction and adaptation of the Index. This consultation ensured data quality and proper construction of the Index. A summary of the steps taken by the data analysis team is included below.

Data Cleaning and Consistency Checking

Data checks, including of the original questionnaires, were performed before construction of the Index.

Standard checks included the following:⁶⁷

- Verified the structure of data and check for duplicate observations
- Checked that reported values are within an acceptable range
- Verified that response codes correspond with the survey
- Checked for extreme and implausible values
- Checked that responses are consistent with skip patterns
- Checked the distribution of missing responses

Other data issues that were checked for the household level included:

- Verified household IDs matched
- Verified there was a male and female in each household⁶⁸
- Checked the number of respondents who were engaged in any agricultural activity (thus have the potential of being empowered in agriculture)
- Checked to see whether there were any female-only households

⁶⁷ IFPRI. 2019. Construction of the pro-WEAI index.

⁶⁸ Syntax will only run for dual person households; verification needed for disaggregation

Constructing the pro-WEAI Index

Pro-WEAI has two STATA do files needed to construct the Index:

1. Draft pro-WEAI dataprep.do (“dataprep”) that constructs the twelve indicators
2. Draft pro-WEAI index construction.do (“calculation”) that constructs the 3DE, the GPI, and the pro-WEAI

To run the dataprep.do file, you will need clean individual-level survey data for all respondents. For each household the data analysis team ensured standard variable names and consistent coding of the values of variables.

Important .do file variables

Below are the required variables from IFPRI’s .do files, also used in TANGO’s version of the pro-WEAI.

Table 26: Important .do variables for STATA

Description	Variable name in STATA
Survey sampling weight	weight
Indicator weight	w_[indicator]
Empowerment score	emp_score
Identifies those who are empowered	empowered
Intra-household inequality score	hh_ineq
Identifies households who achieve gender parity	gender_parity
Average Empowerment gap	I_GPI
Inadequacy score for male and female	ci
Inadequacy score for woman is higher than man (binary)	ci_above
Number of dual adult headed households	dahh
3DE	PROWEAI_3DE
GPI	GPI
Pro-WEAI	PROWEAI
Required Indicators	
Autonomy in income	Autonomy_inc
Self-efficacy	selfeff
Attitudes towards IPV against women	Never_violence
Input in productive decisions	feelinputdecagr
Ownership of land and other assets	assetownership
Access to and decisions on financial services	Credit_accdec
Control over use of income	incomecontrol
Work balance	Work_balance
Freedom of movement	mobility
Group membership	groupmemembr
Optional indicators	
Membership in influential groups	group_inf
Respect among HH members	respect

Guidelines for running pro-WEAI using the Stata do files

Run the initial IFPRI “indicators”.do file to generate the 12 indicators to construct the index. After constructing the index, take the following steps:

1. Run the second IFPRI .do file in sections to identify three areas that might need adaptation to the syntax to:
 - a. Identify the lowest ci value (inadequacy value) of the household and set the disempowerment identifications point to the lowest ci value
 - b. Determine whether who between the male or female has the lower ci number
 - i. If the female has a lower inadequacy score, adjust the GPI score to reflect the household’s gender parity.
2. Run the last IFPRI “output” file of generated scores.

6.3.3 Adaptations to pro-WEAI

Ensuring Data Quality

In running Round 2 under Round 1 assumptions the analysis team found the adapted syntax was not appropriately generating data. A review of Round 1 results revealed there were similar data gaps based in misunderstandings of the conditions under which the index could be run. Thus, TANGO conducted additional pro-WEAI research, consultations with IFPRI, and several trials running Round 1 and Round 2 data to ensure results would be properly interpreted. Consultations and rerunning of data to uncover and address issues, which were not addressed in Round 1, cut into the initial analysis period, thereby delaying submission. **Table 3** presents a succinct description of the challenges in the pro-WEAI data analysis process based on IFPRI Guidance.

Table 27: Summary of Steps and Challenges in Data Analysis

Timeframe	Recommended Step	Challenge	Resolution
Data Cleaning and Consistency Checking			
Jan 12-April 25	Review of Murdoch material and IFRPI for analysis	None	None
Jan 12-Feb 11	Adjustment to ODK tool based off survey data	Fieldwork delays hindered Murdoch sharing collected data	Timeline adjusted for data and comparative analyses
March 2022	Household verification	Matching participant names	Verification with Murdoch
Feb 22-May 5	Review of Round 1. Begin review of Round 2 data	Missing scores and sub-indicator data found in Round 1 and 2; Error codes produced during analysis	Research and consultations with IFPRI used to verify or correct interpretations Round 1 results reproduced after correction to Round 2 syntax
Construction and Analysis of pro-WEAI and Important Do Files			
Feb 22- March 9	Run the indicator .do file	None	Ran as instructed
Feb 22- March 9	Run the index construction.do file	Would not run clean (See Section 6.3.3 Constructing the Index and Data Analysis)	Adjustment to STATA syntax in the output do file, subbing zeros for missing values. Data run line by line
Feb 22-March 9	Run the output .do file	Would not run clean (See Section 6.3.3 Constructing the Index and Data Analysis)	Adjustment to STATA syntax in the output do file, subbing zeros for missing values
Feb 22- April 25	Use the Local STATA function for syntax	Would not fire, error codes	Adjustment made to “local function of the syntax”
Feb 22– April 27	Use of Local ‘K’ to represent cutoff	Would not fire, error codes	Set k to the lowest ci variable of the household. Eliminated catch all for empowered women to 75% cut off
March 4– April 27	Round 2 Analysis	Discrepancies in the number of observations, GPI score, and pro-WEAI score. Discovery index is not being run under the right conditions	Adjust syntax from community to household level. Ran each household separately with customisation for each household
April 12 - May 12	Producing tables and graphs	Errors are found in Round 1 results	Round 1 results tables are reproduced after corrections to Round 2

6.3.4 Key Challenges

Round 1 Corrections

To verify the quality of household data for comparison, the data analysis team re-ran the first 20 households in Round 1 under the same conditions run for Round 2. Re-running the data using Round 2 conditions also helped output data for sub-indices that were missing results and affecting pro-WEAI scores. Household pro-WEAI scores were created or adjusted in the following households: Household 2, 3, 5, 7, 8, 9, 10, 13, 14, 18, and 19. Pro-WEAI scores re-produced for Round 1 are slightly higher than the results shared in 2019 (see attached Results Annex). Analysis of the 12 contributing indicators to empowerment, however, was not affected.

A correction made to Round 1 results came with the re-interpretation of the GPI score. In Round 1, the initial analysis made was that a GPI score of 0 equated to gender parity within a household GPI's calculation. Secondly, the GPI for women in Round 1 was only calculated (manually) when men were more empowered than women. When missing values appeared, a zero (instead of 1) was entered in the results to allow pro-WEAI score generation.

$$GPI = 1 - (H_{GPI} \times I_{GPI})$$

where H_{GPI} is the percent achieving gender parity and I_{GPI} is the average empowerment gap

After consultation with IFPRI, awareness was brought to the inaccuracy of the previous GPI interpretation. The correct GPI reading is that the closer in empowerment a woman is to a man, the closer to 1 her GPI score. Therefore, if two household heads have 3DE scores that match (or if the woman's is higher), the GPI should equal to 1. GPI calculation is based on the inadequacy score for the household members, which determines the average empowerment gap for females.

Constructing the Index and Data Analysis

Whereas the second round should have been run based on Round 1 syntax, Round 1 syntax was not constructed based on the understanding that adjustments to levels of analysis were required. Rather, Round 1 was a replica of IFPRI syntax, the original of which applies to a community sample.

During initial analysis of data, the data analysis team noticed the IFPRI adapted syntax used in Round 1 was not generating all scores or sub-indicator data. STATA's "local" function was identified as an issue due to its incomplete and incorrect grouping of all the indications needed for analysis. This "local" issue was repeated in any place IFPRI used this function. Even with adjustments, incomplete analysis for some households continued, indicating a separate problem for the missing numbers.

Brainstorming, trial and error, and a review of Round 1 methodology led the data analysis team to subbing zeros in for missing scores to support the running of the analysis. While this solution did produce some household scores (not all), the subbing of zeroes did not account for the meaning of 0 as

relates to pro-WEAI, 3DE, GPI scores and their sub zeros.⁶⁹ In Round 2, subsequent challenges led TANGO to reach out to IFPRI. IFPRI suggested running the data with a 'syntax library' called an 'ado.file'. Through subsequent consultations, IFPRI further communicated that as an aggregate pro-WEAI will only generate a single score for the GPI, 3DE, pro-WEAI and their sub-indicators. These parameters caused initial challenges for the data analysis team's adaptation of the tool, as the pro-WEAI index was not designed to analyse empowerment at the individual or household level.

Adjusting Empowerment Measurements

Pro-WEAI can indicate empowerment of women across a sample by first identifying levels of adequacy, and then determining the number of women who are disempowered, while excluding empowered women. Difficulties initially arose, however, in cases where the female was empowered (and therefore excluded) or if the female inadequacy score (ci-score variable) was greater than the male of the household. To adjust the pro-WEAI to the household level, researching the parameters of pro-WEAI (particularly for the inadequacy score) coupled with line-by-line analysis of the syntax to identify IFPRI-specific analytical procedures was required. By eliminating the settings that disregard "empowered" women and setting the adequacy score to just above the inadequacy score, the data analysis team was able to create a comparison of the indicators that created the pro-WEAI score (therefore creating a score) between the male- and female-head of the household. The syntax was adapted to communicate how well a female achieved necessary indicators for empowerment compared to her male counterpart.

Pro-WEAI also uses the headcount ratio to establish levels of (dis)empowerment. The headcount ratio is the percentage of a given population that is disempowered. A second index, the (per capita) inadequacy score, identifies the aggregate that shows the women that fall short of the necessary empowerment score measured in units and averaged across the population.⁷⁰ In the instance of the research project, the sample size was 20. Therefore, the necessary identification point was made equivalent to the lowest household member's inadequacy score. An aggregate pro-WEAI was produced for one man and woman in a household, enabling household comparison.

⁶⁹ A memo in Round 1 referenced the substitution of 0 when scores were not generating, particularly for the GPI. Because the GPI factors into the pro-WEAI score, this affected that score as well as interpretation of gender parity in the household. Similar substitutions for 0 in sub-indicators also did not account for the level of meaning prescribed to the number per IFPRI.

⁷⁰ Alkire, S. and Foster, J. (2007, revised in 2008). 'Counting and Multidimensional Poverty Measurement', OPHI Working Paper 7, University of Oxford.

6.3 APPENDIX 3: CARE CHANGES TO PRO-WEAI

TABLE OF CARE VIETNAM CHANGES TO PRO-WEAI SURVEY MODULE G

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
G1	<i>G1.01</i>	We have developed our codes for the household in the table on the last page. Each household is number up to 20.	
	<i>G1.05.</i>	Dropped	
	<i>n/a</i>	We added a section on marital status	
G2	<i>ACTIVITY F</i>	We dropped the fishpond option – not relevant to project site.	
	<i>G2.02</i>	Member IDs have been changed to a new code that we made: Code GX.	In the original survey the "member IDs" are household specific. Basically before beginning each survey at a household in the sample, you would need to create a list of all the members of that household and assign them member IDs. So, if a household has three sons, and they all participate in making decisions for [ACTIVITY], you would write down all three of their member IDs. If a household is only a pair of spouses, and only one of them makes decisions for [ACTIVITY], you would only write down their member ID.

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
			<p>BUT for CARE Vietnam we a) don't have time to create the member IDs and b) our enumerators are very green and we could have all kind of errors.</p> <p>So we created these pre-filled codes (GX). These codes would be in lieu of the member IDs codes created for each specific household at the time of the survey.</p> <p>We were in touch with IFPRI on this and they said that to calculate the pro-WEAI indicator, you need to know whether the individual participated in the decision (solely or jointly). So, the codes that we have proposed should work for that (but they said TANGO will need to edit the Stata do-files for indicator calculation to account for the different response codes.</p>
G3	<i>G3.02</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
	<i>G3.04</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
	<i>G3.06</i>	Dropped Activity D fishpond - not relevant to project site	
	<i>G3.10</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02

MODULE REFERENCE	QUESTION	CHANGE MADE	NOTES
G4	<i>G4.05</i>	Member IDs have been changed to new code that we made: Code GY	Similar to the issues above for G2/3 we developed pre-filled codes for this as well – Code GY. Needs to be edited in stat file?
G5	<i>G5.01</i>	Dropped Activity B (Water user group); Activity C (Forest User Group) and Activity E (Mutual help or insurance group) – not relevant to project site	
G6	<i>G6.09</i>	Member IDs have been changed to a new code that we made: Code GX.	See earlier notes for G2.02
G7	<i>G7</i>	Member IDs have been changed to a new code that we made: Code GY	Similar to the issues above for G2/3 we developed pre-filled codes for this as well – Code GY. Needs to be edited in stat file?
	<i>G7</i>	Dropped optional questions C and D and G7.07	
G8 (A)	<i>G8 (A)</i>	Dropped optional section B1-B4	
G8	<i>G8 (C)</i>	Dropped optional Life Satisfaction section	

6.4 APPENDIX 4: ROUND 1 CASE STUDIES



Measuring progress towards empowerment

Using the pilot Project-level Women's Empowerment in Agriculture Index with ethnic minority groups in Northern Vietnam



CENTRE FOR
RESPONSIBLE CITIZENSHIP
AND SUSTAINABILITY
Murdoch
UNIVERSITY



Australian Government
Australian Centre for
International Agricultural Research



1.0 INTRODUCTION

The Centre for Responsible Citizenship and Sustainability at Murdoch University has partnered with CARE International in Vietnam in an innovative research project exploring social norms change for gender transformative agricultural development programming. The research program, funded by the Australian Centre for International Agricultural Research (ACIAR) is entitled '*Analysing Gender Transformative Approaches to Agricultural Development with Ethnic Minority Communities in Vietnam*' (GTAR). It aims to analyse processes of gender transformation that are facilitated by the use of participatory gender equality tools under CARE's *Technologically Enhanced Agricultural Livelihoods* (TEAL) project.

The TEAL project aims to ensure ethnic minority women are visible, respected and productive actors in the Arabica coffee value chain, in Dien Bien and Son La provinces. It takes a transformative gender approach, using tools such as the *Gender Action Learning System* (GALS) and *Social Analysis and Action* (SAA), to guide critical discussions on social norms and activities in coffee smallholder households, producer groups and communities to achieve progress in gender equity within these.¹

Using the TEAL project as a case study, the research project will provide an evidence-base on *how* and *why* gender relations are transformed and women are empowered. It will analyse the pathways to change in women's empowerment that gender transformative approaches achieve, especially for ethnic minority women in the Vietnamese context. The evidence base will inform future agricultural development policy and programming (particularly in relation to the intersecting barriers to economic inclusion of gender and ethnicity) and gender-responsive agricultural extension services.

The research takes a Feminist Participatory Action Research (FPAR)² approach and combines both qualitative and quantitative methods. Central to the quantitative analysis is the use of the project-level Women's Empowerment in Agriculture Index (pro-WEAI). The pro-WEAI is a new survey-based index that builds on the Women's Empowerment in Agriculture Index (WEAI), which was developed by Feed the Future (led by USAID), the International Food Policy Research Institute (IFPRI), and the Oxford Poverty and Human Development Initiative. It has now been adapted for project-level use and, with a more explicit focus on women's agency and the type of outcomes that can change over a two-five year project cycle, can be used to identify key areas of women and men's disempowerment, design appropriate strategies to address identified gaps; and monitor project outcomes related to women's empowerment. Currently the pro-WEAI is being piloted by IFPRI across nine countries and the insights gained are being used to test and refine the new index with the expectation that it will be finalised in mid-2020.

The pilot version of the pro-WEAI, builds on the WEAI methodology and is composed of 12 indicators of women's empowerment in agriculture: autonomy in income, self-efficacy, attitudes about domestic violence, respect among household members, visiting important locations, work balance, access to

¹ A **gender transformative approach** to agricultural development seeks to actively examine, question and change unequal gender norms as a means of achieving sectoral (productivity, food security, market access) and gender equality outcomes.

² The term **feminist participatory action research (FPAR)** refers to a participatory and action-oriented approach to research that centres gender and women's experiences both theoretically and practically. Commonly FPAR is understood as a conceptual framework that enables a critical understanding of women's multiple perspectives and works toward inclusion and social change through participatory processes. FPAR attempts to blend feminist theories and research with participatory action research.

and decisions on financial services, control over use of income, ownership of land and other assets, input into productive decisions, group membership, and membership in influential groups. These indicators are organized into three domains: Intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) (see Section 3.0 for more detail).

This report provides a comprehensive overview and analysis of the pro-WEAI results from the first round of research conducted in April 2019.

2.0 Methodology

2.1 Sampling Guidance

The quantitative component of the research program applies: 1) the pro-WEAI core survey module and 2) an in-depth qualitative interview to a cohort of households over the lifetime of the research. Given that the intention of the research is to interview the same households twice over 18 months (at the start and end of the research project), communes and households were selectively sampled to ensure that the cohort is: 1) representative of project participants and 2) there is coverage of project activities occurring across the two provinces.

TEAL is being implemented in Dien Bien Province, Muong Ang District and Son La Province, Mai Son District. Within each district two communes were selected (a total of 4 communes) and within each commune a total of 5 households were selected (a total of 20 households). The selection of communes and households for pro-WEAI interviews was based on the following criteria:

Household selection criteria

- **Household composition:** majority of households selected should be dual-headed and either the female head of household or both the female head of household and male head of household must be direct beneficiaries of the intervention.
- **Ethnicity:** the majority of women targeted under TEAL are from the Thai ethnic minority group and due to the spread of project interventions to date, households selected represent only women from the Thai ethnic minority group (rather than Thai and H'mong).
- **Group membership:** the female respondents within selected households, must be an active member of both a mixed-sex women-led producer group and a women-only VSLA group. The husband or other significant male in the household can also be a member of a producer-group but not a VSLA.
- **Training attendance:** both the female and male respondents within the household must have been through the familiarisation and at least one reflection for the Social Analysis and Action (SAA) and/or Gender Action Learning System (GALS) training.
- **Primary cash crop under production:** households selected must be engaged in Arabica coffee production and/or value chain activities and as mentioned above the woman must be part of a mixed-sex women-led producer group.

Village Selection Criteria

- Remoteness/distance/accessible road network from commune to local market/town. In each commune, villages were selected to ensure a mix of villages both close/far to the main town/market and/or with good/poor road access.

It should be noted that those households selected for the pro-WEAI interviews were not able to participate in the focus group discussions conducted as part of the research to ensure 1) their survey responses were based on their own household experience and not influenced by others and 2) to minimize the research burden on participants.

2.2 Limitations of the study

As with all research studies there are a number of limitations to consider when reading the findings:

- **Sampling:** a representative sample would normally be a subset of the project target group that seeks to accurately reflect the characteristics of the larger group. Although TEAL states that it targets primarily Thai and H'Mong ethnic women working in the Arabica coffee value chain, at the time of this research there were no H'Mong households participating in project activities around either coffee production or GALS/SAA trainings as yet and therefore the sample was comprised of Thai ethnic minority women only. This has implications for the findings for two reasons: 1) in general, Thai women appear to be in a better position relative to H'Mong women because of their increased mobility, language skills and access to the public sphere; 2) the Arabica coffee value chain has a significantly high participation by poor H'Mong communities, explained by the fact that H'Mong groups live in high upland areas that are naturally favourable for Arabica coffee, and who have significant need for external support. Together these reasons mean that the pro-WEAI findings for this cohort are not representative of diverse ethnic minority women experiences within the Arabica coffee value chain.
- **Researcher Capacity:** a key objective of this research project is to strengthen the capacity of in-country researchers within partner organisations to conduct gender research with ethnic minority women farmers. Given that this was the first round of data collection it was also a learning exercise – however despite a four-day training on the research methodology and a field test, data quality collected by local researchers was lower than hoped further limiting the depth of analysis possible.
- **Limitations of the pro-WEAI:** whilst the pro-WEAI provides a rigorous measure of empowerment relevant to agriculture, it is still subject to some limitations: 1) pro-WEAI results may not be representative of the empowerment of all adult women in a country, because respondents in the survey are primary decisionmakers and may be more empowered than other women in their households, 2) Women who are not involved in agricultural decisions may appear disempowered even if they are engaged in decision-making on non-agricultural activities.

3.0 HOW TO UNDERSTAND THE PRO-WEAI IN THIS REPORT

3.1 How the pro-WEAI is constructed

The pro-WEAI is composed of two sub-indexes: the three domains of empowerment index and the gender parity index.

Three Domains of Empowerment Index

The first sub-index—the three domains of empowerment (3DE) index—measures women’s empowerment across three domains:

- 1. Intrinsic agency (power within):** this domain refers to a woman’s sense of self-worth and right to bodily integrity and uses attitudinal questions about intimate partner violence and respectful behaviour amongst household members; about a woman’s self-knowledge and belief; and about women’s perceived social and economic rights.
- 2. Instrumental agency (power to):** this domain refers to a woman’s ability to create new opportunities and make decisions on issues important to her. These are the measures project-level monitoring and evaluation systems tend to capture and would be familiar to most development practitioners. This domain uses questions about women’s influence in household decisions on: agricultural activities; household income and expenditure; access to financial services; and her freedom of movement and ability to decide to seek medical treatment or visit friends and family, local markets; about her work balance and the distribution of labour in her household and about her ownership of land and other assets.
- 3. Collective agency (power with):** this domain refers to power drawn from working together with others, women working together as part of a group with a common interest or goal have a different type of power compared to a woman working on her own. This domain uses questions about group membership in both influential groups and non-influential groups.

These three domains are measured using 12 indicators and each indicator is equally weighted (see Table 1)³. Each indicator is given a value of 1 if the respondent has exceeded a given threshold for the indicator and a value of 0 if the respondent falls below the threshold. The weighted sum of these 12 indicators is the empowerment score or 3DE score of the individual. A person is defined as “empowered” if she or he is empowered in at least 9 of the 12 indicators or 75 percent or higher.

Gender Parity Index

The second sub-index—the gender parity index (GPI)—measures women’s empowerment relative to that of men by comparing the 3DE profiles of women and men in the same households. A woman is assumed to achieve gender parity if her achievements in the three domains are at least as high as those of the primary adult male in her household. The GPI reflects women who have achieved parity and, in cases of gender disparity, the average empowerment gap that women experience relative to

³ The pro-WEAI in its draft form assigns equal weighting to each indicator as there was no rationale for why some indicators would be more important than others. However, at the conclusion of this research program it may be possible to provide recommendations on weighting based on local priorities (for example, weightings derived from the % contribution to disempowerment) though it should be noted that weighting which differs depending on location; target group; or cash crop and value chain would not be comparable within a project or across a project portfolio.

their male counterparts⁴. While the 3DE score is calculated using all women or for each individual woman in a sample, the GPI score is not calculated for women living in a household where no adult male is present.

The pro-WEAI Index

The overall pro-WEAI is constructed by calculating the weighted average of the 3DE and GPI as follows:

$$pro-WEAI = (0.90 \times 3DE) + (0.10 \times GPI)$$

It thus gives a broad picture of women's empowerment by showing not only the proportion of women who are empowered and have gender parity but also, for the remainder of women, the depth of their disempowerment and gender disparity. Values for the pro-WEAI and its sub-indexes range between 0 and 1, with higher numbers indicating greater empowerment.

⁴ In contrast to the 3DE, which focuses on women's inadequacy scores and is based on the full sample of women, the GPI involves the calculation of inadequacy scores for men and women and is **based on the sample of dual-adult households** (i.e., comprised of at least one woman and one man). Although in most cases the two adults compared will be a woman and her spouse, this is not a requirement.....**put differently, a household is identified as achieving gender parity if the woman is empowered or, if she is not empowered, her inadequacy score is equal or lower than that of the man in her household.** Therefore, when a woman in any household is more empowered than a man, then GPI is 0 for the women - as GPI is calculated for the women, not for the household.

3.2 Understanding the household profiles

This report provides a comprehensive overview of the pro-WEAI results for a sample of 20 TEAL households that are representative of the two provinces and four communes where TEAL is being implemented. The report begins with the findings for each of the households (these profiles have been standardized as much as possible for easy comparison), followed by a summary analysis of emerging similarities and differences across households.

