



INITIATIVE ON
Gender Equality

Identifying leverage points and levers to reduce normative constraints in agrifood systems in Tanzania and Nigeria

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