Each household profile includes: a short household narrative; an empowerment wheel where the outer ring represents the three empowerment domains with shaded segments in the inner ring representing those indicators where the woman has adequate achievement and unshaded segments those indicators for which she has not yet achieved the empowerment threshold; and a table showing the household's color-coded WEAI score. Green indicates a high score (pro-WEAI = 0.75 or higher); yellow indicates a medium score (pro-WEAI = 0.63–0.74); and red indicates a low score (pro-WEAI = 0.62 or lower). The table also includes the 3DE and GPI scores for each household as well as the three indicators which contribute most to each individual woman's disempowerment. To help explain the data provided in the household profiles, presented below is a sample empowerment wheel and table for ID4, one of the 20 households.

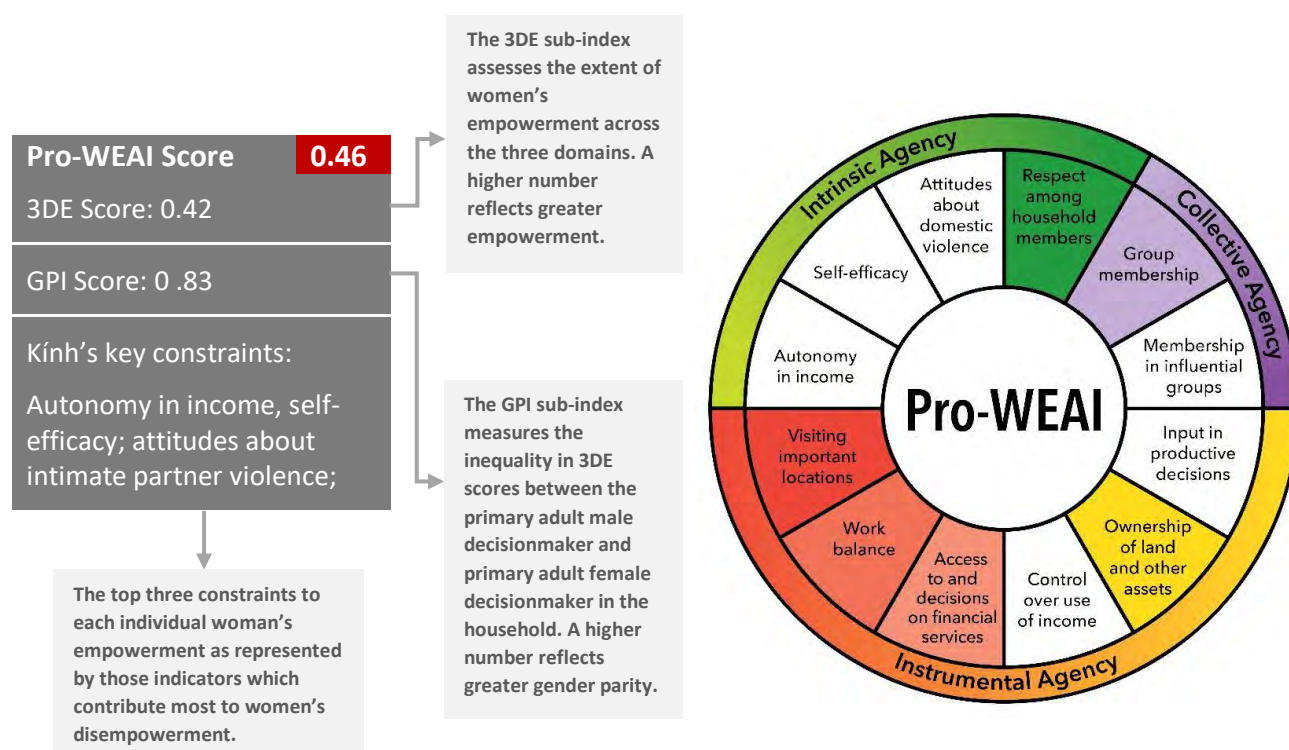


TABLE 1: THE PRO-WEAI THREE DOMAINS OF EMPOWERMENT

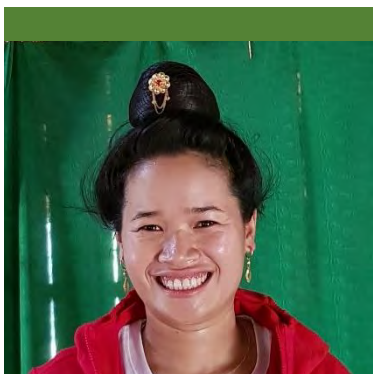
DOMAIN	INDICATOR	THRESHOLD FOR ACHIEVEMENT	WEIGHT
INTRINSIC AGENCY	Autonomy in income	More motivated by own values than by coercion or fear of others' disapproval.	1/12 for each indicator
	Self-efficacy	"Agree" or greater on average with self-efficacy questions: New General Self-Efficacy Scale score ≥ 32	
	Attitudes about intimate partner violence	Believes husband is NOT justified in hitting or beating his wife in all 5 scenarios: 1) She goes out without telling him 2) She neglects the children 3) She argues with him 4) She refuses to have sex with him 5) She burns the food	
	Respect Among Household Members	Meets ALL of the following conditions related to another household member: 1) Respondent respects relation (MOST of the time) AND 2) Relation respects respondent (MOST of the time) AND 3) Respondent trusts relation (MOST of the time) AND 4) Respondent is comfortable disagreeing with relation (MOST of the time)	
INSTRUMENTAL AGENCY	Input in productive decisions	Meets at least ONE of the following conditions for ALL of the agricultural activities they participate in 1) Makes related decision solely, 2) Makes the decision jointly and has at least some input into the decisions 3) Feels could make decision if wanted to (to at least a MEDIUM extent)	
	Ownership of land and other assets	Owns, either solely or jointly, at least ONE of the following: 1) At least THREE small assets (poultry, nonmechanized equipment, or small consumer durables) 2) At least TWO large assets 3) Land	
	Access to and decisions on financial services	Meets at least ONE of the following conditions: 1) Belongs to a household that used a source of credit in the past year AND participated in at least ONE sole or joint decision about it 2) Belongs to a household that did not use credit in the past year but could have if wanted to from at least ONE source 3) Has access, solely or jointly, to a financial account	

DOMAIN	INDICATOR	THRESHOLD FOR ACHIEVEMENT	WEIGHT
COLLECTIVE AGENCY	Control over use of income	Has input in decisions related to how to use BOTH income and output from ALL of the agricultural activities they participate in AND has input in decisions related to income from ALL non-agricultural activities they participate in, unless no decision was made	
	Work balance	Works less than 10.5 hours per day: Workload = time spent in primary activity + (1/2) time spent in childcare as a secondary activity	
	Visiting important locations	Meets at least ONE of the following conditions: 1) Visits at least TWO locations at least ONCE PER WEEK of [city, market, family/relative], or 2) Visits least ONE location at least ONCE PER MONTH of [health facility, public meeting]	
	Group Membership	Active member of at least ONE group	
	Membership in influential groups	Active member of at least ONE group that can influence the community to at least a MEDIUM extent	



Dien Bien Households

Household ID	Commune	Village	Female respondent	Male respondent	Relationship
1	Ăng Cang	Bản Noong Háng	Cầm Thị Phương	Cà Văn Sơn	Husband
2		Bản Noong Háng	Lù Thị Thanh	Lù Văn Đoạn	Brother
3		Bản Noong Háng	Cà Thị Yến	Lò Văn Tâm	Husband
4		Bản Co Sắn	Cầm Thị Kính	Lường Văn Ký	Husband
5		Bản Co Sắn	Lò Thị Ánh	Lường Văn Hà	Husband
6	Ăng Nưa	Bản Tín Tốc	Lò Thị Tình	Cà Văn Tiệp	Husband
7		Bản Tín Tốc	Lò Thị Hinh	Lường Văn Hòa	Husband
8		Bản Na Luông	Luong Thi Sen	Lo Van Huon	Husband
9		Bản Na Luông	Tòng Thị Ngoan	Lường Văn Thành	Husband
10		Bản Na Luông	Lò Thị Tiên	Tòng Văn Tính	Husband



‘It’s mainly my husband who makes the final decision on most household matters and for farming he can make it on his own, the woman can only play a small role in decision-making – it is the men who have a more powerful voice in the family’

Pro-WEAI Score

0.60

3DE Score: 0.67

GPI Score: 0

Phuong’s key constraints:

Autonomy in income, self-efficacy, attitudes about domestic violence

ID1 HOUSEHOLD PROFILE

Cầm Thị Phương, Dien Bien

Phương is 25 years old and lives with her husband, Son and their two children in Bản Noong Háng village.

Phương and Son produce rice and maize mainly for household consumption, and although they sell what surplus they have, their main source of income is from selling coffee, small livestock such as pigs and her husband’s work as hired construction labour. Phương recently borrowed start-up capital from her VSLA to fund a small business raising and selling poultry (ducks) as another source of income.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Phương has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.60 Phương is not yet considered to be empowered.

A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Phương’s empowerment as she has not yet achieved control over her own income; has not yet developed self-confidence and belief in her own abilities despite being able to attend training, and her household holds the view that domestic violence is acceptable in instances where the woman either disagrees with her husband or is seen to be neglecting her duties as a wife and mother.

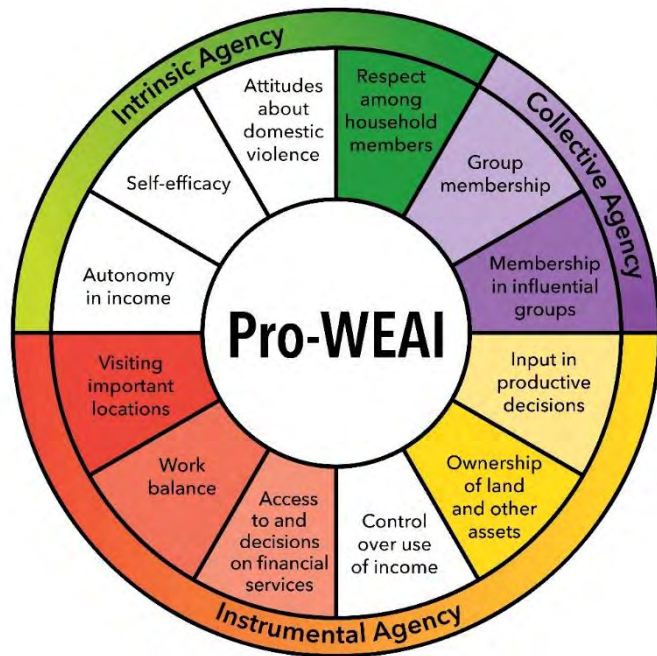
Although Phương and her husband both view Son as the household head, they make the majority of household decisions regarding coffee cultivation and livestock raising together. Phương believes that the way these decisions are made has changed significantly since the TEAL project began, *‘before women were working harder in the coffee cultivation than men, but the decisions were all made by men, since I joined the project I have more knowledge and practical experience so my husband is more willing to hear my thoughts and now I can say he follows my guidance and shares the work with me – this has changed our home’*. Whilst it is positive that Phương is able to participate and have some input to the majority of decisions regarding farming

(what to plant, when to plant, when to harvest) Son has the final say on how income earned from such joint activities is used and this is the case for all types of income earned by the household. For example, Son makes the decisions about his own individual income earned from working as a labourer but he also

makes decisions about income earned through Phương's own individual economic activities such as raising ducks, thus Phương has no autonomy over her income. Phương is only able to take small decisions on her own regarding farming or routine household purchases, *'I can make some small household decisions like what type of rice to plant or buying household needs like salt'*.

In the area of instrumental agency, Phương asserts she has seen positive change in her community regarding gender roles and responsibilities because of the gender lessons shared through her village savings group, *'the community used to believe that all house chores were for women, while men's role was to source income and provide everything for the family. Now a woman can go out to earn income while a man does house chores'*. A typical day in Phương's life begins at 5 a.m., with raising and caring for the pigs and poultry as the first activity. The rest of the morning is spent on personal care, cleaning the household compound, and fetching water. At 11 a.m. she is busy preparing meals. Phương is able to take a short afternoon rest and visit friends until 4 p.m. when she starts supper preparations and the household is off to bed by 8 p.m. Phương considers that she has a reasonable workload and is satisfied with the amount of time she has available for leisure activities.

Collective agency and group membership including membership of influential groups are two areas where Phương does feel empowered. Phương values being part of her village savings group and believes that it has been influential in the community raising the status of women in the village and the value placed upon their work and contributions to the household.





‘A woman can influence decisions in the household – my husband listens to my ideas but he will make the final decision – this is because how much you can decide depends on how much you can earn – your decisions on spending depends on your earning in the family’

ID2 HOUSEHOLD PROFILE

Lù Thị Thanh, Dien Bien

Thanh is 32 years old and lives with her brother Đoàn, husband and their two children in Bản Noong Háng village.

Thanh, her husband and Đoàn produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from selling small livestock such as pigs and poultry such as chickens. Thanh also works as hired labour on neighbouring farms picking coffee to increase the household income.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Thanh has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.75 Thanh is considered to be empowered.

A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Thanh’s empowerment as she has not yet developed self-confidence and belief in her own abilities despite being able to attend training, *‘When I face difficult tasks I am not sure that I can overcome them even though I am hardworking – life is not that way’* and she does not always feel comfortable disagreeing with others in her household and is treated disrespectfully at times, *‘Men think that if a wife doesn’t obey her husband and they don’t agree with each other, then the family will not be happy’*.

In the area of instrumental agency, as a women farmer, Thanh also bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework and work on rice and coffee cultivation and livestock raising, *‘I do most of the domestic work, only sometimes will he help if I ask – sometimes I look at other women’s husbands that help them and I think sharing is good, doing things all alone is tiring’*. Thanh’s typical household responsibilities include child rearing, caring for her parents and grandparents as her brothers are not able to support; collecting firewood, cooking meals, washing clothes, and cleaning. A typical day in Thanh’s life begins at 5.30 a.m., with raising and caring for the pigs and poultry as the first activity before cooking breakfast for the family. The rest of the morning is spent on cleaning the household compound, cultivating rice, caring for the pigs and

responsible for both housework

Pro-WEAI Score 0.75

3DE Score: 0.75

GPI Score: 0

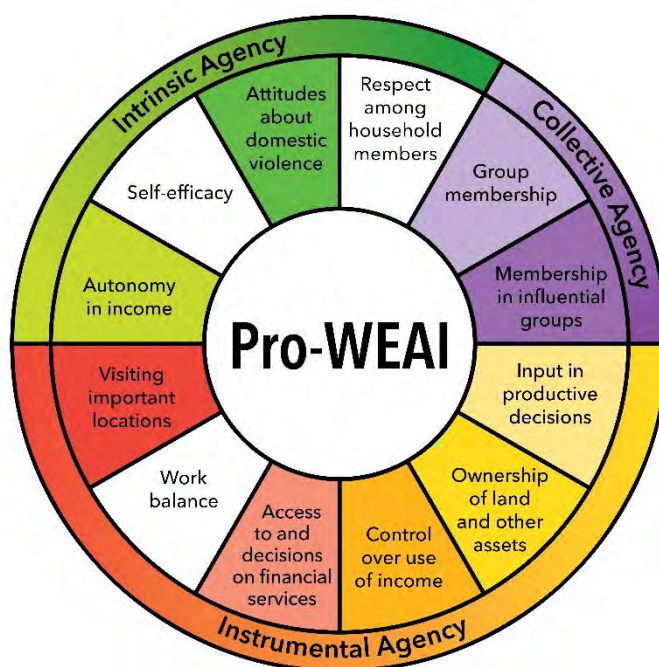
Thanh’s key constraints:

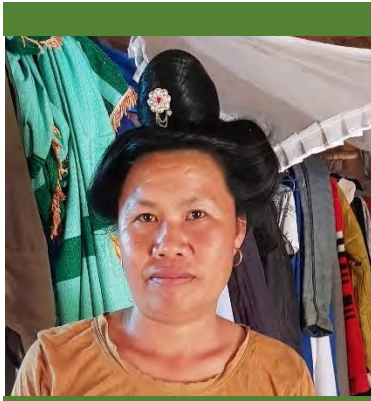
Respect among household members, self-efficacy, work balance

poultry. At 10.30 a.m. she is busy preparing meals for the family. Thanh is then able to take a short afternoon rest until 2 p.m. when she starts chores such as washing clothes, fetching fuel for cooking, caring for her parents, followed by supper preparations and by 8.30 p.m. Thanh is in bed.

Also, under instrumental agency, although Thanh views her husband as the household head due to his earning power and social norms that regard men as having more authority, they make the majority of decisions regarding productive activities together such as which rice variety to grow and when livestock are ready for market. When her husband is away from home or sick, Thanh can make many decisions alone, although there are still some for which she waits to consult him as she considers him to *'be more knowledgeable with more up-to-date information'*. When her husband is home, Thanh mainly makes decisions on minor daily spending decisions such as buying salt, fish sauce and cooking oil.

Collective agency and group membership is an area where Thanh feels fairly empowered. Thanh saves her own money from working as hired labour or from selling chickens in her village savings group, but has taken loans mainly for family needs and productive purposes such as purchasing fertiliser or small livestock and poultry. Being part of her savings group has meant more opportunities for Thanh, aside from having a safe place to save her money and borrow small sums of money quickly, she has enjoyed the social aspect of meeting with other women and has learnt about different farming techniques and methods which has meant she can speak confidently with her husband. Although Thanh enjoys a freedom of movement and does not need permission to attend her group meetings or visit the local village market, or her relatives and friends, she wishes she could move freely outside the village and have more chances to visit commune or district centres but this requires her husband's agreement.





'A wife cannot make decisions alone, especially about important issues. Because the man can work more, so he decides more. The woman can do nothing much without the man. Women don't have much voice in the family but we want change'

Pro-WEAI Score

0.52

3DE Score: 0.58

GPI Score: 0

Yến's key constraints:

Self-efficacy; attitudes about domestic violence; input in productive decisions

ID3 HOUSEHOLD PROFILE

Cà Thị Yến, Dien Bien

Yến is 38 years old and lives with her husband Tâm and their two children in Bản Noong Háng village.

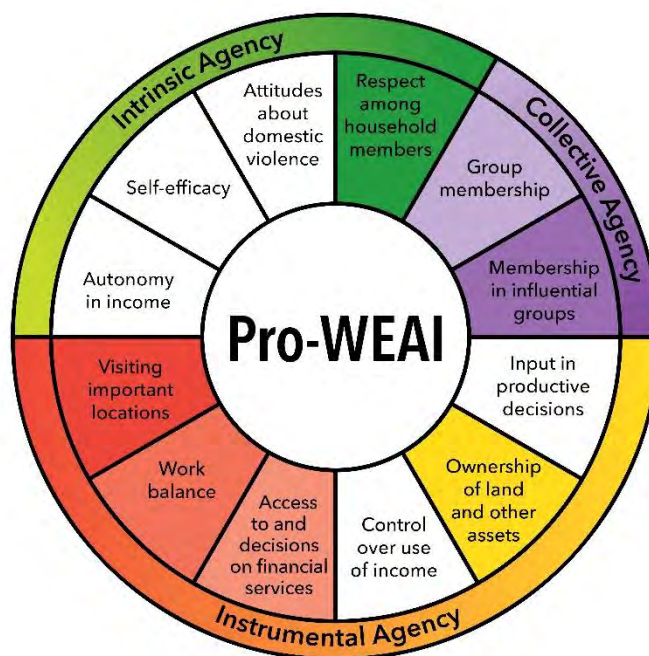
Yến and Tâm produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from Tâm's work as hired labour on neighbouring farms and near-by construction sites.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women's empowerment in agriculture. The shaded segments represent those indicators in which Yến has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Yến is not yet considered to be empowered.

A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Yến's empowerment as she has not yet achieved control over her own income; has not yet developed self-confidence and belief in her own abilities despite being able to attend training and, her household holds the view that domestic violence is acceptable in instances where the woman disagrees with her husband; is seen to be neglecting her duties as a wife and mother; or refuses to have sex with her husband.

Instrumental agency also presents a challenge in particular Yến's ability to have input to productive decisions, *'women don't have much influence when it comes to farming decisions. It's the husband who make the final decisions. Family issues are often decided by husbands'*. When it comes to staple grain farming such as rice or livestock raising the decisions are made by Tâm alone and Yến generally feels that she can only participate and have input to a small extent. The one area where Yến feels she can make decisions is poultry-raising, where she can take decisions about caring for chickens and the sale of eggs and meat. Despite this, Yến notes that there have been gradual shifts in how men and women make farming decisions since the TEAL project started, *'in the old days I have to ask my husband to do the work himself because I do not know or ask him to help me to solve the problem, but now since the training I have the knowledge myself and I can do these things on my own like spreading fertiliser or pruning coffee trees'*.

When it comes to making decisions on household income and expenditure, both Yến and her husband view Tâm as the household head and, although Yến says she has input to some decisions, he retains final decision-making power on how income generated from joint activities is used. Yến does have more influence on the use of income from the sale of chickens and eggs, though this is usually for the purchase of smaller daily household needs such as salt, soap, cooking oil. Yến believes the difference between the amount of influence a wife and husband has in decision-making is related to the fact that the man often earns more, *‘because the man is the main labour in the family, he can work more so he decides more’*. Yến wishes to change her situation but is not sure how, *‘Yes, women want to change, want to raise their voice but the reality does not allow it’*.



However, Yến does feel that she has a reasonable work balance and the ability to move freely within the village visiting family and friends and the local market. Yến *‘sets her own rules’* about her movements and also decides on her own whether to visit a health clinic or travel to the commune or district centre, though she notes that happens less than once a month.

In terms of collective agency, group membership is an area where Yến feels fairly empowered. Yến believes that being part of her village savings group has *‘changed her life’* as aside from being able to save her money safely and borrow in times of need, she has developed a sense of solidarity with other women in the group and gained access to a new source of knowledge and information. For example, the women in her savings group will share news of the latest weather forecast or seasonal predictions which has enabled Yến to plant rice at the right time and she has learnt about managing a small business. Yến does not believe she could have accessed this information outside of the savings group.





‘I have experienced a lot of change since joining the savings group – before I had no money but now, I can save and borrow my own money – I can talk equally with my husband and he listens to me more. I have more power in the family’

Pro-WEAI Score

0.46

3DE Score: 0.42

GPI Score: 0.83

Kính’s key constraints:

Autonomy in income, self-efficacy; attitudes about domestic violence.

ID4 HOUSEHOLD PROFILE

Cầm Thị Kính, Dien Bien

Kính is 56 years old and lives with her husband Kỳ in Bản Co Sắn village. Of their four children three have left home, except for one son who is still living with them.

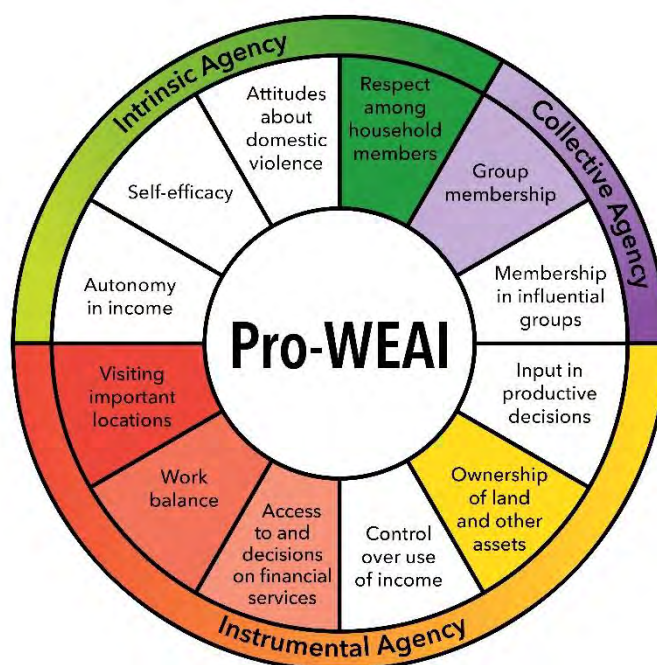
Kính and Kỳ produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from the sale of coffee, vegetables and small livestock and poultry.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Kính has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.46 Kính is not yet considered to be empowered.

A closer look at each indicator and domain reveals that intrinsic and instrumental agency both present constraints to Kính’s empowerment. In terms of her intrinsic agency she has not yet achieved control over her own income; has not yet developed self-confidence and belief in her own abilities despite being able to attend training and, her household holds the view that domestic violence is acceptable in instances where the woman leaves the home or travels without permission from her husband; is seen to be neglecting her duties as a wife and mother; burns the food and possibly if she refuses to have sex with him.

Instrumental agency also presents a challenge, in particular Kính’s ability to have input to productive decisions and control over household income. Decisions regarding staple grain farming such as rice and maize and cash-crops such as coffee are taken by Kỳ together with one of their sons who lives close-by, and in the case of small-livestock such as pigs, Kỳ makes decisions regarding raising and sale by himself. Kính believes she has little to no input on these decisions. Although Kính is responsible for the kitchen garden she consults with Kỳ about what to plant such as cabbage, mustard, melons and squash and the timing of such planting. However, Kính does feel able to make some decisions about the rearing and selling of chickens and eggs herself, though she will often consult Kỳ to ensure he is informed.

When it comes to making decisions on household income and expenditure, both Kính and her husband view Ký as the household head and, although Kính says she has input to some decisions, he retains final decision-making power on how income generated from both joint and individual activities is used, *‘It depends some decisions are made by me and some made by my husband. Normally I decide if it is a family need and it is a small amount, my husband decides for major amounts’*. Kính does have more influence on the use of income from the sale of chickens and eggs, though this is usually for the purchase of smaller daily household needs. Kính does not know why there is a difference between the amount of influence a wife and husband has in decision-making, *‘I don’t know why there is a difference, I never question. It is from the old days and we just follow’*.



However, Kính does feel that she has a reasonable work balance and that she is supported by her family when she has to go to market, *‘I always stay in the market in order to sell my vegetables so my husband and son will do household chores and when I am home the meal is ready’*. Kính acknowledges that it has not always been this way and that change has happened fairly recently over the last two-three years, *‘in the past men rarely did household chores, it just started to change a few years ago. I don’t know why – I think people follow others – my husband rarely did the housework before, but now he does it more often. Perhaps he follows my son.’*

Collective agency and group membership is one area where Kính feels fairly empowered. Kính believes being part of her village savings group has brought about a great many changes in her own life and the well-being of her household, *‘in the past I had no money and had to ask my husband for every penny, however after participating for one cycle I have my own money! I have shared what I have learnt in the savings group with my husband at home and he listens to me more now. Having more money means more power in the family’*. Whilst Kính values the group, she does not feel it has any influence within the community such as being able to ensure women’s needs are taken into account in village or commune-level decisions about local development.





‘My husband will set the rules. A married woman cannot freely go where she likes. After getting married, no matter how far away the husband is, the wife must ask for his permission if she wants to go somewhere’.

Pro-WEAI Score

0.52

3DE Score: 0.58

GPI Score: 0

Ánh’s key constraints:

Attitudes about domestic violence; respect among household members and work balance

ID5 HOUSEHOLD PROFILE

Lò Thị Ánh, Dien Bien

Ánh is 41 years old and lives with her husband Hà and their two children in Bản Co Sản village.

Ánh and Hà produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from the sale of vegetables and chillies with some supplementary income from the sale of chickens or working as hired labour in neighbouring coffee gardens.

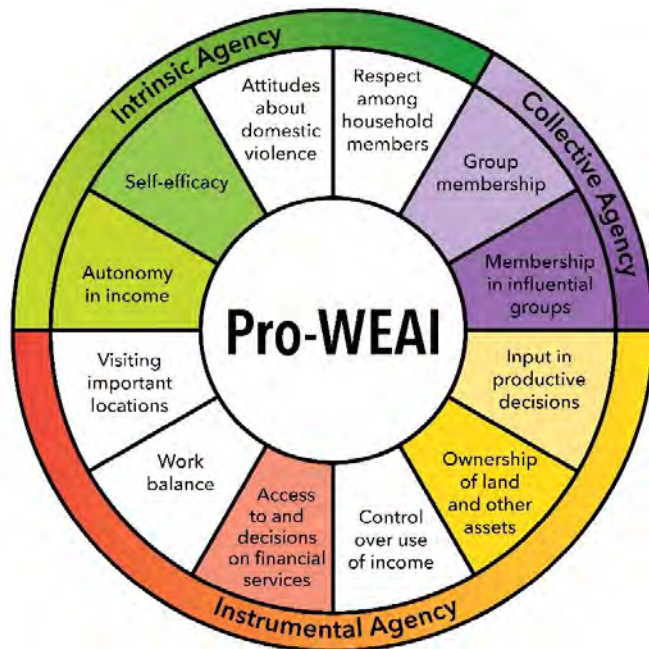
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Ánh has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Ánh is not yet considered to be empowered.

A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint to Ánh’s empowerment closely followed by intrinsic agency. In terms of her intrinsic agency, she does not feel respected in her household and concerning her household holds the view that domestic violence is acceptable in instances where the woman leaves the home without permission from her husband; is seen to be neglecting her duties as a wife and mother; if she argues with her husband or if she refuses to have sex with him.

In the area of instrumental agency as a women farmer, Ánh bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework and work on rice, vegetable and chilli cultivation and livestock raising, *‘He doesn’t do housework. Even slaughtering the chickens and ducks is all my work. He’s too slow, so I had better do it myself’.* Ánh’s typical household responsibilities include child rearing, caring for her parents; cooking meals, washing clothes, and cleaning. A typical day in Ánh’s life begins at 4.45a.m., with pigs and poultry raising as the first activity before cooking breakfast for the family. The rest of the morning is spent on cleaning the household compound and working in the vegetable garden. At 11 a.m. she is busy preparing meals for the family. Ánh is then able to take a short one-hour break until 1.15

p.m. when she starts chores such as washing clothes, fetching fuel for cooking, caring for her parents, before returning to the vegetable garden where she works until 5pm. From then onwards she is busy with supper preparations and by 8.15 p.m. Ánh is in bed.

When it comes to making decisions on household income and expenditure, both Ánh and her husband view Hà as the household head and, although Ánh bears a disproportionate burden of the productive labour she reports that she has little to no input on how income generated from the cultivation of rice, vegetables or poultry is used, *‘My husband cannot manage the money well but I cannot make decisions on my own. I can only decide the minor spending. As for major spending I need to discuss with my husband’*. Ánh has however retained decision-making power on the income she earns as hired labour picking coffee cherries and she uses this to purchase shares in her savings group. Ánh does not know why there is a difference between the amount of influence a wife and husband has in decision-making, *‘I don’t know why. I think a couple should listen to each other’s ideas so they can live more comfortably’*.



Ánh does not experience freedom of movement and is required to seek permission from her husband when she wishes to visit her family, the health clinic, attend a community meeting or a training session. Ánh can decide to visit the local village market or a friend by herself and reports that whilst she visits friends at least once a week she visits family less than once a month and almost never visits the district or commune centres as Hà will only permit this if she is accompanied by other relatives, *‘My husband decides whether I can travel – if there is not someone to go with me he will object’*.

Collective agency and group membership is one area where Ánh feels fairly empowered and being part of her village savings group is a source of pride for her as she is the only one in her household with savings.





‘When my husband was away for work, I had to hire others to help and I made all the decisions. I decided what to sow, called the buyer to come and bought all the products. No one in the family makes decisions alone. We discuss together unless one is away’

Pro-WEAI Score

0.69

3DE Score: 0.67

GPI Score: 0.89

Tình’s key constraints:

Self-efficacy, respect among household members, control over use of income.

ID 6 HOUSEHOLD PROFILE

Lò Thị Tình, Dien Bien

Tình is 33 years old and lives with her husband Tiệp and their two children in Bản Tin Tộc village.

Tình and Tiệp produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from their five coffee plots from which they sell ripe cherries and dry processed parchment coffee. Tình also raises small livestock and manages her own small shopfront in the village to increase the household income. Recently, Tình had surgery so the shopfront has been closed but she will open it in a month’s time.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Tình has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.69 Tình is not yet considered to be empowered.

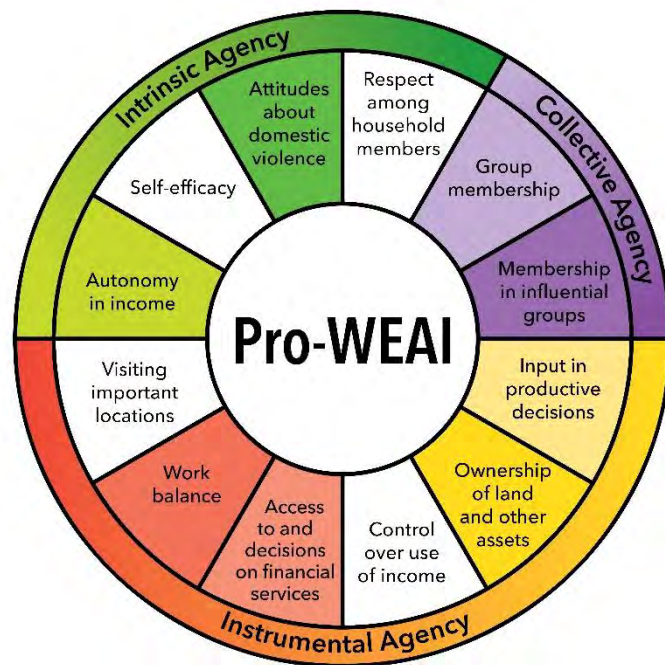
A closer look at each indicator and domain reveals that intrinsic and instrumental agency both present an equal constraint to Tình’s empowerment. In terms of her intrinsic agency she has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by other members of her household.

In terms of instrumental agency, although Tình and her husband both view Tiệp as the household head, they share relatively progressive views about responsibility and power and make the majority of decisions together. When Tiệp is away from home, Tình can make many decisions about coffee growing and livestock alone, such as hiring labourers, deciding when to plant and dealing with the traders. However, both Tình and her husband view Tiệp as the household head when it comes to making decisions on household income and expenditure, *‘I think the husband is the key person in the family’*. Tình reports that she has input to most decisions but that Tiệp has the final say on how income from the sale of coffee, livestock, poultry is used, *‘Luckily we discuss and do not quarrel – my influence is so so. I make decisions about small things but for the big issues he decides’*. However, Tình does have autonomy over the income she earns from her small shopfront and she uses the income to support family needs, celebrations such as Tet, and her village savings group membership.

Tinh does not experience freedom of movement and is required to seek permission from her husband when she wishes to visit the market in town, her family, attend a community meeting or a training session. Tinh can decide to visit the local health clinic or a friend by herself and reports that whilst she visits her family every fortnight, she visits friends and neighbours, the town market and community meetings less than once a month, *‘When you are single, you can go freely and you can talk to men like they are friends, but when you are married, you should be more considerate. You must ask for the husband’s opinion if you wish to go somewhere or spend time with others’*.

Tinh believes that if she were to go against this convention others in the village would say *‘that she does not have virtue’*.

Collective agency and group membership is an area Tinh feels fairly empowered in and is an active member of not one but two savings groups in her village – she is chairperson for one group and a member of the other group. Tinh values being part of the groups as it has *‘opened her mind’* and created many opportunities for her to learn about communication skills, to interact with others and visit areas outside her daily life in other communes.





‘In the past only women did the housework, no men cooked the meal or washed the dishes. I have never seen my father-in-law do this. My husband does help me and – society has changed – husbands are willing to help their wives’

Pro-WEAI Score

0.69

3DE Score: 0.67

GPI Score: 0.89

Hinh’s key constraints:

Self-efficacy, access to and decisions on credit and financial accounts, control over use of income.

ID7 HOUSEHOLD PROFILE

Lò Thị Hinh, Dien Bien

Hinh is 31 years old and lives with her husband Hòa and their son in Bản Tin Tộc village.

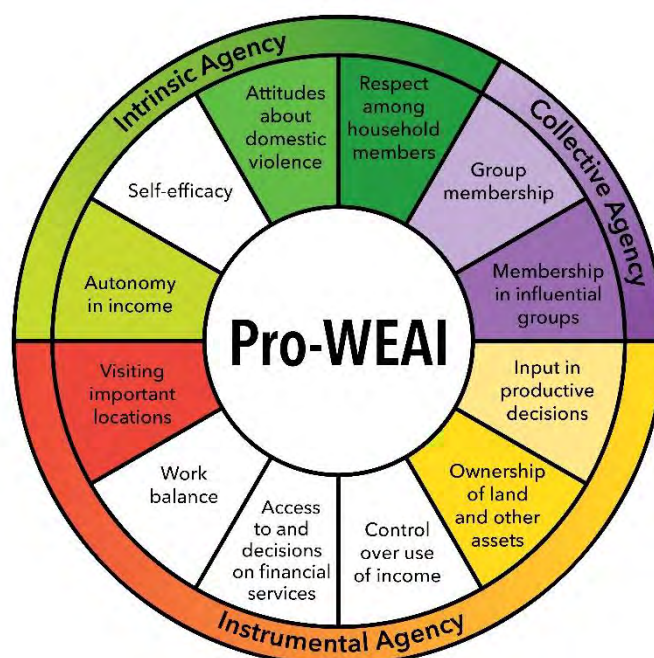
Hinh and Hòa produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from the sale of coffee cherries, poultry and large livestock (cattle). Hinh and Hòa also both work as hired labour in neighbouring coffee farms to increase the household income.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Hinh has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.69 Hinh is not yet considered to be empowered.

A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint to Hinh’s empowerment. When it comes to access and decisions on financial services, although Hinh is a member of her village savings group, she feels she is only able to save the minimum amount at the moment due to the fact that the family has taken a large loan from AgriBank for the purchase of large livestock (cattle) and farm infrastructure such as water storage and cattle sheds. Hinh and her husband are currently still paying the loan back but are finding it difficult, *‘sometimes it is hard for us because the money from selling cherries or poultry – it must be used for repayments – it is not real money that we can use for the family needs or savings in my group’*. Although Hinh considers both herself and Hòa responsible for repaying the loan, she reports that Hòa has the final say in making the decision to borrow and how the money should be used. Neither Hinh or Hòa has access, solely or jointly, to a financial account.

As a women farmer, Hinh bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework and work on rice and coffee cultivation and livestock raising. Hinh reports that her husband does help when he can but because he is often away working as hired labour she does much of the work. Hinh’s typical household responsibilities include child rearing, caring for her

parents; cooking meals, washing clothes, and cleaning. A typical day in Hinh's life begins at 5.30a.m., with pigs and poultry raising as the first activity before cooking breakfast for the family. The rest of the morning is spent on cleaning the household compound and attending to the cattle. At 10.30a.m. she is busy preparing meals for the family. Hinh is then able to take just over an hour to rest until 1.30 p.m. when she starts chores such as washing clothes, fetching fuel for cooking before visiting the village market to buy food for dinner. From then onwards she is busy with supper preparations and by 8.30p.m. Hinh is in bed.



When it comes to making decisions on household income and expenditure, both Hinh and her husband view Hòa as the household head and, although Hinh says she has input to some decisions, he retains final decision-making power on how income generated from both joint and individual activities is used, *'we discuss with each other about everything but my husband has the final say'*. Although Hinh and Hòa will discuss and together make decisions about all their agricultural activities on rice, coffee, poultry, cattle and pigs Hinh has little input on how to use the output and income from those activities. Hinh reports that she does not make any spending decisions on her own regardless of whether they are small or large, *'Never. I never make any decisions alone. Even when I go to the market to buy small items, I still need to tell my husband'*. Hinh does not know why there is a difference between the amount of influence a wife and husband has in decision-making, *'it is normal that men have more influence on decision-making, women can only affect a small part of the decision. I don't know why but it has just been this way for so long'*.

Collective agency and group membership is one area where Hinh feels fairly empowered. Although Hinh has not yet developed confidence in her own abilities, being a member of her village savings group is slowly changing that, *'It changes one's life. The group provides me with support and advice and knowledge on home budgeting and small business which means I can contribute more at home'*. Hinh is also particularly appreciative of the ability to borrow small amounts of money on a flexible basis given the difficulties her family is facing with Agribank repayments – it has enabled her to meet basic household needs.



‘An empowered woman is good at doing business, at keeping the family happiness, at cultivating coffee plants and earning a lot of income from different places’

ID8 HOUSEHOLD PROFILE

Lường Thị Sen, Dien Bien

Sen is 34 years old and lives with her husband Huon and their two children in Bản Na Luông village.

Sen and Huon produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from the sale of coffee cherries, raising poultry and working as hired labour to increase the household income. Sen and Huon will also sometimes try to grow crops such as maize on abandoned land for both consumption and sale.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Sen has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.60 Sen is not yet considered to be empowered.

A closer look at each indicator and domain reveals that intrinsic and instrumental agency both present equal constraints to Sen’s empowerment. In terms of her intrinsic agency she has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by other members of her household.

In terms of instrumental agency, whilst Sen and Huon make decisions about their agricultural activities together, Sen has little input on how to use the output and income from those activities. When it comes to making decisions on household income and expenditure, both Sen and her husband view Huon as the household head and, although Sen says she has input to some

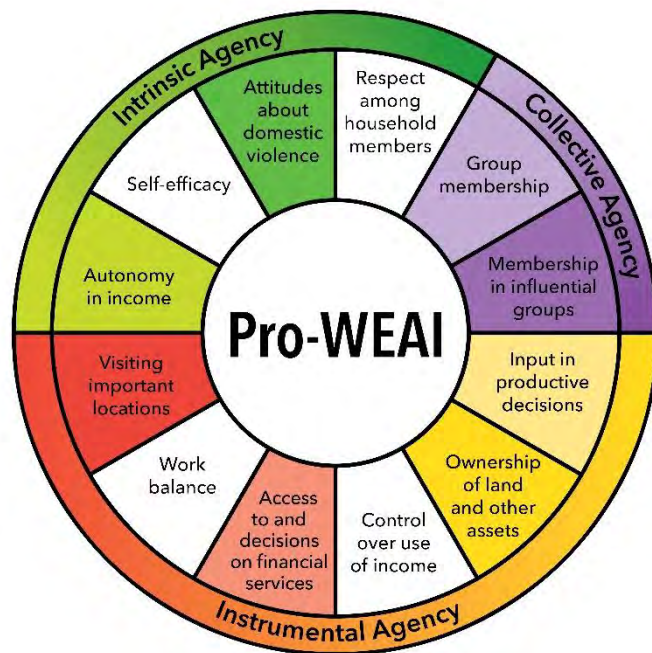
Pro-WEAI Score	0.60
3DE Score: 0.67	
GPI Score: 0	
Sen’s key constraints:	
Self-efficacy; respect among household members; control over use of income.	

decisions, he retains final decision-making power, *‘it’s often the husband who will make the final decision, spending on whatever purpose must always be agreed by my husband, my husband has the final say’*. Sen is able to make decisions about spending on small items for family needs such as buying salt and sauce. Sen does not know why there is a difference between the amount of influence a wife and husband has in decision-making but does not wish to change the situation for fear of causing disagreements, *‘Being a woman, I have to obey my husband. If I don’t there will be conflicts and arguments’*.

As a women farmer, Sen bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework and coffee cultivation and poultry raising. Sen reports that she takes on these responsibilities without any assistance because *‘no one else will do it. I do it all by myself. It has always been the wife’s work’*. Sen’s typical household responsibilities include child rearing, caring for her parents; cooking meals, washing

clothes, and cleaning. A typical day in Sen's life begins at 5.00a.m., with poultry raising as the first activity before cooking breakfast for the family. The rest of the morning is spent working in the coffee garden. At 10.45a.m she is busy preparing meals for the family. Sen then takes a short one-hour break to rest and visit friends until 1.00p.m. when she starts chores such as washing clothes, fetching fuel for cooking before returning to the coffee garden where she works until 5.00pm. From then onwards she is busy taking care of the poultry and preparing supper. After dinner Sen visits friends for an hour and by 8.30p.m. Sen is in bed.

Collective agency and group membership is one area where Sen feels fairly empowered. Sen is an active member of her village savings group and whilst she believes that the group offers opportunities, especially in training, she reports rarely attending because has too many responsibilities at home.





‘I am happy when my husband helps me with household chores. If he doesn’t, I make a joke and tell him to look at other men who help their wives. At that time, he just says he is different from other men’.

Pro-WEAI Score **0.60**

3DE Score: 0.67

GPI Score: 0

Ngoan’s key constraints:

Self-efficacy, control over use of income, work balance.

ID9 HOUSEHOLD PROFILE

Tòng Thị Ngoan, Dien Bien

Ngoan is 33 years old and lives with her husband Thành and their two children in Bản Na Luông village.

Ngoan and Thành produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and raising small livestock (pigs) and large livestock (cattle, buffaloes).

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Ngoan has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.60 Ngoan is not yet considered to be empowered.

A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint to Ngoan’s empowerment, followed by both intrinsic and collective agency.

In terms of instrumental agency, whilst Ngoan and Thành make decisions about their agricultural activities together, Ngoan has little input on how to use the output and income from those activities. For example, Ngoan and Thành discussed buying a pulping machine and a dryer or continuing to hire pickers - Ngoan convinced Thành to hire pickers and sell the ripe cherries so that they would have money left over. However, when it comes to making decisions on household income and expenditure, both Ngoan and her husband view Thành as the household head and, although Ngoan says she has input to some decisions, he retains final decision-making power, *‘the woman herself doesn’t have much influence, normally the man will have the final say in decision-making. For example, even I told him we do not need to buy that much fertiliser but he still bought it anyway’*. Ngoan is able to make decisions about spending on small items for family needs such as buying spices, salt and oil. Ngoan believes that the difference between the amount of influence a wife and husband has in decision-making is related to the difference in their earning

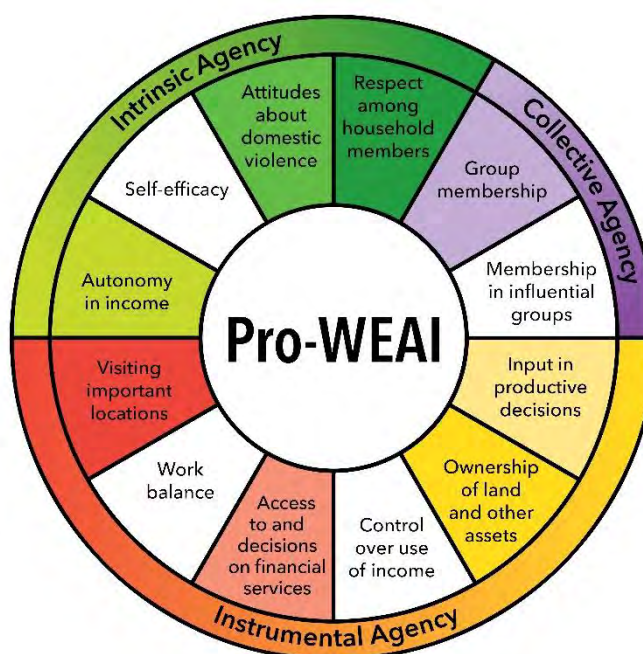
capacity, *‘We have different mindsets. The woman is worried of having no money to cover large expenses, but the man is always confident that nothing is impossible to buy because he works and earns with his hands’*.

Although Ngoan has achieved the threshold for being able to access and make decisions on financial services such as taking loans, a closer look reveals that her husband is the one who makes the decision

about how loans are used whether it is from formal lenders such as a bank or friends and family. Despite this, Ngoan shares responsibility for paying back the loan and often worries about the high interest rates and paying on time, *'the family faces many difficulties, we don't always have the money to pay on time and so the interest is higher. We have many expenses at the moment as we are big family – it includes my brother; his wife and children and they are not working. We are often stressed about money'*.

As a woman farmer, Ngoan bears what is referred to as the 'double burden'; working much longer days than her husband or other male farmers since she is responsible for both housework and work coffee cultivation and livestock raising. Ngoan reports that her husband does help when he can *'yes he will sometimes help with the cooking or cleaning if I am asking or if I have to care for the livestock'*. Ngoan's typical household responsibilities include child rearing, caring for her parents; cooking meals, washing clothes, and cleaning. A typical day in Ngoan's life begins at 5.30a.m., with small livestock raising as the first activity before cooking breakfast for the family. The rest of the morning is spent cultivating rice. At 10.00a.m. she is busy preparing meals for the family. Ngoan then rests for two hours 2.00p.m. when she starts chores such as washing clothes, fetching fuel for cooking before returning to cultivate rice where she works until 5.00pm. From then onwards she is busy taking care of the livestock and preparing supper and by 8.00p.m. Ngoan is in bed.

One area where Ngoan feels empowered is group membership. Ngoan is an active member of her village savings group and places great value on the training she has received in different agricultural techniques such as pruning coffee plants for cherry density. However, she is not sure whether the group is influential in the community and believes it is not the role of the group to raise women's issues but should remain focussed on improving the 'family economy'.





‘I think the husband and wife should discuss with each other to make the right decisions. My husband is the man in the family and has stronger rights – he makes more money than me – but we make decisions together’

Pro-WEAI Score

0.52

3DE Score: 0.58

GPI Score: 0

Tiên’s key constraints:

Self-efficacy; attitudes about domestic violence; respect among household members

ID 10 HOUSEHOLD PROFILE

Lò Thị Tiên, Dien Bien

Tiên is 29 years old and lives with her husband Tính and their two children in Bản Na Luông village.

Tiên and Tính produce rice and maize mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and raising small livestock (pigs). Tính also works as a builder on a construction site and recently Tiên has also started on site to supplement the household income.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Tiên has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Tiên is not yet considered to be empowered.

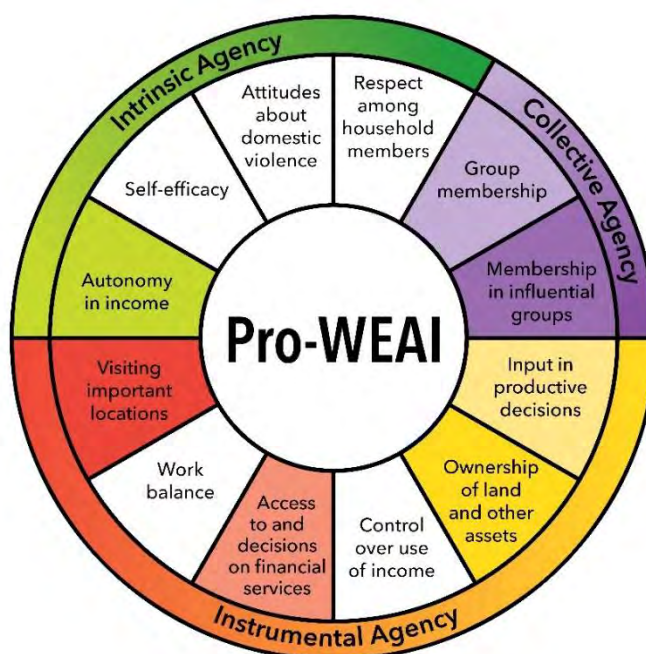
A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Tiên’s empowerment, followed by instrumental agency. In terms of her intrinsic agency Tiên has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by other members of her household. Her household also holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother or if she argues with her husband.

In terms of instrumental agency, whilst Tiên and Tính make decisions about their agricultural activities together, Tiên has little input on how to use the output and income from those activities. When it comes to making decisions on household income and expenditure, both Tiên and her husband view Tính as the household head and, although Tiên says she has input to some decisions, he retains final decision-making power, *‘the woman does not have much influence, normally the husband does have the final say but only after discussion’*. Tiên is able to make decisions about spending with regards to poultry as that is seen as her business, *‘I always need to discuss with my husband but if it is about poultry and the amount is small, for example on how many chickens or ducks to buy then I can decide and I don’t need to discuss’*. Tiên believes the difference between the amount of influence a wife and husband has in

decision-making is related to their earning capacity, *'I think the husband and wife should discuss with each other to make the right decisions – but my husband is the man in the family to make the decisions – he makes more money than me and so has more rights'*.

As a woman farmer, Tiên bears what is referred to as the 'double burden'; working much longer days than her husband or other male farmers since she is responsible for both housework, coffee cultivation, livestock raising and recently taking work on a construction site when possible. Tiên's typical household responsibilities include child rearing, caring for her parents; cooking meals, washing clothes, and cleaning. A typical day in Tiên's life begins at 5.00a.m., with small livestock raising as the first activity before cooking breakfast for the family and sending the children to school. The rest of the morning is spent cultivating rice and maize and watching over livestock. At 10.00a.m. she is busy preparing meals for the family and cleaning up around the house. Tiên then takes a short one hour rest until 1.30pm when she returns to cultivate rice and maize until 5.30pm. From then onwards she is busy preparing supper, helping children with schoolwork, cleaning up and by 8.30p.m. Tiên is in bed. Tiên reports that although her days are long, her husband helps when he can *'both of us do our domestic work together after working hours'*. Tiên feels that this has changed over time, in the past women did more of the housework whereas today men share equally in the housework, *'Many things are changing, in the past only women did the housework. The society was conservative then, preferred men to women, Women did everything and men just played around. It is much more equal now, anyone can do it if necessary'*.

One area where Tiên feels empowered is group membership. Tiên is the chairperson of her village savings group and places great value on opportunities she has received through being a member, *'when you are exposed to a group you can gain so much more experience – we learn from other women about farming, livestock, childcare, we travel to other places – this means I understand so much more about the world and I can tell my husband about the differences between our place and others'*. Tiên also feels comfortable speaking up about gender equality with others *'it's about equality between human beings – so men and women – people will understand if you explain it to them'*.

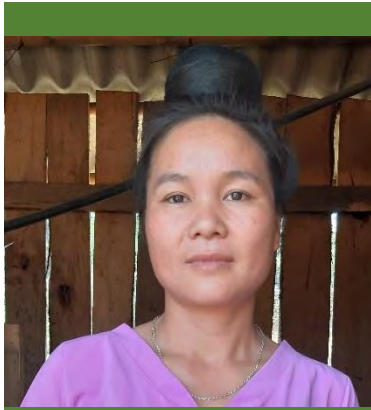






Son La Households

Household ID	Commune	Village	Female respondent	Male respondent	Relationship
11	Mường Chanh	Lọng Nặm	Lò Thị Dem	Vì Văn Thơi	Husband
12		Lọng Nặm	Cầm Thị Van	Ha Van Luong	Husband
13		Lọng Nặm	Cầm Thị Quý	Cầm Văn Thiêu	Husband
14		Đen	Cầm Thị Hạnh	Hà Văn Nguyên	Husband
15		Đen	Quảng Thị Anh	Cam Van Tien	Husband
16	Chiềng Chung	Ngòi	Lò Thị Nươi	Hà Văn Chăm	Husband
17		Ngòi	Lò Thị Trưởng	Hà Văn Thạch	Husband
18		Máy	Lò Thị Kim	Tòng Văn Khơi	Husband
19		Máy	Cầm Thị Mai Dung	Tòng Văn Khương	Husband
20		Máy	Cầm Thị Hiến	Lò Văn Phú	Husband



'The husband still has the final say on household matters, if change is possible than I would like my husband to listen to me more and then we both agree'

Pro-WEAI Score **0.75**
3DE Score: 0.75

GPI Score: 0

Dem's key constraints:
Self-efficacy; autonomy in income, control over income.

ID11 HOUSEHOLD PROFILE

Lò Thị Dem, Son La

Dem is 33 years old and lives with her husband Thơi and their two children in Lọng Nặm village.

Dem and Thơi produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and raising large livestock, particularly buffaloes.

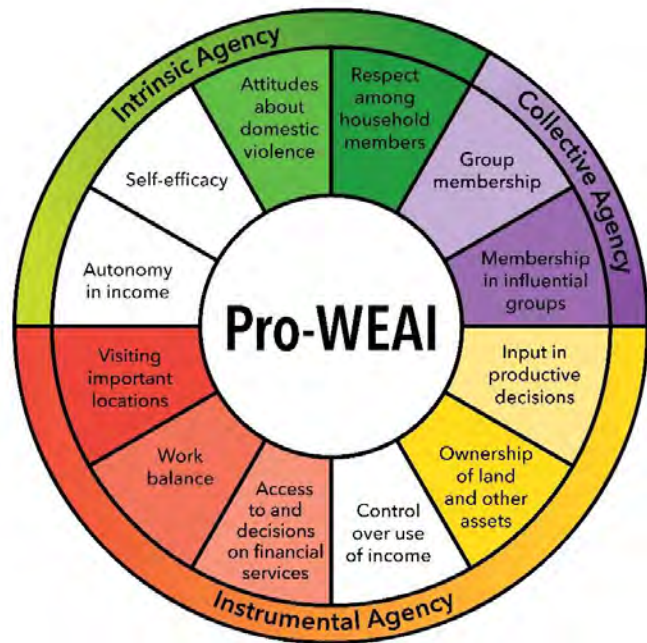
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women's empowerment in agriculture. The shaded segments represent those indicators in which Dem has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.75 Dem is considered empowered.

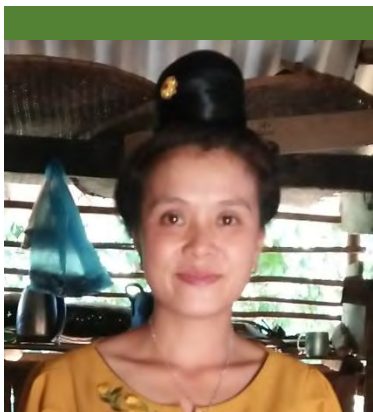
A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Dem's empowerment, followed by instrumental agency. In terms of her intrinsic agency, Dem does not have confidence in her abilities despite attending training, she feels that although she is a hard worker, it will not be possible to achieve the life goals she has set herself or reach outcomes that she considers important for her and family.

Although Dem and her husband both view Thơi as the household head, they share relatively progressive views about responsibility and power and make the majority of decisions together. For example, Dem and Thơi make decisions about rice variety and the best time to plant together as well as decisions about fertiliser application. However, when it comes to decisions about household expenditures, Dem reports having only little to some input on decisions related to the use of income generated through rice cultivation, coffee growing, and livestock raising. Dem jokes that, *'I keep all the money and my husband has only pennies in his pocket'* but concedes that she can only make decisions on small items by herself such as the purchase of kitchen items like bowls, plates, food, salt and fish sauce but for any large household purchases such as a motorbike then her husband has the final say, *'We discuss and make decisions together but the final say is for my husband'*.

Dem has achieved the threshold in all other indicators considered central to a woman's empowerment in agriculture. One indicator Dem has recently become empowered in, is her freedom of movement and ability to visit important locations – Dem attributes

this to the fact she recently obtained her motorbike licence, ‘*previously there were always transport options like motorbikes but people were afraid that women could not ride and so women were not allowed to practice riding a motorbike – but now everyone can ride and women travel more – I travel more*’. This has enabled Dem to experience other parts of the family farming business by travelling to market, ‘*in the past my husband did the trading, he always brought the coffee to sell. Previously I could not ride the motorbike so I could not go, but now I can bring the coffee and sell on my own. Now I can ride a motorbike I can go anywhere and that means I can see and know many things. Before I did not go anywhere and so listened to what my husband said....but now I am more mature and we have to discuss things*’.





'I would like to be able to use alone the income that I have worked for and generated without having to ask for other ideas or permission...but I am afraid that my mother-in-law would tell on me and my family would know about that and be displeased'

Pro-WEAI Score

0.54

3DE Score: 0.75

GPI Score: 0.86

Van's key constraints:

Autonomy in income; input in productive decisions; control over use of income

ID12 HOUSEHOLD PROFILE

Cầm Thị Van, Son La

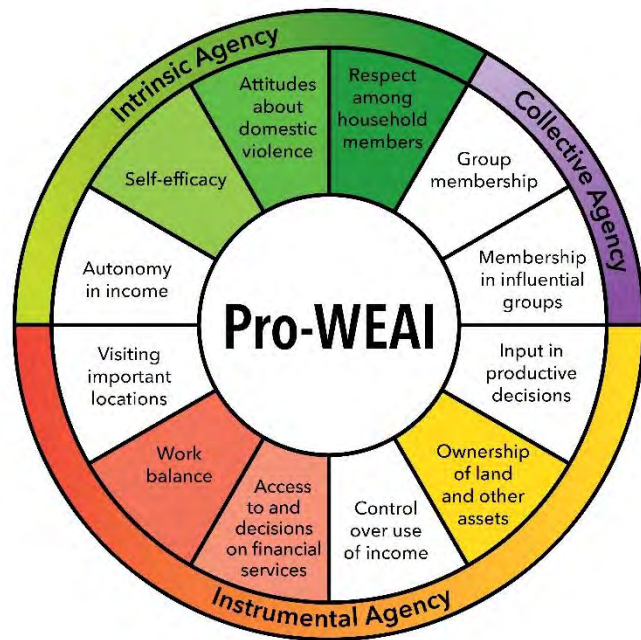
Van is 36 years old and lives with her husband Luong and their two children in Lọng Nặm village.

Van and Luong produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing, cultivating a plum orchard and raising large livestock, particularly buffaloes and poultry, mainly ducks and chickens. Van has also set up a small informal shop front at their home which she manages and has also recently started making bricks in order to supplement the family income.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women's empowerment in agriculture. The shaded segments represent those indicators in which Van has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.54 Van is not yet considered empowered.

A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint to Van's empowerment, followed by collective agency. In terms of instrumental agency, Van reports to have little to no input into either productive decisions or household expenditure decisions, *'I can contribute comments only but no decisions'*. When it comes to making decisions on household income and expenditure, both Van and her husband view Luong as the household head and as such he retains final decision-making power on how income generated from both joint (rice, buffalo, plum orchard) and individual activities (Van's poultry raising; brick-making) is used, *'when I go to market to buy even fish I will ask my husband and my mother-in-law whether I can buy that fish or not'*. Van believes the difference between the amount of influence a wife and husband has in decision-making is related to a man's status or role within the family, *'the husband decides more, because the husband is the major pillar, breadwinner of the family therefore he has a bigger voice'*. Van would like for the situation to change but is reluctant for fear of displeasing her family, *'I would like to be able to use alone the income that I have worked for and generated without having to ask for other ideas or permission...but I am afraid that my mother-in-law would tell on me and my family would know about that and be displeased with me.'*

Van does not experience freedom of movement and is required to seek permission from both her husband and her mother-in-law when she wishes to visit her family, the market in town, attend a community meeting or a training session. Van can decide to visit the local health clinic or a friend by herself but reports that, aside from visiting friends at least once a week, she leaves her household less than once a month. However, Van does believe that things are gradually changing and that she is gaining her freedom, *‘since joining the CARE project, I feel that my husband understands me more, better understands my work, so the travel also increases. The more I travel, the more I know, the more I am respected by my husband’*.



Although Van is part of the women’s union, she is not currently active within the group due to her need to focus on the family income generation and her children.

One area where Van does feel empowered is work balance. Van reports that she together with her mother-in-law make decisions about what needs to be done and that she is supported to complete the tasks by either her mother-in-law or her husband. Others in the village have noticed and commented on the arrangement which is unusual, *‘they think that I am happier than them as I have a husband who helps to do household chores!’*





‘Women think that a man doing household chores is a good man and that he loves his wife. Men think that a husband doing household chores is not right, household chores are for girls and wives, not men’s tasks’

Pro-WEAI Score

0.52

3DE Score: 0.58

GPI Score: 0

Quý’s key constraints:

Autonomy in income; self-efficacy; attitudes about domestic violence

ID13 HOUSEHOLD PROFILE

Cầm Thị Quý, Son La

Quý is 40 years old and lives with her husband Thiêu and their two children in Lộng Nặm village.

Quý and Thiêu produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and large livestock raising, particularly buffalo.

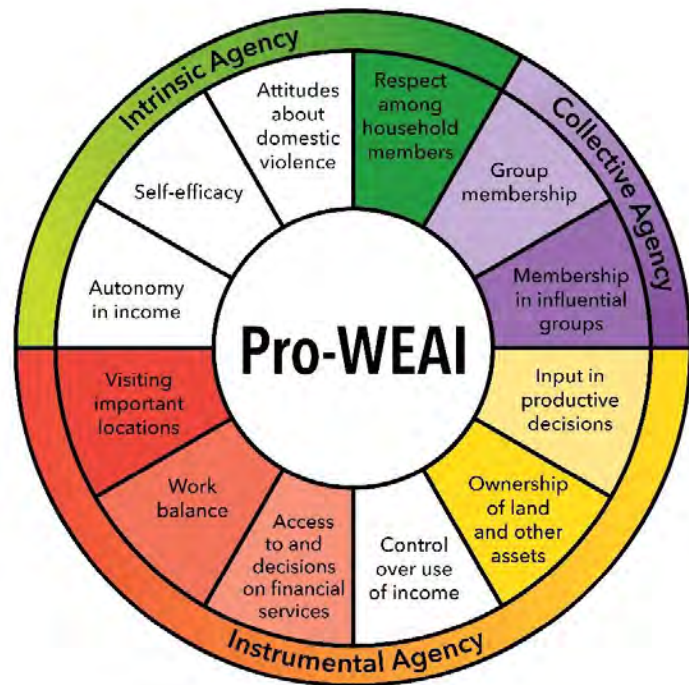
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Quý has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Quý is not yet considered empowered.

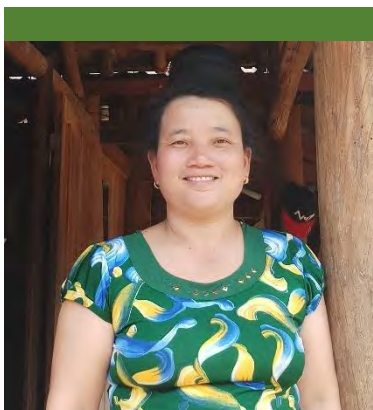
A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint to Quý’s empowerment, followed by instrumental agency. In terms of her intrinsic agency Quý has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not have autonomy over the income she generates through her own small economic activities such as selling chicken eggs or meat. Her household also holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother; if she goes out without telling her husband; if she argues with her husband; if she refuses to have sex with him or if she burns the food.

In terms of instrumental agency, when it comes to making decisions about the family farm, Quý and her husband make the majority of decisions together such as what rice variety to buy, the quality of the seedlings and how many to buy and when the time comes to harvest and sell the coffee or buffalos they discuss what market price they should aim for. However, when it comes to making decisions on household income and expenditure, both Quý and her husband view Thiêu as the household head and as such he retains final decision-making power on how income generated from both joint (rice, coffee, buffalo) and individual activities (Quý’s poultry raising) is used, *‘I cannot make decisions alone, it will be my husband who has the final say’*. Quý believes the difference between the amount of influence a wife and husband has in

decision-making is related to a man’s earning capacity within the family, *‘When I spend money, if I only earn a little but I want to spend a lot, then that is not accepted or allowed’*.

Collective agency and group membership including membership of influential groups are two areas where Quý does feel empowered. Quý is a member of her village savings groups and believes that it has been influential in the community raising the status of women in the village and the value placed upon their work and contributions to the household.





‘I would like to see things change. I would like for a woman to have an equal voice to a man. Now, no matter how good or clever a woman is, a woman is still a woman, she cannot be like a man’

Pro-WEAI Score **0.75**

3DE Score: 0.75

GPI Score: 0

Cầm’s key constraints:

Work balance; control over use of income; attitudes about domestic violence.

ID14 HOUSEHOLD PROFILE

Cầm Thị Hạnh, Son La

Cầm is 42 years old and lives with her husband Nguyễn in Đen village. Their three children also live nearby in the village and have children of their own. Cầm and Nguyễn produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and any surplus generated through intercropping coffee with longan, orange, and plum trees.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Cầm has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.75 Cầm is considered empowered.

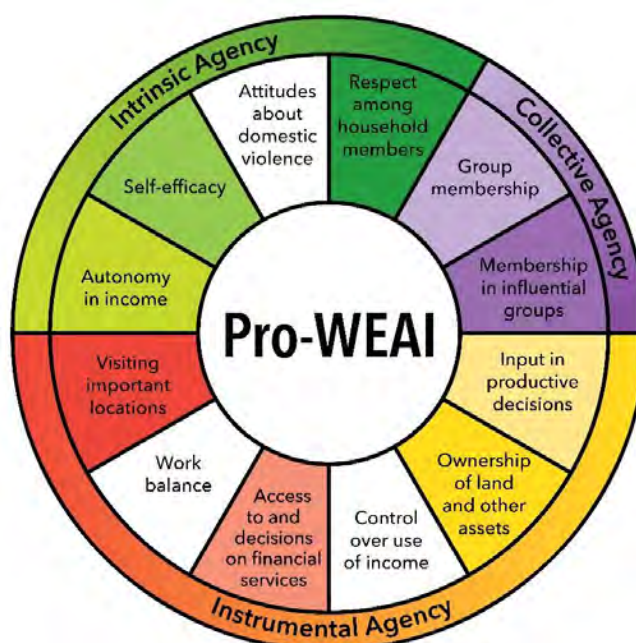
A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint, to Cầm’s empowerment followed by intrinsic agency. In terms of her intrinsic agency, her household holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother; if she goes out without telling her husband; if she argues with her husband; if she refuses to have sex with him or if she burns the food.

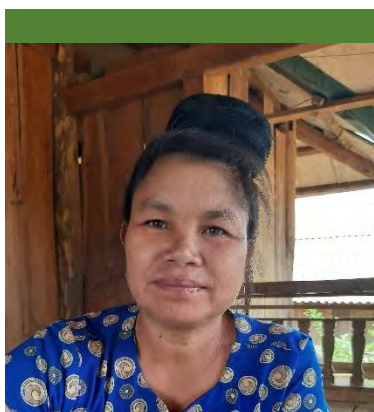
In terms of instrumental agency, when it comes to making decisions about the family farm, Cầm and her husband make the majority of decisions together, *‘yes we discuss and make decisions together. For example, we discuss on the best mix for intercropping in the coffee garden or when the traders come to buy coffee at a low price then we agree together not to sell. After picking the cherries we investigate the price – who is buying at the low price and who is buying at the high price. At times my husband explores, at other times I explore’*. However, when it comes to making decisions on household income and expenditure, both Cầm and her husband view Nguyễn as the household head and as such he retains final decision-making power on how income generated from joint activities such as coffee and surplus fruit is used, *‘we discuss all decisions but the husband is the one who makes the final decision’*. Despite this Cầm reports that she is the one who is responsible for keeping the money in the family, *‘I am the one who keeps the money in my family, whoever needs money comes to me to ask for it. Yet I do not decide how much they take*

because when they come to me, they have already decided – I just give them the money! Cầm is able to make some decisions on her own about small purchases for the household, ‘I only make small decisions such as buying fish sauce, salt and soap – it’s just small spending in the house or on my children or grandchildren like clothes’.

Cầm believes the difference between the amount of influence a wife and husband has in decision-making is related firstly to the sum of money (small or large) needed and secondly the perception that men have more knowledge and experience in the world than women, *‘there is a difference because the use of big money must be decided by the husband and not the women – this is because women do not have the same understanding or knowledge as men. In rural areas women did not go anywhere, only stayed at home and cooked and took care of children. They were not allowed to visit friends or go to a wedding, and they could not ride motorbikes and see outside’.* However, Cầm feels that there is a slow but gradual shift towards joint decision-making and she attributes this to her membership of her village savings group, *‘With the CARE project, we have received training and have more knowledge (about how to maintain a coffee garden and intercropping, how to budget) and we now know that men and women can be equal. When I compare my family where I am part of the savings group and other families who are not, it is true that my husband has a voice, but I also have a voice because I have joined the savings group. With even the small amounts of money I saved, then at the end when the share-out happens, I will have money to contribute, I have money to make the decision to buy clothes for my children, grandchildren’.* Cầm’s participation in her savings group and her increased confidence has also led to a change in Nguyễn’s relationship with his two daughters, *‘in the past my husband wanted a son and was disappointed that we had daughters, now he thinks that whether they are sons or daughters, they are all our children and he is much closer to them’.*

As a woman farmer, Cầm bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework and coffee cultivation. Cầm’s typical household responsibilities include caring for her parents; cooking meals, washing clothes, caring for her grandchildren and cleaning. Cầm reports that although her husband will do much of the heavy manual labour in the coffee garden, at home she is the one to do the domestic chores. Cầm is not convinced that things are changing anytime soon, *‘when women look at a man who helps with household chores she thinks – there is a man who loves his wife! When a man looks at a man who helps with household chores he thinks – that man works too hard!’.* Cầm has achieved the threshold in all other indicators considered central to a woman’s empowerment in agriculture.





‘I set my own rules and go where I want but women do not usually travel outside the village on their own. I cannot ride a motorbike so I can only take the back seat. Young women travel more now...like my daughter-in-law...’

Pro-WEAI Score

0.60

3DE Score: 0.67

GPI Score: 0

Anh’s key constraints:

Attitudes about domestic violence; access to and decisions on financial services; control over use of income

ID15 HOUSEHOLD PROFILE

Quàng Thị Anh, Son La

Anh is 48 years old and lives with her husband Tien in Đen village with their two children.

Anh and Tien produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and medium-large livestock raising including pigs and buffalos.

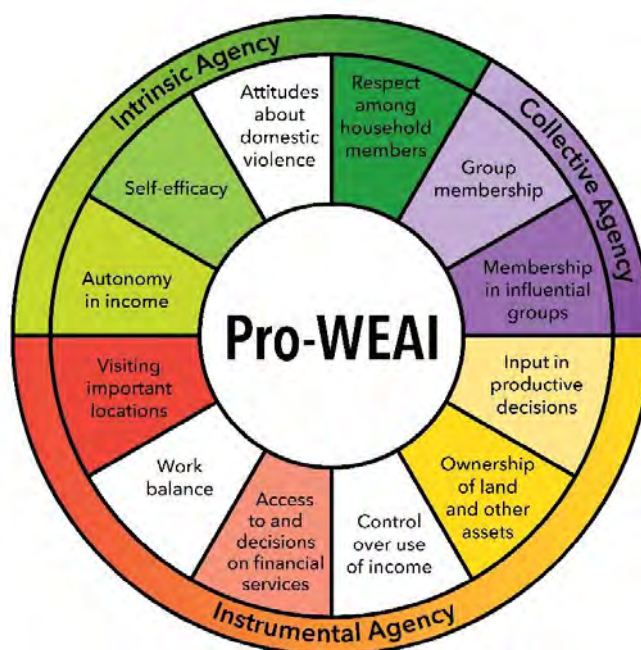
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Anh has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.60 Anh is not yet considered empowered.

A closer look at each indicator and domain reveals that instrumental agency presents the greatest constraint, to Anh’s empowerment followed by intrinsic agency. In terms of her intrinsic agency, her household holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother; or if she argues with her husband.

In terms of instrumental agency, when it comes to making decisions about the family farm, Anh and her husband make the majority of decisions together and Anh reports that she is also able to make some decisions on her own, *‘we make decisions together as wife and husband and sometimes our son will also join – he is sometimes the one to have the final say as he is 28 now and still single. For example, we discuss about what price to sell the coffee cherries – but I also make some decisions on my own such as what mix of intercropping to do in a season and what variety of rice to grow’*. However, when it comes to making decisions on household income and expenditure, both Anh and her husband view Tien as the household head and as such he retains final decision-making power on how income generated from joint activities such as the sale of coffee and livestock. Recently Tien has been unwell with diabetes so when he is not available to make a decision, Anh’s son will step in to make the final decision, *‘I have no influence in such things, I am considered too old so my son decides instead’*. Anh reports she is able to make decisions about small household purchases such as the purchase of meat or fish sauce and salt but for all other decisions she defers to her husband or son. Anh

believes the difference between the amount of influence a wife and husband has in decision-making is related to their capacity to earn, *'Each person earns some money. Money earnt by son is spent by son. Money earnt by mum is spent by mum!'*.

As a woman farmer, Anh bears what is referred to as the 'double burden'; working much longer days than her husband or other male farmers since she is responsible for both housework, coffee cultivation, and livestock raising. Anh's elderly parents also live with them and although they assist where they can, Anh needs to support them as well, *'in my household there is a 98 year old grandpa and an 88 year old grandma, They still help me cook – in the morning I cook but they help me to prepare dinner. They help to feed the chickens but they cannot feed the pigs – they are old and I am happy to care for them'*. Anh's typical household responsibilities include caring for her parents; cooking meals, washing clothes, and cleaning. A typical day in Anh's life begins at 6.00a.m., with livestock raising as the first activity before cooking breakfast for the family and cleaning the house. The rest of the morning is spent cultivating rice and maize and watching over livestock. At 10.00a.m. she is busy preparing meals for the family and working on her small sewing enterprise. Anh then takes a short one-hour rest when she returns to sewing and keeping an eye on livestock until 6.00pm. From then onwards she is busy preparing supper, helping her parents at the end of the day, cleaning up and by 8.30p.m. Anh is in bed.





'I really want my son and daughter to attend training on gender equality so there would be changes in my own family and in their lives. I want them to understand gender equality, family relationships and have respect for the woman, for me'

Pro-WEAI Score

0.61

3DE Score: 0.58

GPI Score: 0.88

Nưoi's key constraints:

Self-efficacy; attitudes about domestic violence; control over use of income.

ID16 HOUSEHOLD PROFILE

Lò Thị Nưoi, Son La

Nưoi is 43 years old and lives with her husband Chẳm in Ngòi village. Their two children also live nearby in the same village and have children of their own.

Nưoi and Chẳm produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and medium- livestock raising (pigs). Nưoi also has her own small business raising and selling poultry such as ducks and chickens.

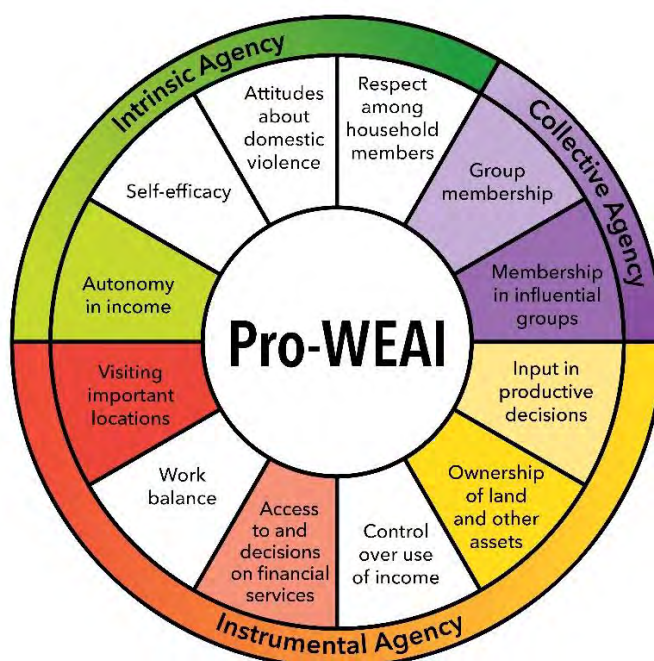
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women's empowerment in agriculture. The shaded segments represent those indicators in which Nưoi has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.61 Nưoi is not yet considered empowered.

A closer look at each indicator and domain reveals that intrinsic agency presents the greatest constraint, to Nưoi's empowerment followed by instrumental agency. In terms of her intrinsic agency, Nưoi has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by other members of her household. Her household also holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother.

In terms of instrumental agency, when it comes to making decisions about the family farm, Nưoi and her husband make some decisions together relating to rice variety, fertiliser application and when to harvest. For other decisions Nưoi reports she has some input but her husband will make the final decision, *'I can speak up, I can comment but I cannot make decisions, that is not allowed. I have never made any final decisions so far'*.

When it comes to making decisions on household income and expenditure, both Nưoi and her husband view Chẳm as the household head and as such he retains final decision-making power on how income generated from joint activities such as the sale of coffee and livestock. Nưoi reports that she has little or no input to decisions relating household spending, *'there are many times I do not want to spend the money, for example when buying more land for coffee farming though I did not want to, my husband decided he*

wanted to and so then I still had to agree, it was the same with building the house'. NưƠi is able to use the money she makes selling eggs and poultry meat to make decisions about small household purchases on her own such as buying salt and fish sauce, but she is not happy with the way decisions are made and would like things to change, *'since there is no gender equality sons and husbands have more voice. If I make a decision alone and that decision turns out to be a mistake or risky, then I am afraid my family will scold me and blame me. For example, last month I made a decision alone about buying rice tablets (a form of pesticide) for our crops, if it works it's ok but if it fails...I will be scolded'*.



NưƠi believes the difference between the amount of influence a wife and husband has in decision-making is related to their capacity to earn, *'If a wife can earn much money, she will be respected, if not, she is not respected and is said to be living on the family, or she is even beaten at times'*.

As a woman farmer, NưƠi bears what is referred to as the 'double burden'; working much longer days than her husband or other male farmers since she is responsible for both housework, coffee cultivation, and poultry and livestock raising. NưƠi's typical household responsibilities include cooking meals, washing clothes, and cleaning. A typical day in NưƠi's life begins at 5.00a.m., with poultry and livestock raising as the first activity before cooking breakfast for the family and cleaning the house. The rest of the morning is spent working in the coffee garden and caring for her grandchildren at the same time. At 10.00a.m. she is busy preparing meals for the family. NưƠi then takes a short one-hour rest before washing everyone's clothes, sweeping the house and then returning to the coffee garden where she works until 5.00pm. From then onwards she is busy preparing supper and cleaning up and by 9.00p.m NưƠi is in bed. NưƠi is unhappy with her workload, *'people always think household chores belongs to girls and women, that it's wrong for boys and men to do household chores. If they see a man doing chores, they will think he is afraid of his wife and weak'*.

One area where NưƠi does feel empowered is her collective agency and group membership. NưƠi is an active member of her village savings group and places great value on the opportunities she has had being a member, *'since participating I feel that I have more fun in life and that I have more self-confidence. I have opportunities to learn from other's experience in production but also how to manage family life. I can access new information and now I have some money for myself, I can make decisions.*





'In my family it is said that most domestic work are women's tasks, so I do everything in my household. I rarely go anywhere or have contact with others because I am the major labourer in the household so I let the others go'

Pro-WEAI Score

0.52

3DE Score: 0.50

GPI Score: 0.75

Trường's key constraints:

Autonomy in income; self-efficacy; respect among household members

ID17 HOUSEHOLD PROFILE

Lò Thị Trường, Son La

Trường is 24 years old and lives with her husband Thạch in Ngòi village with her parents. They are recently married and look forward to having children one day soon.

Trường and Thạch produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and medium-livestock raising (pigs).

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women's empowerment in agriculture. The shaded segments represent those indicators in which Trường has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Trường is not yet considered empowered.

A closer look at each indicator and domain reveals that both intrinsic and instrumental agency present an equal constraint, to Trường's empowerment. In terms of her intrinsic agency, Trường has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by other members of her household. Trường does not have autonomy over her own income, because she does not have the time to invest in her own small economic activities because she is the main labourer in her family's coffee garden.

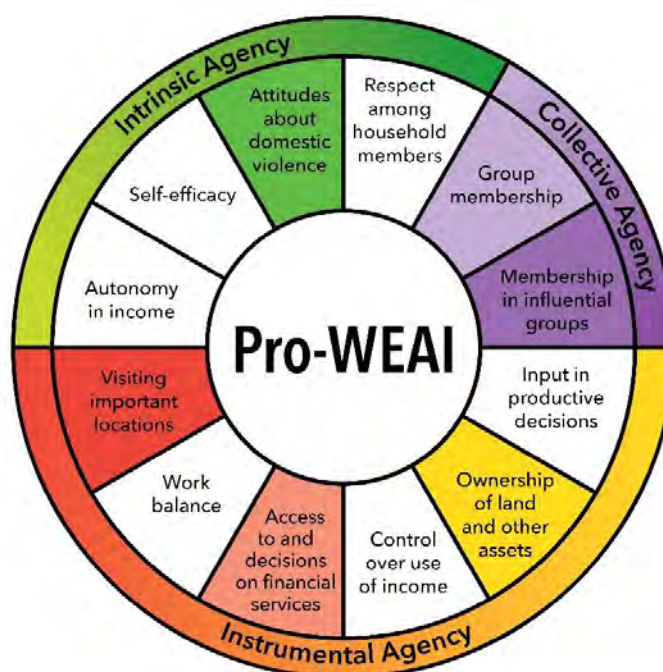
In terms of instrumental agency, when it comes to making decisions about the family farm, Trường and her husband consider Trường's father to be the head of the household. However, Thạch will still make some decisions such as how much fertiliser to use, how deep to plough, and when Trường's father is not home, Thạch will step in and make all necessary decisions, *'there are no decisions I can make on my own – I am young and do not have much experience. For all decisions my father and my husband have the final say – I can only comment and listen'*.

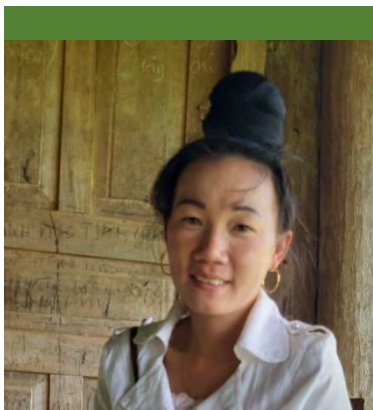
When it comes to making decisions on household income and expenditure, both Trường and her husband view Thạch as the decision-maker and as such he retains final decision-making power on how income generated from joint activities such as the sale of coffee and livestock. Trường reports that she has little or no input to decisions relating household spending, *'my husband has the final say on all these matters relating*

to household purchases unless it is very small then I can make it myself – like buying pig feed’. Truong is not sure why there is a difference between the amount of influence a wife and husband has in decision-making but is worried about the consequences of trying to change things, ‘I do not have sufficient capacity to make decisions and if I could make decisions, I am afraid that the decisions I make may not please everyone and my husband and then it would lead to a difference in viewpoints which is not good’.

As a woman farmer, Truong bears what is referred to as the ‘double burden’; working much longer days than her husband or other male farmers since she is responsible for both housework, coffee cultivation, and livestock raising. Truong’s typical household responsibilities include cooking meals, washing clothes, caring for her parents and cleaning. A typical day in Truong’s life begins at 5.00a.m., with livestock raising as the first activity before cooking breakfast for the family and cleaning the house. The rest of the morning is spent working in the coffee garden. At 10.00 a.m. she is busy preparing meals for the family. Truong then takes a short one-hour rest before returning to the coffee garden where she works until 6.00pm. From then onwards she is busy preparing supper and cleaning up and by 9.00p.m Truong is in bed. Truong accepts her workload and is not optimistic that things will change due to social norms, ‘When I do house chores, my husband does not do anything, just sits and plays with his phone. If a man helps his wife there will be vicious tongues saying that – if you do that you will spoil your wife, don’t you feel ashamed that your wife bullies you? So, the man does not help. It’s usually men who bully their wives and eat the bread of idleness who say those things’.

One area where Truong does feel empowered is her collective agency and group membership. Truong is an active member of her village savings group and places great value on opportunities she has received through being a member, ‘the group helps me to know how to save more – I am the only one with savings in my family, know about gender equality. I learn a lot of knowledge such as how to grow coffee properly’.





‘My husband helps me to do household chores. He voluntarily does them, but there are tasks I am afraid he may forget so I often remind him! The one who supports his wife is considered as an example, a mirror for others to follow’

Pro-WEAI Score **0.83**

3DE Score: 0.91

GPI Score: 0

Kim’s key constraints:

Control over use of income

ID18 HOUSEHOLD PROFILE

Lò Thị Kim, Son La

Kim is 32 years old and lives with her husband Khôi in Mây village with their two children.

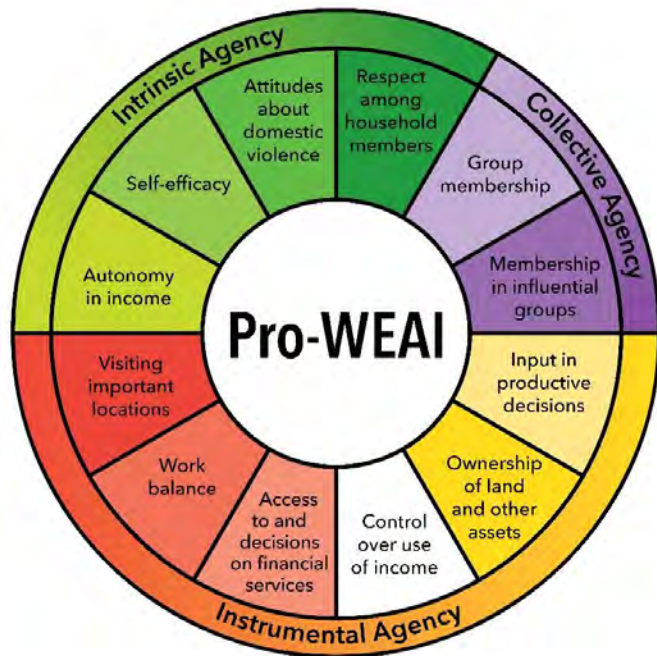
Kim and Khôi produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and large livestock raising (buffalo).

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Kim has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.83 Kim is considered empowered.

A closer look at each indicator and domain reveals that Kim has achieved all the indicators considered necessary for women’s empowerment in agriculture except for one, control over use of income. In terms of instrumental agency, when it comes to making decisions about the family farm, Kim and her husband make the majority of decisions together and Kim reports that she is able to make decisions on her own when Khôi is away, *‘we can each decide on these things together if we are both home or alone by ourselves if one is away – that is for all decisions – weeding, cutting, pruning, putting down fertilizer and pesticides. These are our daily routines and it can be decided by either of us’*.

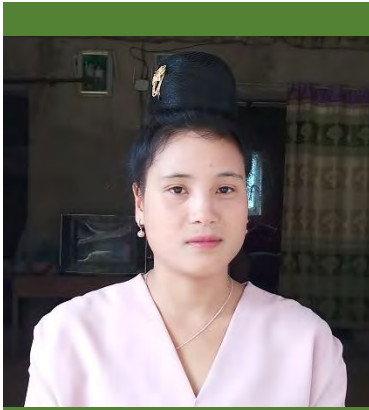
However, when it comes to making decisions on household income and expenditure, both Kim and her husband view Khôi as the head of household and as such he retains final decision-making power on how income generated from joint activities such as the sale of coffee and livestock. Kim reports that she has some input to decisions relating to household spending but Khôi has the final say, *‘I decide on procurement of small things, odds and ends in the family. My husband says he wants to buy this, or needs money to do that, then I tell him it’s up to you, buy whatever you want to buy, then after asking how much he needs, I count money to give him. He makes all final decisions’*. Kim is not sure why there is a difference between the amount of influence a wife and husband has in decision-making, *‘maybe it is because of tradition. I do not understand. Men have louder voice in the family, they have more power, we ourselves understand that. Women and girls do not make decisions like men’*.

Kim is satisfied with her work balance and reports that her husband willingly supports her with both farm work and household work, *'my husband usually helps do household chores. He voluntarily does these, there are tasks that I am afraid that he may forget then I often remind him. He helps with such household chores as cutting grass to feed buffaloes, cooking, feeding chickens, ducks'*. Kim acknowledges that it is not the same for other households in her village, but hopes things can change, *'there are also husbands who let their wives do everything, then people may say about these husbands "oh my god, he does not support his wife. Look! His wife has to do many things." People may tell and say like that. The one who supports his wife is considered as an example, a mirror for others to follow'*.



Collective agency and group membership is an area Kim feels empowered in and she attributes this to being an active member of her village savings group. Kim believes that the savings groups are not only a safe way to save and access credit, but also an important source of self-development and support for women in her village, *'depositing in this way is safer than depositing at my folks because when I give money to my folks to keep, if I need it.... I may not get back immediately'* and *'the group helps women understand money but it also creates chances to travel outside the village, communicate with other groups, and share experiences. I see that group members are more self-confident, united, they join meetings/activities more sufficiently, support other members in both cash and emotion'*.





‘An empowered woman is a woman who is a key decision maker in the family. She has frank, affable characteristics and is active in every activity. She is skillful and good in business. Maybe all other women want to be like her.’

Pro-WEAI Score **0.83**

3DE Score: 0.91

GPI Score: 0

Dung’s key constraints:

Respect among household members.

ID19 HOUSEHOLD PROFILE

Cầm Thị Mai Dung, Son La

Dung is 24 years old and lives with her husband Khương in Mỏ village with their two children.

Dung and Khương produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing and working as seasonal hired labour.

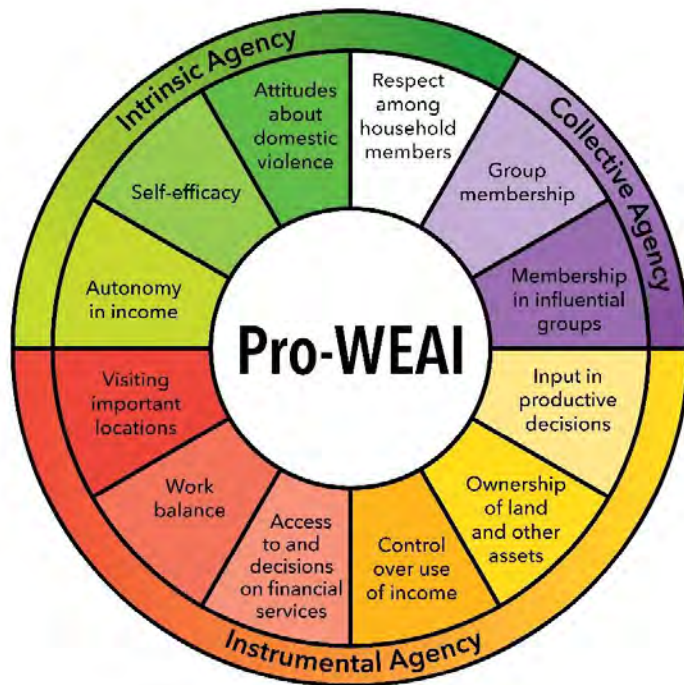
In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Dung has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.83 Dung is considered empowered.

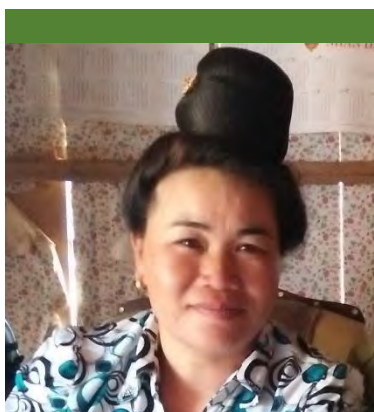
A closer look at each indicator and domain reveals that Dung has achieved all the indicators considered necessary for women’s empowerment in agriculture except for one, respect among household members. In terms of her intrinsic agency, Dung feels that although she respects her husband most of the time, he does not feel the same way and only respects her sometimes. Dung also does not trust her husband to do things in her best interest and when she disagrees with Khương she only sometimes feels comfortable saying so, *‘I do not wish to disagree because the husband is the key decision maker, he is the bread-winner of the family’*.

In terms of instrumental agency, although Dung and her husband both view Khương as the household head, they share relatively progressive views about responsibility and power and make the majority of productive and household income and expenditure decisions together. When Khương is away or unwell, Dung can make many decisions alone, although for larger purchases she will wait to consult with him. For all types of income earned by household members (joint and individual) Dung has significant input on how it will be spent, *‘we as wife and husband make decisions together on all things – in the coffee garden we decide together on fertilizer application, on harvest time and the price at which to sell. Our major income which is from coffee is also decided together, such as whether to spend on buying a TV, fridge, water filter, or fertilizer’*.

Dung notes that decisions have not always been made this way and the shift in relations is due to knowledge gained through training, *‘there is a change between decision making and commenting. Women have better knowledge and are more self-confident. Husbands listen to them. Women’s ideas are respected. This is because women have gained knowledge through the CARE training on coffee rehabilitation and maintenance – they have something to share’*.

Collective agency and group membership is an area Dung feels empowered in and she attributes this to being an active member of her village savings group. Dung believes that the savings groups develop members financial skills and abilities, but are also an important source of support for women in her village, *‘joining the savings group has helped me improve my knowledge, develop my ability to make money and also to manage it. I have more social interaction in the village, I think women usually share with other women. It is more comfortable for a woman to share with another woman and so we also share about our family life and challenges’*.





‘In my community, there is no woman making decisions on important issues on her own. An empowered woman is capable with good speaking skills. She has a voice in the family, and is good with business’

Pro-WEAI Score

0.52

3DE Score: 0.58

GPI Score: 0

Hiến’s key constraints:

Attitudes about domestic violence; self-efficacy; respect among household members

ID20 HOUSEHOLD PROFILE

Cầm Thị Hiến, Son La

Hiến is 44 years old and lives with her husband Phú in Mây village. Their two children live nearby in the same village.

Hiến and Phú produce rice mainly for household consumption, and although they sell what surplus they have, their main source of income is from coffee growing, raising poultry and medium livestock (pigs) and a small orchard with plum trees.

In the pro-WEAI empowerment wheel, the outer ring represents the three empowerment domains: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with) and the inner ring represents the 12 indicators of women’s empowerment in agriculture. The shaded segments represent those indicators in which Hiến has adequate achievement. White segments represent those indicators in which she has not yet achieved the empowerment threshold. With a pro-WEAI score of 0.52 Hiến is not considered empowered.

A closer look at each indicator and domain reveals that instrumental and intrinsic agency both present constraints to Hiến’s empowerment. In terms of her intrinsic agency, Hiến has not yet developed self-confidence and belief in her own abilities despite being able to attend training and does not feel respected by the other members of her household. Her household also holds the view that domestic violence is acceptable in instances where the woman is seen to be neglecting her duties as a wife and mother or where she leaves the house without telling her husband.

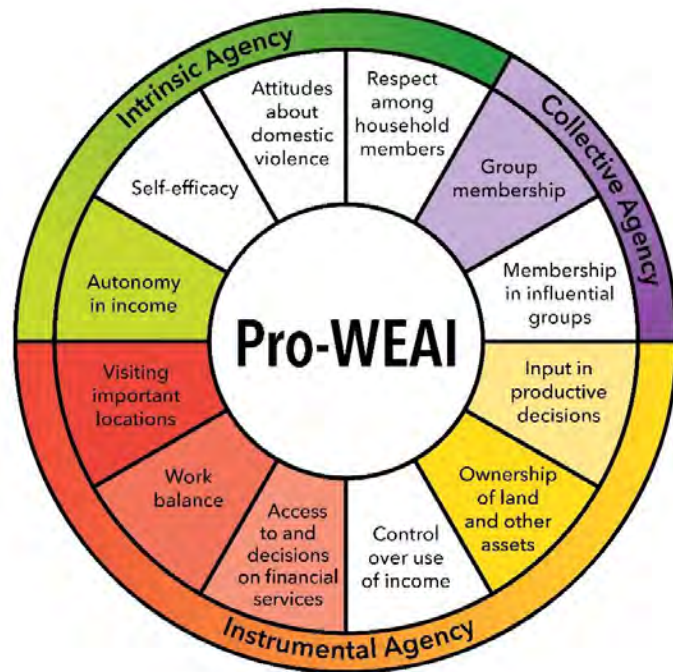
In terms of instrumental agency, when it comes to making decisions about the family farm, Hiến and her husband make the majority of decisions together, *‘we do not make any decisions on farming (alone) but rather both wife and husband make decisions together. We make decisions on coffee variety, fertilizer use, we discuss together about every activity’*.

However, when it comes to making decisions on household income and expenditure, both Hiến and her husband view Phú as the household head and as such he retains final decision-making power on how income generated from joint activities is spent. Hiến reports that whilst she does have the opportunity to provide some input on decisions her views are seen as comments only, *‘our income comes from coffee plants, from selling chickens, pigs and plums. We make money together, then we spend money together. In my family, I am allowed to speak up my ideas, but I have little influence on the final*

decision, my husband has a stronger say’. Hiến believes the difference between the amount of

influence a wife and husband has in decision-making is related to their earning capacity, *'the husband and son(s) have bigger voice in the household and they generate more income. Women do not have much rights.*

One area where Hiến does feel empowered is her collective agency and group membership. Hiến is an active member of her village savings group and places great value on opportunities she has received through being a member, *'Since joining the savings group, I feel that my husband understands me more, better understands my work, and my chances to travel outside the village have also increased. It's because I learn more about the coffee production. It's easy for me to learn because when we are all women, it's easier to share and learn from others' experience'.* However, Hiến does not feel that the group is influential beyond immediate members as *'it cannot raise up women's voices outside the home'.*



4.0 HOUSEHOLD ANALYSIS: SAVERS NOT SPENDERS, LOW SELF-CONFIDENCE, AND SUFFERING IN SILENCE

The data collected on women's empowerment in agriculture across 20 households in Dien Bien and Son La, provides insights on the gender dynamics within Arabica coffee smallholder Thai ethnic minority families. Although the sample and results are not statistically significant, the data nevertheless allows for discussion on patterns that emerge across provinces and inter-household comparisons. Which constraints contribute most to disempowerment across households and provinces? Is progress towards economic empowerment associated with other project strategies or activities?

This section reviews the patterns that emerge from the case studies, how women's empowerment in agriculture relates to the use of gender transformative tools such as Social Analysis and Action, and the implications of the report's findings for the next round of research.

What's working? What is contributing to women's empowerment?

Collective agency emerges as a clear area of progress among case-study households. Group membership provides an important source of social capital and access to networks, which are both empowering in themselves and may also be an important source of agricultural information or inputs. This indicator measures whether a woman is a member of at least one group out of a wide range of social and economic organizations. 95% of women in case-study households achieved the indicator for group membership and this is in part due to the number of successful savings groups established under the project (using the village savings and loans associations model) many of which are entering their second or third cycle. Additionally, 80% of women in case study households believe that they are active members of an influential group (usually their savings group or the Women's Union) which can influence the community to at least a medium extent or greater. These results are positive in the context of social and cultural norms that discourage women's participation in activities outside the home.

What's not working? What is contributing to women's disempowerment?

The top contributor to women's disempowerment is access to and decisions on control over use of income. Self-efficacy and attitudes about domestic violence are the second and third largest contributors, respectively.

Access to and decisions on control over use of income: as the greatest contributor to women's disempowerment, access to and decisions over the use of income represents an important constraint across both provinces. Control over income is a key indicator for exercising choice, and it reflects whether a person is able to benefit from her or his efforts. This is especially important in agriculture because, in many cases, even where women produce crops or livestock, they are marketed by men who then keep most of the income. To have empowerment in this indicator, a woman must have input in decisions related to how to use BOTH income and output from ALL of the agricultural activities they participate in AND have input in decisions related to income from ALL non-agricultural activities they participate in, unless no decision was made.

The importance of income for women's empowerment has gained increasing momentum in recent years, the idea being that improving women's access to financial resources will empower them within their own homes, and this "private" economic empowerment will in turn allow women to challenge more public gender stereotypes. Looking specifically at the household-level, the suggestion is that the

greater women's relative economic power, the greater their control over their own lives – in other words having economic power not only raises women's overall household status and input into household decisions, but also their ability to control 'life choices' such as around fertility and mobility. Similar to many development monitoring and evaluation systems, the pro-WEAI uses the ability to participate in decision-making about resources as one measure of women's relative power within the household.

The pro-WEAI finding that access to and control over income remains the greatest constraint to women's empowerment combined with the qualitative interview data suggests that despite women having improved their knowledge and skills in coffee production itself, the continued dominance of men in the transport and final sale of coffee exacerbates the disparity in income between men and women. When men receive the money from coffee sales, women have greater difficulty accessing it and because women farmers, in many cases work entirely without pay, their contributions to coffee production are sometimes referred to as invisible. Women's roles in coffee production alone offer little in terms of opportunity for economic advancement, whereas men receive and control a disproportionate amount of income from coffee relative to work performed. The continued distribution of labour into gender- stereotyped roles leads to a lack of earning power, a continued lack of bargaining power and control over income for women. This reasoning is reinforced by the next contributor to disempowerment – self-efficacy.

Self-efficacy: whilst the pro-WEAI assesses household functioning by placing economic resources, generally equated to income, central to improved decision-making, it also captures other factors that are gaining recognition as being important to women's empowerment. These include ownership of other assets such as land but also less tangible assets such as social relations and self-confidence. If aspects such as social norms and self-perception are important, then access to income alone may not lead to improved decision-making ability. To have empowerment in this indicator a woman must agree or strongly agree (scoring ≥ 32) with a series of statements about confidence in her skills, her ability to achieve goals and overcome obstacles.

Although the TEAL project's theory of change is gender transformative with economic inequality being seen as a symptom of unequal power relations inside and outside the home, project implementation to date has focussed on production and income generation activities. This focus may be a limiting factor in terms of the extent to which a change in gender relations can be an expected outcome of changing gender roles in coffee production. The pro-WEAI results combined with qualitative data from the interviews suggests that gender ideology is of greater importance than income in explaining women's position and situation in ethnic minority households. Finally, the low levels of self-confidence and positive self-perception observed is almost certainly linked to the next contributor to disempowerment – attitudes about domestic violence.

Attitudes about domestic violence: it is often assumed that women are empowered when they are able to earn an income and that this puts them in a stronger position to negotiate with their partners. However, this is not always correct. Women who gain income and economic power may find they are subject to increased violence from their husbands, families or other community members as they are challenging predominant social norms. Concerningly, half of the households sampled hold the view that domestic violence is acceptable in certain situations⁵, with no significant difference between the provinces. Furthermore, in the remaining households the indicator for respect among household

⁵ This indicator has the threshold that the respondent believes the husband is NOT justified in hitting or beating his wife in all 5 scenarios: 1) She goes out without telling him 2) She neglects the children 3) She argues with him 4) She refuses to have sex with him 5) She burns the food

members was also not achieved⁶. This finding suggests that in trying to promote gender equality through economic empowerment, TEAL must address the challenge that project activities may have unintended negative consequences, improving one dimension of women's lives but undermining others.

What about men in the household? What is contributing to their empowerment or disempowerment?

While the magnitude of women's disempowerment in agriculture is generally greater, men also face constraints on achieving empowerment in agriculture. An unexpected finding of this research was that 60% of men in case-study households are either equally disempowered, or more disempowered, than the women in their households. The top contributors to disempowerment amongst men are group membership, membership of influential groups and control over use of income.

Given that there is no qualitative data available for men within case-study households, it is only possible to make inferences (rather than causality) from the available quantitative data as to why this may be the case. Intra and inter-household comparisons suggest that there is a negative correlation or mirroring effect occurring between men and women in the domain of collective agency. Whilst women are experiencing the empowering influences of social capital and access to networks made available through their membership in savings groups, men are increasingly feeling disempowered that there are either no such groups for men, or that the only groups available to them, such as producer groups or the soldiers union, are not active or considered influential within the community.

Project activity tracking indicates that only 55% of the case-study households have received social analysis action training, and that for those who have received training, it has *only been for the women*, none of the men in case-study households have received training. It is not surprising therefore, that men are feeling disempowered as their traditional gender roles change, without having themselves engaged in a process of examining and reframing their own diversity of experiences and belief-systems. It should also be noted that to date, training delivered has focussed on modules related to identifying gender household norms, labour division and household decision-making.

The slower than anticipated implementation of activities targeting social norms transformation combined with men's increased sense of disempowerment is likely to be related to the finding that *all* case-study households either hold attitudes that domestic violence is acceptable or demonstrate low levels of respect between household members. It is well-documented that intimate partner violence is a manifestation of power and control, and a tool used mostly by men, to regain position and dominance within a household and to maintain gender inequalities to their advantage.

What needs to be considered for future rounds of research?

Considerations for future rounds of data collection relate to improving the connection between project implementation and research outcomes, rather than to the research methodology itself.

Considerations include:

Closer alignment between the pro-WEAI and project-level monitoring and evaluation systems: it would be valuable to strengthen linkages between pro-WEAI scores and selected project outcomes and associated indicators that are of specific interest to the TEAL project. This data would need to be

⁶ This indicator has the threshold that the woman meets ALL of the following conditions related to another household member: 1) Respondent respects relation (MOST of the time) AND 2) Relation respects respondent (MOST of the time) AND 3) Respondent trusts relation (MOST of the time) AND 4) Respondent is comfortable disagreeing with relation (MOST of the time)

made available for the 20 case-study households. Doing so would ensure the final analysis can discuss the outcomes that might *affect* empowerment and examine the outcomes that might *result* from empowerment.

Prioritize social norms transformation work: this round of research has highlighted the importance of integrating do no harm and engaging men and boys' approaches, to ensure projects where possible contribute to preventing and addressing intimate partner violence. Strategies to improve women's access to, and control over, assets and income combined with social interventions have consistently stronger, positive outcomes than interventions that focus on economic factors alone. Therefore, TEAL should prioritise the roll-out of gender-specific activities that address social and gender norms such as social analysis and action training and ensure husbands are actively engaged in such training. The Social Analysis and Action Global Implementation Manual provides specific guidance on how to apply each tool through a gender-based violence lens, and further trainings should be tailored using this guidance (if this has not already been done). Tracking the training undertaken for the 20 case-study households would be valuable for the final round of analysis in discussing whether such transformative tools influence household attitudes and patterns of behaviour towards a reduced acceptance of intimate partner violence.

6.5 APPENDIX 5: ACRONYMS

3DE	Three Domains of Empowerment
CARE	Cooperative for Assistance and Relief Everywhere
FPAR	Feminist Participatory Action Research
GPI	Gender Parity Index
Pro-WEAI	Project level Women's Empowerment in Agriculture Index
TANGO	Technical Assistance to Non-Governmental Organizations
TEAL	Technically Enhanced Agricultural Livelihoods

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11.18 Appendix 18: Pro-WEAI Training Slides

Session 1

Using Project-Level Women's Empowerment in Agriculture Index (pro-WEAI) for gender transformative programming

CARE Vietnam and Murdoch University
Pro-WEAI Training Workshop
November 2021

Workshop Objectives

At the end of this workshop you will:


- understand how and why gender considerations and women's empowerment matter for agricultural programs;
- understand how the pro-WEAI can be used to diagnose areas of disempowerment, and monitor intended and unintended impacts of agricultural development programs on women's empowerment;
- understand how the pro-WEAI data is collected and be familiar with best practices on survey implementation; and
- demonstrate practical skills in specific survey modules of the pro-WEAI.

What is the pro-WEAI?

- stands for the project-level Women's Empowerment in Agriculture Index
- a **survey-based tool** for measuring women's empowerment in agricultural development projects
- the tool **helps projects to understand the situation of women** participants, identify the most important **barriers to empowerment** they are facing, **design activities** to address these barriers and **monitor how changes in empowerment happen and why.**
- the research team has decided to **pilot the pro-WEAI to monitor a cohort of ethnic minority women** during the TEAL Project to better understand how and why women's empowerment is/is not happening within families and communities.

How does the pro-WEAI measure empowerment?

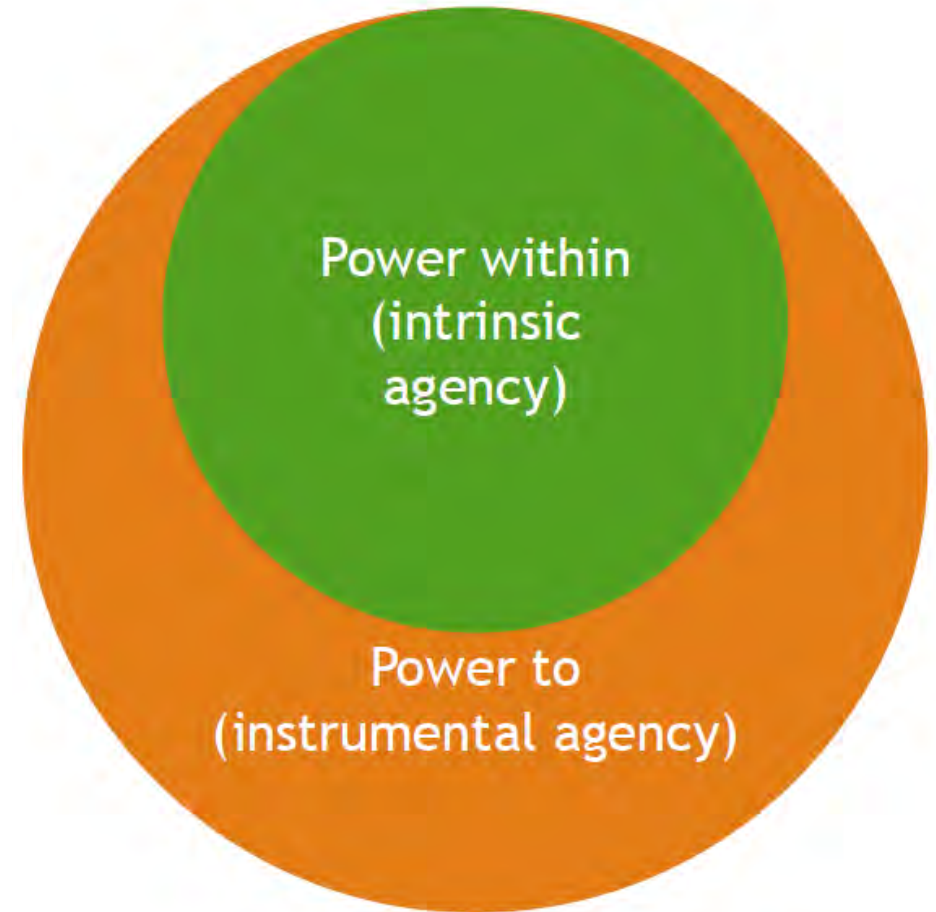
- It measures **three dimensions of empowerment**.
- The first type is **power within (intrinsic agency)**
- **Power within:** a person's sense of self-worth and self-knowledge. It can be their values and attitudes and self-confidence.



Power within
(intrinsic
agency)

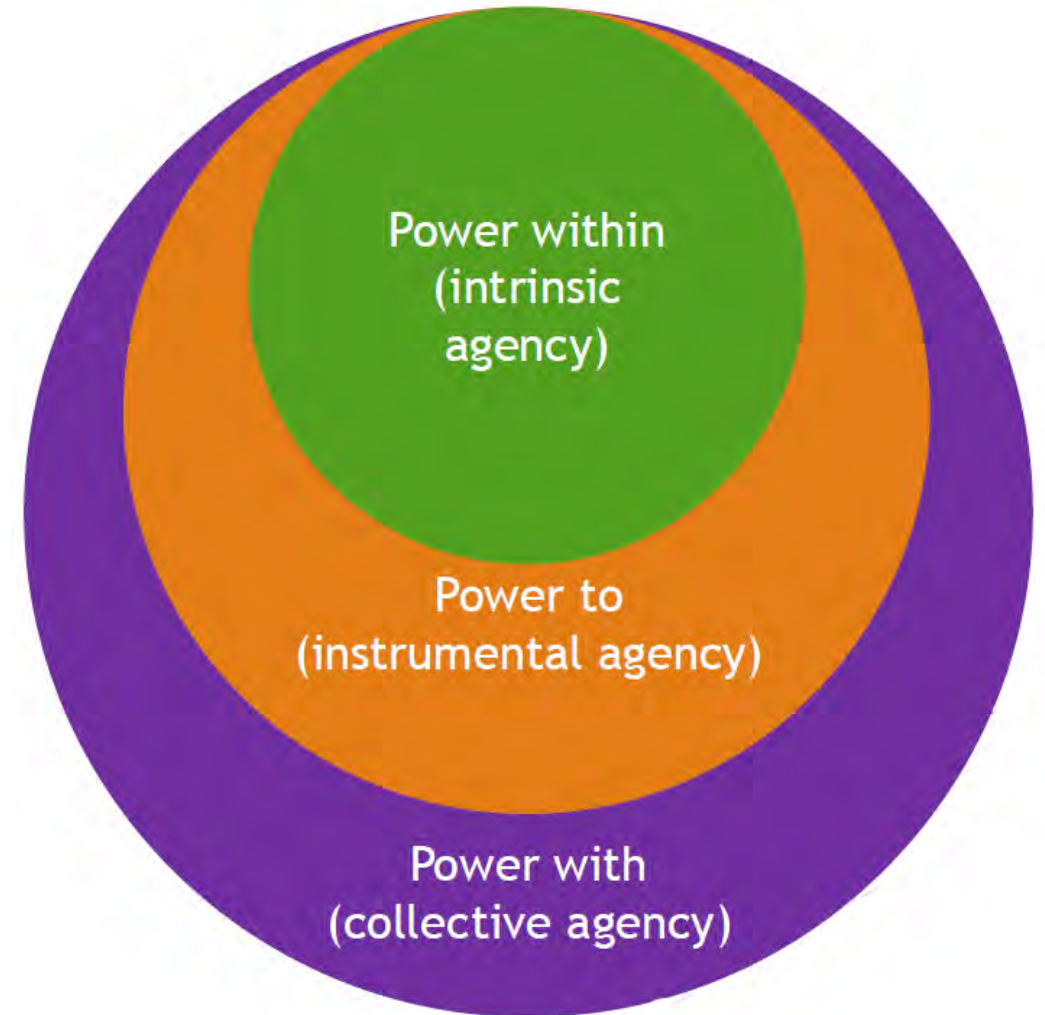
How does the pro-WEAI measure empowerment?

- The second type is **power to** (instrumental agency)
- **Power to:** her ability to create change and the power to make decisions.



How does the pro-WEAI measure empowerment?

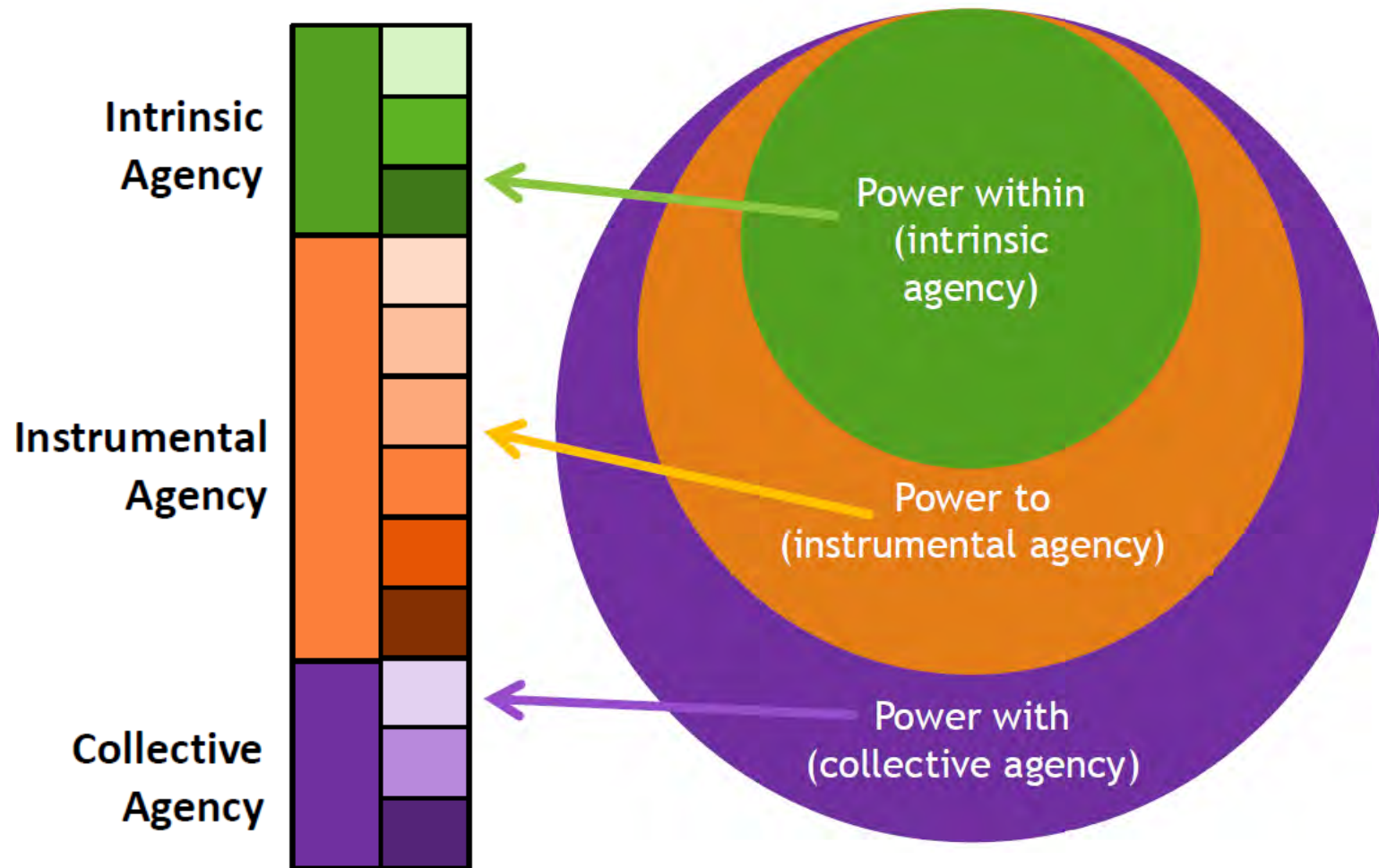
- The third type is **power with (collective agency)**
- **Power with:** common ground among different interests and building collective strength.



What does the pro-WEAI measure?

Pro-WEAI measures **12** indicators organized into **three domains**:

- **Intrinsic agency** has **3** indicators
- **Instrumental agency** has **6** indicators
- **Collective agency** has **3** indicators



How do we collect pro-WEAI data? 1. Household Survey

The pro-WEAI has three data collection tools:

- Quantitative household survey
- Survey is conducted with primary female adult and primary male adult in the same household.
- Survey is made up of 11 modules

MODULE G2: ROLE IN HOUSEHOLD DECISION-MAKING AROUND PRODUCTION AND INCOME

<p>I'd like to ask you about your participation in family farming activities and how you make decisions in your household.</p> <div> <p>CODE G2</p> <p>LITTLE TO NO INPUT IN DECISIONS 1 INPUT INTO SOME DECISIONS2 INPUT INTO MOST OR ALL DECISIONS3 NOT APPLICABLE / NO DECISION MADE98</p> </div>		<p>Did you participate in [ACTIVITY] in the past 12 months (during the last cropping season), from April last year to April this year?</p>	<p>When decisions are made regarding [ACTIVITY], who is it that normally takes the decision?</p> <div> <p>CODE GX</p> <p>SELF.....1 SPOUSE.....2 SELF AND SPOUSE JOINTLY.....3 OTHER HH MEMBER.....4 SELF AND OTHER HH MEMBER.....5 SPOUSE AND OTHER HH MEMBER.....6 NON-HH MEMBER.....94 NOT APPLICABLE.....98</p> </div> <p>IF RESPONSE IS 1 SELF ONLY GO TO → G2.05</p> <p>NOT APPLICABLE.....98 → NEXT ACTIVITY</p>	<p>How much input did you have in making decisions about [ACTIVITY]?</p> <p>USE CODE G2</p>	<p>To what extent do you feel you can participate in decisions regarding [ACTIVITY] if you want(ed) to?</p> <p>CIRCLE ONE</p>	<p>To what extent are you able to access information that you feel is important for making decisions regarding [ACTIVITY]?</p> <p>CIRCLE ONE</p>	<p>How much input did you have in decisions about how much of [ACTIVITY] to keep for consumption at home rather than selling?</p> <p>USE CODE G2</p>	<p>How much input did you have in decisions about how to use the income generated from [ACTIVITY]?</p> <p>USE CODE G2</p>
ACTIVITY		G2.01	G2.02	G2.03	G2.04	G2.05	G2.06	G2.07
A	Staple grain farming or processing of the harvest: grains that are grown primarily for food consumption (rice, maize)	YES.....1 NO.....2 → ACTIVITY B			NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH EXTENT.....4	NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH EXTENT.....4		
B	Coffee crop farming and processing of the harvest	YES.....1 NO.....2 → ACTIVITY C			NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH EXTENT.....4	NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH EXTENT.....4		
C	Large livestock raising (cattle, buffaloes) and processing of milk and/or meat	YES.....1 NO.....2 → ACTIVITY D			NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH	NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 TO A HIGH		

How do we collect pro-WEAI data? 2. Interview

The pro-WEAI has three data collection tools:

- **Qualitative interview**
- **Interview questions are only for the primary female**
- 5-7 questions after each survey module

G2 QUALITATIVE INTERVIEW QUESTIONS – FEMALE RESPONDENTS ONLY

1. What is the main source of income in your family? What other income-generating activities do you do?
2. Which agricultural decisions do you and your husband make together, if any?
3. Are there any decisions related to farming that you make alone? Which ones?
4. Are there any decisions related to coffee farming that your husband makes alone? Which ones?
5. When your family makes a decision about farming together, how much influence does the woman have and who has the final say?
6. Are you happy with the way decisions are made about farming, or would you like to see things change?
7. Have the ways men and women make decisions about farming changed since you started working with CARE?

How do we collect pro-WEAI data? 3. Photographs

The pro-WEAI has three data collection tools:

- **Photographs**
- Once the survey and interview are complete **research assistants take photographs to bring the household profiles to life**
- Photographs **should be of relevance such as portrait of the woman and her small-business activities** such as small shop front, coffee cherries growing, raking cherries, rice field etc.

What do we do with all that data?

- The **final pro-WEAI score is composed of two sub-indexes**: the Three Domains of Empowerment Index (3DE) and the Gender Parity Index (GPI).
- The **3DE score is calculated from the 12 indicators and it tells us the extent of a woman's empowerment** and in which domains. A higher number reflects greater empowerment.
- A woman is considered **adequate in a particular indicator if she reaches a certain threshold**.
- For example, for the indicator 'Group Membership' a woman is considered 'adequate' if she is an active member of at least one group in the community.
- The **indicators are weighted equally and a woman is considered empowered if she achieves 75% - or 9 out of 12 - of the indicators**.
- The **GPI tell us how empowered a woman is compared to the men in her household**.

Session 2

Introducing the pro-WEAI Survey

CARE Vietnam and Murdoch University
Pro-WEAI Training Workshop
November 2021

Who are we interviewing?

- We interview the woman and man separately in each household.
- We interview the primary adult female in the household, usually the wife and the significant adult male in the household – usually the husband
- Where the husband is absent we interview the other primary male decision-maker in the household e.g. father, uncle, brother (e.g. husband migrated for work, woman is widowed),
- In households where there is no adult male present we interview only the adult female.

What is the structure of each module?

- Each **module** has **quantitative questions** you need to ask the respondent – as they answer **you will need to either circle their response OR select a code.**
- At the end of each quantitative module is **a set of qualitative interview questions – you will need to take written notes as they answer.**
- We will practice the modules later today and tomorrow

Session 3

Interactive Mock Interviews

CARE Vietnam and Murdoch University
Pro-WEAI Training Workshop
November 2021

Group Exercise: Modules G1 and G2

1. As a group of 3, divide into 1 interviewer; 1 respondent and 1 observer and you will rotate each round.
3. You have 45 minutes to practice the module
4. After the practice we will come back together and debrief on the experience.

Group Exercise: Module G4

1. As a group of 3, divide into 1 interviewer; 1 respondent and 1 observer and you will rotate each round
2. You have 45 minutes to practice the module
3. After the practice we will come back together and debrief on the experience.

Group Exercise: Module G8(A)

1. Divide into 1 interviewer; 1 respondent and 1 observer and you will rotate each round
2. You have 45 minutes to practice the module
3. After the practice we will come back together and debrief on the experience.

Group Exercise: Module G6

1. As a group of 3, divide into 1 interviewer; 1 respondent and 1 observer and you will rotate each round
2. You have 45 minutes to practice the module
3. After the practice we will come back together and debrief on the experience.

Thank you!

11.19 Appendix 19: Conference Abstracts

Conference Abstracts

Gender and Development (GAD): A 21st Century Renewal in Australia and the Pacific – ANU July 2023

Paper: Gender transformative approaches in rural development

Authors: Spencer (Murdoch) and Nguyen (Nguyen)

Feminist theory has long been concerned with the anthropogenic impact of human development on the environment. This paper draws on gender research in northern Vietnam with Thai ethnic minority coffee farmers. We reflect on the use of gender transformative approaches (GTAs) and feminist participatory action research (FPAR) as tools that center gender and women's experiences both theoretically and practically in rural development; that place women's relationships at the heart of how development in this age of the Anthropocene can be practised. We offer insights about how gender transformative approaches to rural development actively examine, question, and seek to change unequal gender norms as a means of achieving sectoral (productivity, food security, market access) and gender equality outcomes. GTAs are arguably a feminist response to the techno-normative approaches to development at a time when poverty and inequality continue to increase with the surge in extreme weather events. We also introduce and reflect on using an FPAR conceptual framework for its attempt to blend feminist theories and research with participatory action research. We pose that GTAs and FPAR could very well contribute to an 'Anthropocene Feminism' to highlight the alternatives a feminist lens can offer us for thinking relationally about achieving progress in gender equity.

Development Studies Association UK Conference June 2023 Crisis in the Anthropocene: rethinking connection and agency for development

Paper: Gender transformative approaches to rural development in the Anthropocene

Authors: Spencer (Murdoch), Nguyen (CARE Vietnam), Hutchison (Murdoch)

By placing women's relationships at the heart of how development can be practised, might we consider gender transformative approaches and feminist participatory action research as development tools and ways of working to address Anthropogenic impacts?

APEN Conference 2022 – University of Melbourne

ACIAR session of new models for agricultural extension: evidence from the Asia-Pacific

Authors – Spencer (Murdoch) and Nguyen (CARE Vietnam)

CARE International in Vietnam (CVN) uses gender transformative approaches to help achieve the goal of enhancing development outcomes of Thai ethnic minority women and men in the Arabica coffee value chain in the northern mountainous areas of Vietnam. Gender inequalities in the access to and control of natural and financial resources including land, credit, and earnings from small enterprises prevail in rural ethnic minority communities in northern Vietnam. As such, gender transformative approaches "encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community" (Rottach, Schuler, & Hardee, 2009: 8). Gender transformative sessions—developed and implemented into CVN's Technologically Enhanced Agricultural Livelihoods project—actively engage male spouses or family members, to increase their involvement as supporters of women's economic empowerment. Sessions are designed to incite critical reflection, action planning, and learning by and with women and men, with an intention to transform harmful gender norms and power relations, improve intra-household decision making, and increase mutual spousal support in the home. By engaging with harmful norms and gendered power relations at their root, gender transformative tools in agricultural extension intend to create pathways for locally appropriate women's empowerment. In other words, pathways through which Thai ethnic minority women farmers are visible, respected and productive actors in the Arabica coffee value chain, thus leading to better, longer-lasting, and more

equitable development outcomes for resource-poor people. Our presentation provides guidance on how other programs can prepare to design and implement gender transformative approaches and highlights some early learning on their application.

Development Studies Association Australia Conference 2022 Western Sydney University

Reflections on gender transformative approaches and feminist participatory action research in agricultural development in Northern Vietnam

Authors: Spencer

This presentation reflects on the use of gender transformative approaches (GTAs) and feminist participatory action research (FPAR) as tools that center gender and women's experiences both theoretically and practically; that place women's relationships at the heart of how development can be practiced. We offer insights about how gender transformative approaches to agricultural development actively examine, question and seek to change unequal gender norms as a means of achieving sectoral (productivity, food security, market access) and gender equality outcomes. We also introduce and reflect on using an FPAR conceptual framework for its attempt to blend feminist theories and research with participatory action research.

11.20 Appendix 20: Qualitative Data Entry Template

CARE VIETNAM PRO-WEAI COHORT STUDY QUALITATIVE DATA ENTRY TEMPLATE

Name of Interviewer:	
Household ID:	
Name of Respondent:	
Commune/Village Name:	
Date:	

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
G2 ROLE IN HOUSEHOLD DECISION-MAKING ON PRODUCTION AND INCOME	1. What is the main source of income in your family? What other income-generating activities do you do?		
	2. Which agricultural decisions do you and your husband make together, if any?		
	3. Are there any decisions related to farming that you make alone? Which ones?		
	- 4. Are there any decisions related to coffee farming that		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	your husband makes alone? Which ones?		
	5. When your family makes a decision about farming together, how much influence does the woman have and who has the final say?		
	6. Are you happy with the way decisions are made about farming, or would you like to see things change?		
	7. Have the ways men and women make decisions about farming changed since you started working with CARE?		
G3 (A) ACCESS TO PRODUCTIVE CAPITAL	1. Do you and your husband make decisions over the use of income together? If so, which sources of income (e.g. sale of coffee cherries)?		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	2. How much influence do you have and who has the final say?		
	3. Do you make any decisions on the use of income alone? What kind of spending decisions can you make alone?		
	4. Why are there differences between the amount of influence a wife and a husband have when it comes to making decisions on how to use income?		
	5. Do you think that the amount of income earned by women and by men in a household affects their relationship? If so, how?		
G3 (B) ACCESS TO FINANCIAL SERVICES	1. What are the loans you take mainly used for? Have your reasons for borrowing changed		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	in the last 2 years? How? Why?		
	2. Has the loan been paid off? Were you able to pay off the loan within the term? What strategies did you use to make your repayments? Did you experience any challenges in paying the loan?		
	3. Do you have any cash savings?		
	4. What are your reasons for saving?		
	5. Where do you currently keep savings?		
	6. Who has access to the savings?		
	7. Do you have access to the savings of other HH members? What types of situations would allow you to have access?		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES (select 2-3 quotes for each theme)
G4 TIME ALLOCATION	1. In your household, who makes decisions about who does domestic work (e.g. cooking, cleaning, collecting water and firewood)?		
	2. Who makes decisions about who will care for household members (young, sick, and/or old)?		
	3. Are there any circumstances in which your husband will help you with household chores? Are there other households where this happens in your community?		
	4. Has it always been this way or has it changed? Why do you think it has changed?		
	5. What do women/men think of a woman whose husband helps her with household chores?		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	6. What do women/men think of a man who helps his wife with household chores?		
G5 GROUP MEMBERSHIP	1. Are there groups you would like to be a part of but cannot? Why would you like to participate in this type of group? Why are you unable to join? Do men face similar constraints?		
	2. To what extent does being part of a group create opportunities for you to access resources (e.g. information, transport, purchasing power) within the village? And outside the village?		
	3. Are some group considered more appropriate for women? Why?		
	4. To what extent has being part of a group changed your		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	household well-being? Any challenges to participation?		
	5. Are you comfortable speaking up in your group?		
	6. On what topics are you comfortable speaking up about in public? Why?		
	7. Are there topics you wish you could speak up about in public, but are not able to? Constraints to speaking up (personally and community wide)?		
G6 PHYSICAL MOBILITY	1. Who sets the rules of where you can go?		
	2. Does it make a difference if a woman is single (unmarried, separated, widowed) or married? Or if she has children? What about if her husband is away?		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES (select 2-3 quotes for each theme)
	3. Are there some women in the community who do not follow these conventions? Why, and under what circumstances, do they do so?		
	4. What do/would women in the community think of such women?		
	5. What do/would men in the community think of such women?		
	6. Do women travel more or less than in the past? Why do you think it is changing?		
G8 (B) SELF-EFFICACY	1. What type of women are admired in your community? Who is considered a good woman and why?		
	2. How would you describe a woman in your community who is		

THEME	QUESTION	WHAT DID THEY SAY?	QUOTES <i>(select 2-3 quotes for each theme)</i>
	able to make important decisions in her life and to put those into action? What is this woman like? What is her life like?		
	3. Are there many women like this in your community? Why/why not?		
	4. How are these women regarded: By other women? By other men?		
	5. What do you think a husband would think if his wife was like this?		

11.21 Appendix 21: Photovoice Projects

WANT THE EMPATHY

Co-Researcher 6 SL

- Previously, I was a woman who could only stay at home, doing household chores with little help/share from my husband, and doing the family's farm work.
- There were many things my husband did not discuss with me, he decided on his own, and did what he wanted without caring whether I and our children like or not, sometimes he just talked to inform us (buying birds, growing orchids), and he often went out to drink and came home late.
- Although I kept money, I had to seek my husband's permission for everything I did, including shopping to serve my personal needs (clothes, shoes) and daily expenses of the family (buying meat, buying soap, fish sauce, salt, etc.)
- And in terms of housework, he helped only after being asked/reminded many times. I felt helpless and sad as I had to do many unpaid work and had no economic control.



Photo: Husband helps wife wash dishes

- After receiving **coffee training**, I myself feel more knowledgeable about coffee caring, I am confident to share my opinion with my husband and family, and everyone listens and follows me. I feel very happy. Seeing the benefits from the coffee, I and my husband are motivated to work together, to contribute to a joint saving book to pay off our house-construction debt.
- After attending **gender training together**, sharing thoughts and expectations in the training, working together for committed changes when come back home, I see that he has changed more, he loves and supports me more with the housework when he sees that I couldn't complete all on time, and he goes out to drink less, and he comes home early after drinking.
- Especially, now I have a saving book of my own from the VSLA group, so later I can buy whatever I need without having to seek my husband's permission. Knowing that I join the group, he strongly supports and agrees. In case my household has some urgent issue, I can also borrow money from the group member women.
- I feel very happy when my husband praises me for doing well, and I want to even promote more, to attend more trainings, and to be motivated to work. Whatever he does now, he always asks for my opinion, I feel that I am more respected.



Photo: I and my husband work on the field together, strive together

- **Since the project and trainings:** my husband and I get up early to do housework together to finish quickly, then we have time to work in the fields or work together as hired laborers (income-generating jobs).
- I myself and my husband also review our the shortcomings, then improve, learn from outside experiences when there are comments/advice from family, friends, neighbors.
- We also often share experiences with village women at meetings/events, or we share via text messages.
- Seeing that my neighbor has something new, I also want to have it like them, in order to make my life less miserable.



Photo: Try to save money to buy cows to raise

- ❖ **I wish that:** in the future, my husband will understand me better, take better care of the family, and we strive to achieve a culture-family title as appealed by the village.
- ❖ I want to save a lot of money so that at year end, I can take my children out to play, to travel, I can be financially independent, and I can decide on my own.
- ❖ In the village, I wish that women will be increasingly equal, I wish to have more projects to further support farmers.
- ❖ I want to join social events with friends, both I and my husband will join, I want to have time to rest.
- ❖ When my husband changes: I feel happy, proud, and more confident, which is also the motivation for me to strive to change.



Photo: Both I and my husband hang out with friends



Photo: Wish to travel to many destinations

THE JOURNEY TOWARDS A HAPPY FAMILY

Co-Researcher 5 SL

- In the past, although I was the one keeping the money, our saving was not good. At times when I had money I wanted to save to later invest in something, but my husband did not want to. I said that *“let’s save it, if we spend all, then we won’t have money to spend when needed in the future”*; but my husband did not listen. Thus after many years since our marriage, I could not save much.
- But after the project came, I received trainings. Now I know how to spend thriftily, make a clear division of different expense amounts/pockets, and use the money for the right purposes to achieve the set plan, to serve the essential needs of myself and my family.



Photo: the cow stable has recently been constructed

- ▶ In the past, usually I had to consult my husband when making big decisions, and I only proceeded once allowed to. For example, we both agreed to construct the cow cattle, yet when construction was in progress, there appeared conflicts i.e. he wanted to have to 2 compartments to save money, while I wanted 3. Then we had a row and the work was postponed in the middle. I felt sad and angry. But after joining the training, we sat down to discuss and he listened to me and finally decided to follow my idea of 3 compartments. And now obviously this was a right decision.
- ▶ Since my participation in the coffee training: my husband and I talk about techniques, how to care/tender more, and my husband listens to me more.
- ▶ And then when I join the VSLA group, I also have my own savings book to serve my personal needs.



Photo: I was very happy that I have my very own saving book

- Seeing the economic benefits from coffee trees: at the crop end, we arranged to have savings, with reasonable income and expenditure, thanks to that, we saved enough money to build our house, take care of our children, and have a less hard life.
- Now I also have independent financial amounts that I have full control of, for example, I can use such amounts for beauty services without having to ask for permission from my husband.
-



Photo: The house is our good fruits from the hard efforts of me and my husband

Since participating in gender training: we feel that we need to change ourselves, we now care and love our family more. I and my husband also often tell stories, confide and talk about our wishes. He once said: "*Whatever needs to be told, to be share, then it's okay to tell, no problems*", so we are more connected.

The changes are not only in my family, I also diffuse these changes to surrounding people for them to learn, and I observed that families in the village also experience less quarrels and less domestic violence.

My husband is also happy, he compliments me and is proud of his wife, he also creates good conditions for me to join more social activities.



Photo: Joining a social event - party with football team

Looking at my achievements, I wish that I will try to earn money to save, to achieve my short-term objective i.e. within the next 1 year, I can buy furniture and a TV.

My 5-year goal is to have a pharmacy counter, then I can pursue my dream to have a more stable source of income.



Photo: Wish to be able to buy a T.V. and furniture (like these)

SAVINGS AND DECISION MAKING TARGETING AT A STABLE FINANCIAL FUTURE

Co-Researcher 4 SL

Before, although I was the one keeping the money in the family, but both my husband and I did not know how to save, we spent whatever we had. But after receiving training in financial management by the project, I knew **how to spend, how to save, I set up objectives and made plan to save money to serve the personal and my family's needs.**

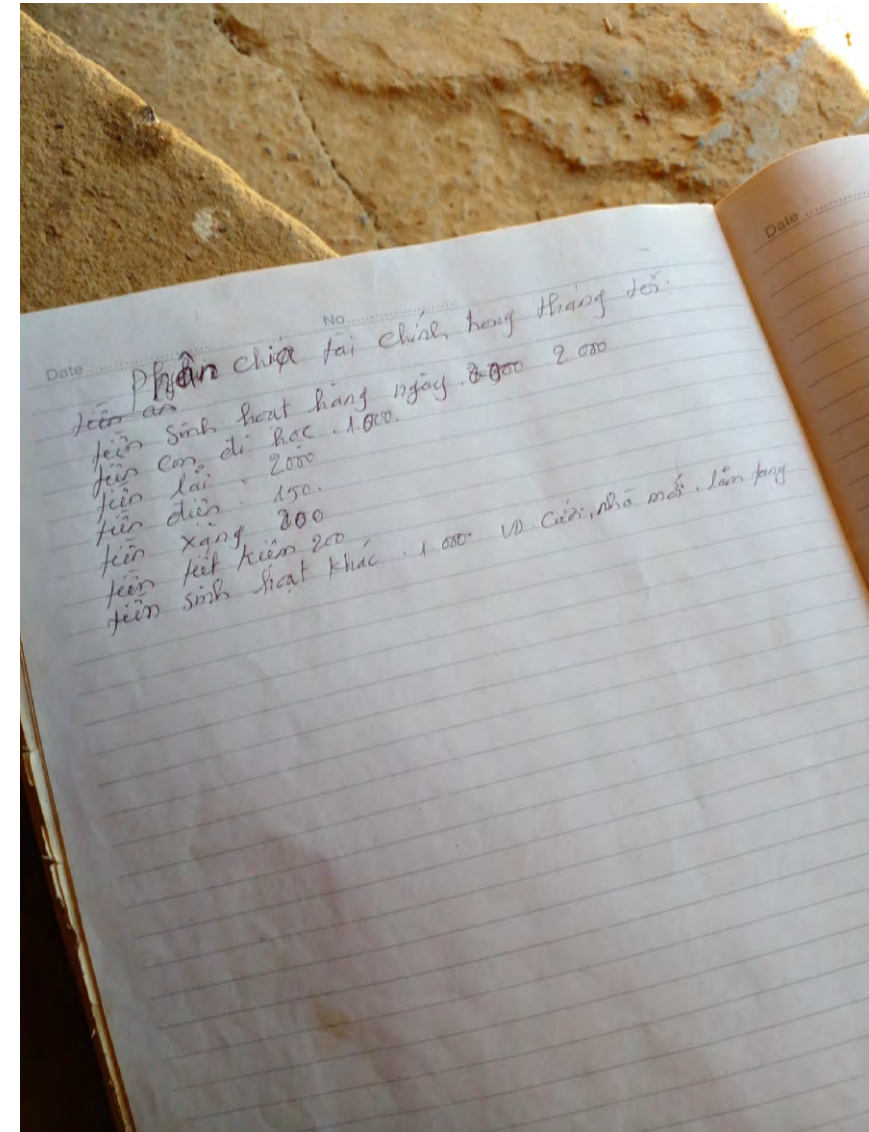


Photo: record of household expense and expense division in coming month

- In the past, my husband was the key person in making big decisions, and he thought that *"women and girls would know nothing"*, or *"you stay at home all year round, you are not aware of any thing to voice up"*.... He always made decision on his own and did not listen to my opinion, so I felt sad.



This photo shows that I felt discouraged, sad, and unmotivated as my husband did not listen to my opinion in decision-making process

- After receiving **coffee cultivation training**, I am more confident to share with my husband, and once I told him a story about coffee field and growing shade plants, he listened to my sharing but did not agree yet *"must wait to consider how it is"*.
- After **I and my husband both joined the gender training**, coming back home we talked to each other more, I persuaded him gradually and finally he agreed to follow my decision.
- I feel happy and have more opportunities to further promote: my husband also discusses with me on different things from buying fertilizer to buying, selling high-value appliances in the household.



Photo: I and my husband shared, discussed before making decision (after joining gender training)

- **Since the implementation of CARE project and training activities** involving both husband and wife, I see that people no longer discriminate between men and women, they share housework more, domestic violence is reduced, etc. I myself have changed, my husband has changed, and such changes have been diffused to the community so that other households can also be attached and stable like mine.
- **Government supporting policies:** We borrowed money from the Government supporting policy which required the agreement of both wife and husband on the loan. I and my husband discussed and decided to borrow money and bought a cow to raise.
- **The New rural development program, the program on culture-family** also have supporting policies which partly help us escape poverty and have a stable life.



This photo expresses my wish for my village to be happy and stable



I am taking care of our cow, after paying back the loan borrowed from the commune's policy fund and I feel proud and happy as I have more income

[I] wish that in the future I and my husband save money and together decide to use money to build a house like this.



This photo shows my wish that I and my husband together agree to save money and decide to build a house like this

Wife and husband share housework

Co-Researcher 3 SL

- ▶ This is an image of one among the tasks I do every day these tasks that do not generate income for the family.
- ▶ In addition, there are other work such as cooking, cleaning house, washing clothes, child care, etc. In a day, it takes me about 5 hours to do these chores.



This is an image of one among the tasks I do every day:
washing clothes, feeding chickens/ducks

My husband helps me with some chores such as house sweeping, cooking, taking the children to/from school, etc. yet there are tasks he rarely does for example washing dishes, washing clothes, etc.

At times after working on the field, we come home, both I and my husband are tired, but usually I still have to do these chores.

Sometimes my husband and I also argue about these chores, and sometimes I have to remind him to help me with this chore and that chore, at that time I mention the training that we both participated in.

But I still feel lucky because my husband helps me and my neighbors envy me because my husband help do housework.



This photo and video show that my husband helps do some chores e.g. cooking, house cleaning

After participating in the training, my husband has become more active and willing to help me. But still he sometime works but also complains me.

My husband and I together talked about these chores, and I told him my wishes.

I also often talk to neighbors who have not received training about what I know and the changes in my family.



The video and photo show that I was sharing my wishes with my husband and the things I learnt during the training with my neighbors

When my husband and I together share housework, then the housework could be completed faster, and I have time to rest and relax, and do other work for more income.



I have time to rest, watch T.V.



We both work on the coffee to increase our household income

I wish that my family, my husband and children do more housework with me, so that our family members can stay round together, with more bond and love



My son took this photo of me, my husband and my daughter doing housework together

Wife and husband make decisions

Co-Researcher 2 SL

- In my family, my husband usually made big decisions e.g. buying a motorbike, house building or buying high-value properties.
- Since long ago, my husband used to make decisions like that, and I was never consulted or participated in any discussion.
- I see the same in the surrounding families because people always think that a husband is the breadwinner and is the decision maker. There were cases when the women commented, they were beaten.



My husband insisted on buying a motorbike, which I couldn't stop

- I could only decide on small stuff like my regular household chores: buying food, noodles, salt and fish sauce.
- For example, last year my husband decided to buy one more motorbike which was not really needed because we have already had 2 in our family. At that time we were building house, and lacked of money, but he insisted on buying a motorbike. Then I and my husband argued about this, but he still bought it.



I was allowed to make small decisions only in the family (buying food)

- Since participating in the project's training on different topics, from growing coffee to financial management, then my husband and I together also joined the sharing sessions on gender equality, I have gained knowledge and understanding.
- I also learnt from the outside, and coming back home, I discuss and share with my husband about the application of the techniques I learnt.
- My husband sees that I received trainings and gained knowledge, so he listens and lets me try applying new things.
- Meanwhile, in surrounding area, other women who haven't received training do not know how to do. My husband see that I could do it, so he recognizes and praises me too.
- As for myself, when I see people not knowing how to do, I share my knowledge from trainings with them.



I proactively work and pilot new coffee caring technique

- Later and now my husband starts to discuss and seeks for my comment more, I also proactively join and self-confidently share my opinion so that we decide together, therefore we have gained some achievements like pig raising or ginger-coffee inter-cropping afforestation.
- And I see that usually in my family if I and my husband discuss together, then we rarely argue, we can find a common voice, so the family is in good mood and we are happy.



We discussed together and expanded our pig raising activity

This picture expresses my wish that I and my husband should listen to each other, respect the opinion of each other, then discuss together in making all decisions so that our family, our children are happy with funs.



HOUSEWORK SHARING

Co-Researcher 1 SL

- My day is very busy with different tasks in the house: feeding ducks and chickens, cleaning the house, washing clothes.
- I am the main child caregiver. My husband has always thought that I could do it better, therefore he does not do especially the child care (take care of sick child, prepare clothes, support the child with education).
- At times when my child got sick, I looked after my child on my own, I stayed up all night yet my husband did not help as he thought that by default was my task. I was tired from looking after my child [at such times], and also sad because my husband didn't care.



In this photo, I take care of my sick child

- My husband often helps with housework such as cooking, sweeping house, washing clothes, but usually still he does these only when I tell him to do.
- Regarding heavy tasks in the house, usually my husband does, he rarely lets me do [heavy work].
- I also think that because he always has to do heavy work, thus he need more rest than me.



In this photo: my husband works as a construction worker

- In my village, in many households, the husbands still do not help wives do housework, they usually spend their free time gathering, drinking, gambling, etc.
- They always have a thought that housework is the task of women
- Letting wives do [housework] alone leads to rows between husbands and wives, unhappy families.



In this photo: husbands gather to gamble and drink

- Since participating in many training activities of the project, my husband has also become more active.
- Then he saw that in the neighborhood, some men helped their wives with housework and child care, then my husband helps me more.

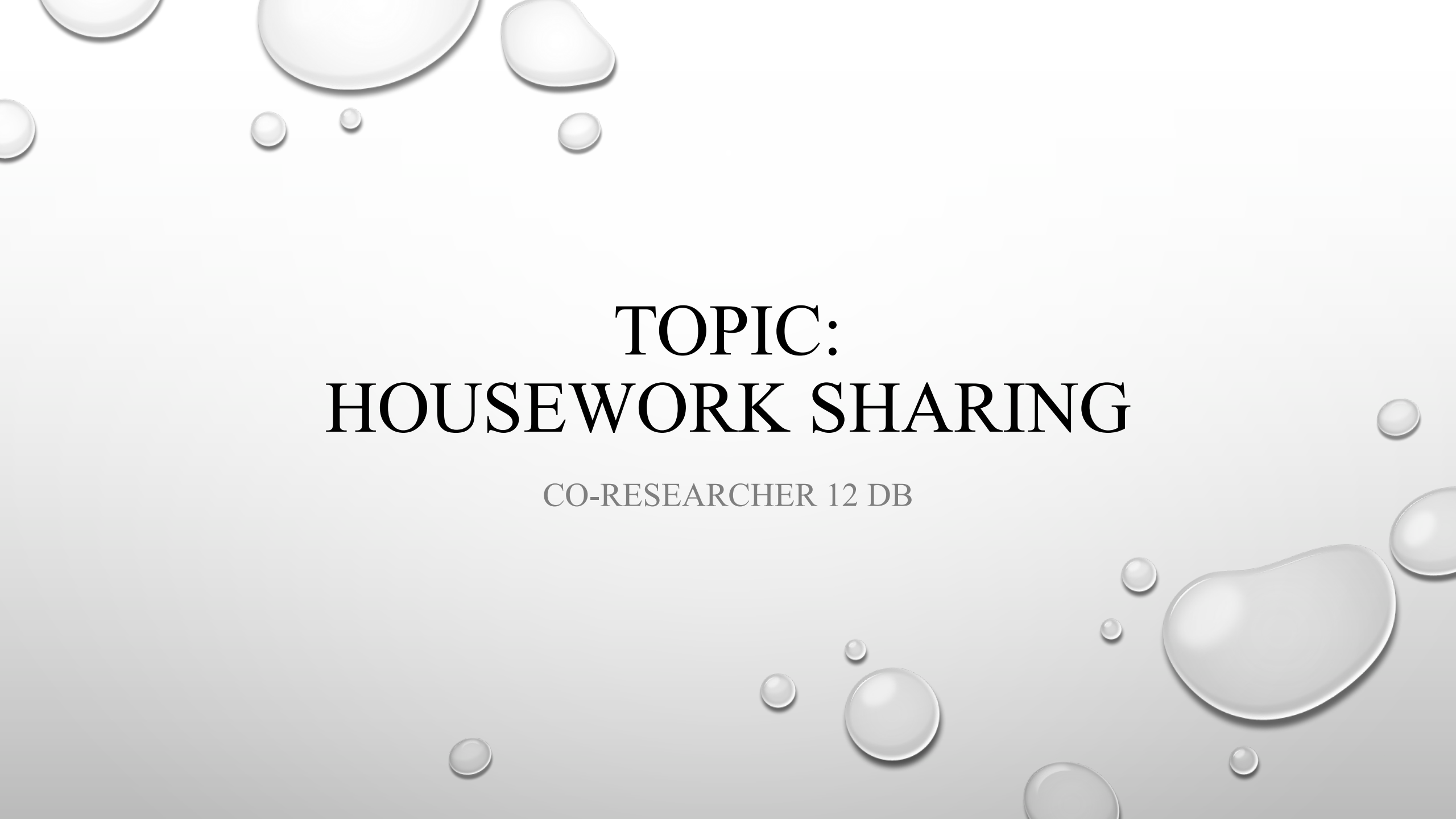


In this photo: the village head helps his wife look after and take care of his child

- When my husband and I together share housework, I can reduce time for housework, then I have more time to rest and relax.
- [I] wish that men can share more housework with their wives.



In this photo: husband and wife are about to go to the field

The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are at the top left, some are scattered in the middle, and a larger cluster of droplets is at the bottom right. The droplets have highlights and shadows, giving them a three-dimensional appearance.

TOPIC: HOUSEWORK SHARING

CO-RESEARCHER 12 DB

PHOTO: I AM FEEDING THE PIGS

- IN A DAY AFTER I GET UP: SUPPORT MY CHILDREN WITH PERSONAL HYGIENE, DO MY PERSONAL HYGIENE, FEED PIGS AND CHICKENS, PREPARE BREAKFAST FOR MY CHILDREN, TAKE THEM TO SCHOOL, CARRY GAS, SELL BRAN, ETC...
- WITH MY POOR HEALTH CONDITION I.E. I USUALLY SUFFER STROKE SO I CAN'T DO HEAVY TASKS.



PHOTO: MY HUSBAND IS SWEEPING THE YARD

- I FEEL VERY LUCKY TO ALWAYS BE LOVED BY MY PARENTS-IN-LAW, AND MY HUSBAND HELPS ME WITH HOUSEWORK.
- MY PARENTS-IN-LAW HELP ME: GIVE ME MONEY FOR MONTHLY EXPENDITURE, HELP ME TAKE CARE OF MY CHILDREN, WHEN THEY HAVE VEGETABLES OR CHICKENS/DUCKS TO EAT, THEY SHARE WITH MY FAMILY. WHEN I GET SICK, THEY TAKE CARE OF ME LIKE THEIR BIO-DAUGHTER.
- MY HUSBAND: IN ADDITION TO THE TIME WORKING OUTSIDE (HE IS A CONSTRUCTION WORKER), WHEN HE IS AT HOME, HE CARES AND SHARES HOUSEWORK WITH ME: SWEEP THE YARD, WASH DISHES, CHILD CARE, ETC....



PHOTO: MY HUSBAND IS SMOKING

I WISH THAT MY HUSBAND STAY AWAY FROM ALL SOCIAL EVILS



PHOTO: I TAKE MEDICINE

- > I WANT TO HAVE A GOOD HEALTH TO CARE FOR MY CHILDREN AND FOR THE FUTURE OF MY CHILDREN.
- > I WANT THAT EVERY WOMAN IS SUPPORTED BY THEIR IN-LAWS.



PHOTO: I TAKE MY CHILDREN TO SCHOOL

➤ WISH MY CHILDREN TO HAVE A GOOD FUTURE.



TOPIC:
FINANCIAL DECISION MAKING

Co-Researcher 11 DB

Photo: I was sad as my husband decided to buy the motorbike

- Men have always had the right to make big decisions and big spending in the family: Buying motorbikes, TVs, wedding gifts. More specifically:
- ~~My husband decided on his own, he only~~ told/informed me which color to buy, at what price, he decided/chose everything. Even though I said, “If you buy it, buy something we can afford with our budget, if you buy those more expensive, we will be in debt, will have to pay debt, and other expenses will be reduced. These will lead to financial pressure.”
- The long ago concept "Men are the pillars/head of the households", men are respected.
- Husband and wife argue loudly, with mental violence such as: scolding at each other.



Photo: I can keep money

- Previously, when I lived in the same house with my husband's family, I rarely could keep money, mostly my mother-in-law kept; and the big expenditures were made by my father-in-law and husband: e.g. buying motorbikes and cattle.
- I could only spend small amounts: buying fish sauce, salt, noodles, daily necessities.
- Now that I have moved out to live on my own, I keep all the money but my husband is still the main decision maker on big expenses
- If I can keep the money and discuss/participate in big spending decisions, I will feel happier, more excited, and feel that I am respected.
- In my community there are many women like me who are less involved in big decisions. Because the men think that "what do women know".
- I wish that women can earn money and be respected.



Photo: Poultry raising

- Since moving out to live, my husband and I have participated in the activities of the local government, participated in gender discussions
- Participated in activities: Recognizing prejudices, the couple's happy candy, wife and husband must understand each other, listen and build relationship together...
- After participating in the training, there was also a change in my husband, ~~although not a big one: previously he never went to collect firewood, now he helps me to, when I am having a noon nap, he walks softly. In the past, he said that women “who have a noon nap are lazy, women must make full use of every little time to do housework”.~~
- Economic development activities: raising pigs, chickens, ducks, cows, coffee, etc.: we now both discuss and provide comments.
- E.g.: Building a barn: what to raise, how many to raise
- Reduce stress in the family. Happy couple
- We have increased income, we save money to pay debts of cow purchase, develop more production: buying breeding stock, bran, expanding stables.



Photo: Women can speak/voice up

- I want to have opportunity to voice up my opinion, to receive support and to be listened by my family namely my husband and children, and I confidently talk about my understanding.
- I wish that women access to knowledge to improve themselves in all aspects.
- I want my husband to join me in more activities so that we can sympathize and understand each other better.
- Targeting at gender equality.



Photo: Develop, tend to increase productivity

- In the future, I wish to develop coffee production to have more income.
-



Photo: A dream of a nice house

➤ I wish that in 3-5 years I can build a beautiful house.



WOMEN AND STEREOTYPES, NORMS IN HOUSEWORK DIVISION

Co-Researcher 10 DB

Photo: My husband was having breakfast, I was doing housework

- Everyday, I wake up at 5:30 so I can do more things
- Such as personal hygiene, preparing milk for the children, washing dishes, sweeping the house and selling goods (groceries).
- I always feel these jobs are normal, I can do without complaining.
- I see them as the women's duty



Photo: My mother-in-law watched me work

- ❓ Mothers have always been teaching that women must do housework well, housework belongs to women, and men only do big things e.g. my husband usually feeds the goats, earns money, acts as the village head.
- ❓ In the past, when I was taught like this, I also found it right and followed. But now I realize that these prejudices cause disadvantages for women.
- ❓ Through sharing with neighbors, friends
- ❓ Through TV shows, movies: the image of a husband helping his wife and children, the wife can rest and have time for herself.
- ❓ Through the training sessions when we participated in the activities "Talking about prejudice", "Drawing a clock", I realized and wanted to change.



Photo: I held my baby while my husband was taking a nap

- Before, I always felt that my husband worked very hard, I loved him tenderly and wanted to do more to help him
- This is the story of me and many other women in the community with young children.
- I see that women have very little time to rest, have little time to take care of themselves, and I also see that my husband has more time to rest.



Photo: My son and daughter washed dishes

- [?] In this photo I taught my son and daughter to wash dishes together.
- [?] I want my children, when growing up, not to have the prejudice that housework belongs to women but instead, it is a shared task.



Photo: My husband plays with our children so I can tidy the shop

[?] After participating in the training sessions, he has also changed, e.g. before, he rarely did child care, but now he often takes care of and plays with them more often, he helps with housework e.g. cooking and cleaning the food tray. Then I have time to take care of myself and make a living: selling groceries.

[?] I also only have a simple wish, for example: I wash the dishes, he takes care of the children, or when I wash clothes, he prepares meals.



Photo: Wife and husband support each other

- ❓ The women surrounding me who have not been trained still comply with the prejudices that wives should do housework. They accept it and consider it their own business.
- ❓ I hope that both men and women can soon see the disadvantages of women, and change their prejudices after they both participate in more gender activities, so that our families will be happy, children no longer have prejudices when they are mature.



**TOPIC: FINANCE AND ACCESS TO
FINANCE**

***“FINANCE IS AN IMPORTANT KEY TO
FAMILY HAPPINESS”***

Co-Researcher 8 DB

Previously, with the old perception of the Thai people that "a daughter-in-law must take care of all the work in the husband's family and have no decision-making power". 2 years ago, I and my husband worked hard to generate income, but we were still not financially independent. Even though my husband worked, most of the money earned went to his parents, so we still had to depend on my parents-in-law.



Photo: I and my husband together did work in his family

- As we could not be financially independent, my husband and I discussed together and decided to move out to live on our own, and made specific plans on economic development, e.g. vegetable gardening.
- From the experiences gained from my parents-in-law and my participation in the training course on "model of safe vegetable collaboratives" established by the Women's Union of Muong Ang district, we decided to also develop a safe vegetable model in our family for economic development.

Thanks to that, my family have healthy meals and have more stable income, we have better conditions to take care of our children.



Photo: I and my husband discussed together and make financial plan in coming time



Photo: I and my husband worked on the vegetable garden

When I attended the Gender training, I realized that “**financial independence is very important to women**” and I **observed** that most of the women in the community were still **facing barriers and have not developed their own economy**.

After training lesson 5 - respect and spread, I decided to share my experience gained and apply it effectively in many households. Also, I am the chairwoman of the (village) Women's Union, so I called other women to join the "**safe vegetable collaboratives**" and the “**VSLA group**”



Photo: Instructing others on how to tender vegetable, growing technique

Benefits: I can participate in community activities, exchange and learn experience from my friends, I feel happy, more confident, proud of myself when helping other women develop livelihood together. Those things are recognized and shared by my husband, I feel happy, feel motivated to try harder.

Achievements: I saved money and bought a motorbike to be able to travel more conveniently and proactively.



Photo: The motorbike I bought with my saved money



Photo: My future dream house

- ▶ I want to save money to achieve my long-term goal of having a nicely built and concrete **house** in 10 years.
- ▶ Women in the community receive more and more support from their families and good conditions for economic development, have more sources of income, are economically independent, and have a voice, they can eliminate the prejudices in the community against them when they go to do income-generating jobs far from home.

TOPIC: HOUSEHOLD LABOR DIVISION

A DAY IN MY FAMILY

Co-Researcher 9 DB

As impacted by the customs and traditions, the concept of “the daughter-in-law must take care of all the work in the house” or “should be good at housework”, I have always taken care of all the household chores: cooking, child care, etc. ever since I moved to live in my husband’s family, i.e. 12 years ago.

Before the training: my husband is working far from home and only comes home at weekends, he rarely shared housework with me. And even when he did come home, he rarely shared, he told me that **“I am tired after work, there was too much pressure, please let me rest“**; and my mother-in-law also didn’t like her son to help me do housework, so she always taught me that **“women, daughters-in-law have to do all the housework because this belongs to women”**.

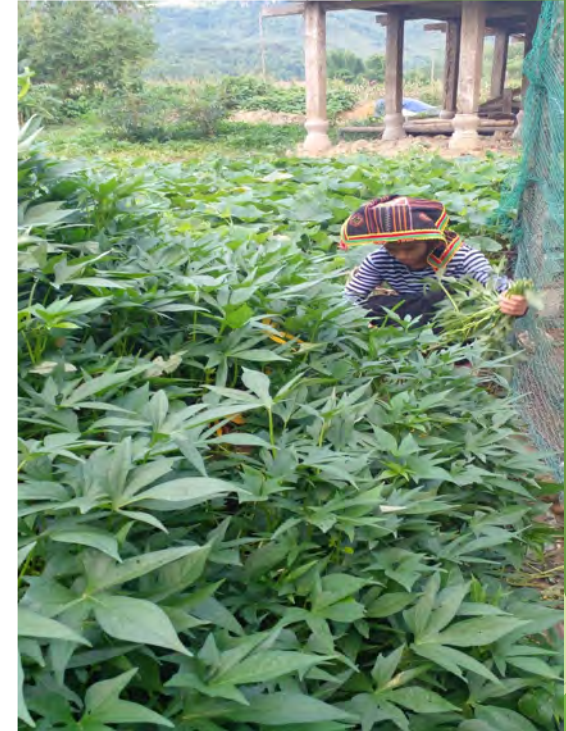


Photo: I was cutting vegetables to feed pigs, chickens

After the gender training: both I and my husband participated in the clock-drawing experience/activity, we gained **more knowledge** of gender prejudices and I realized that **"Housework does not belong to me only"**.

My husband also realized that **"Oh, it turns out that my wife also gets so tired after doing housework"**. Since the training, I see that he has talked, and shared housework more voluntarily e.g. washing dishes. Normally (previously) he would never wash.



Photo: I and my husband drew the clocks to compare tasks



Photo: My husband washed dishes

I saw that my mother in law was not happy, not pleased to see her son do housework. I thought that this must be changed.

I talked to my husband about my wish, and both of us persuaded his mother, **"Husband and wife must do together"**, fortunately, she sympathized and understood. My mother-in-law said, **"In the past, I couldn't go to school, so I don't know, now that the society has developed, people have also changed."**



Photo: I and my husband talked and persuaded my mother-in-law

I feel happy and excited when my mother-in-law understands and sympathizes, she is not strict to me. She shares housework with me, and at weekends my husband helps me, I feel comfortable and less pressurized by housework. Since then, my family has become more and more harmonious and happy, we have more time to take care of our children and spend time on ourselves, we can rest more.

Because of my family situation, we have no one else to do (housework), so I accept to sacrifice for my husband to go to work while I stay home. But I still dream of having a stable job in the field I studied i.e. a preschool teacher.

I hope that women in my community will also receive the sharing of housework from their family members, and have more time to do income-generating jobs.



Photo: All family members are in good harmony and happiness

TOPIC: RIGHTS TO DECISION-MAKING

*“When a husband and his wife are of the same mind,
there's nothing they cannot achieve”*

Co-Researcher 7 DB

Context: I live in the same house with my parents in law, but I and my husband usually stay in our shop-house to trade, cultivate and raise animals.

In the past: I was a woman who usually made decisions, but usually such decisions were **small things in the family**, while I was not allowed to take part in the decisions on big things i.e. house building, buying motorbike, etc. Or if I took part in, **my opinions were ignored**, so when he informed me that he decided to do anything, I said “**Just do whatever you intend to**”, I didn’t comment any more.

I felt sad, unhappy, self-pitiful, when I felt being disrespected, felt annoyed. Even if I knew something, I didn't want to share it/talk to him.



Photo: I and my husband disagreed

Since we both **attended the gender training**, when joining the **role-play** of Mrs. May and Mr. Nam, I understood that “**Women also have a right to decision-making**”. When he joined gender training session 1, coming home he told me what they discussed there.

After trainings, I **observed my own community** to see that the majority of other women were in the same situation like mine. Although being timid, I still decided to try discussing with my husband about buying more sows to raise, and I **explained** to him the economic benefits of raising more sows. At first, he sat down to think, but then asked me, “Do you (want to) buy, if yes, just buy?”



Photo: I and my husband discussed together

I feel very happy when my husband listens to my opinion. He also realized that he also **needs to share big and small decisions with me and listen to me, he speaks to me in a more gentle way.** Since then, **I and my husband discuss about big and small decisions, he consults me.**

- **I feel happy, excited, proud, bold to voice up my opinion**
- **My family is more harmonious, happy, we take care of our children more carefully, domestic violence is reduced.**



Photo: All family members sat happily together

- My household has more stable income source.

What I **wish** the most is that the women in my community will also be like me, gain respect from their husbands, be listened to, can join discussions and understand to find a common voice.

“When a husband and his wife are of the same mind, there's nothing they cannot achieve”

(“If the husband and wife agree, they can dry up the East Sea”)



Photo: Achievements of raising sows



Photo: My husband fed chickens and pigs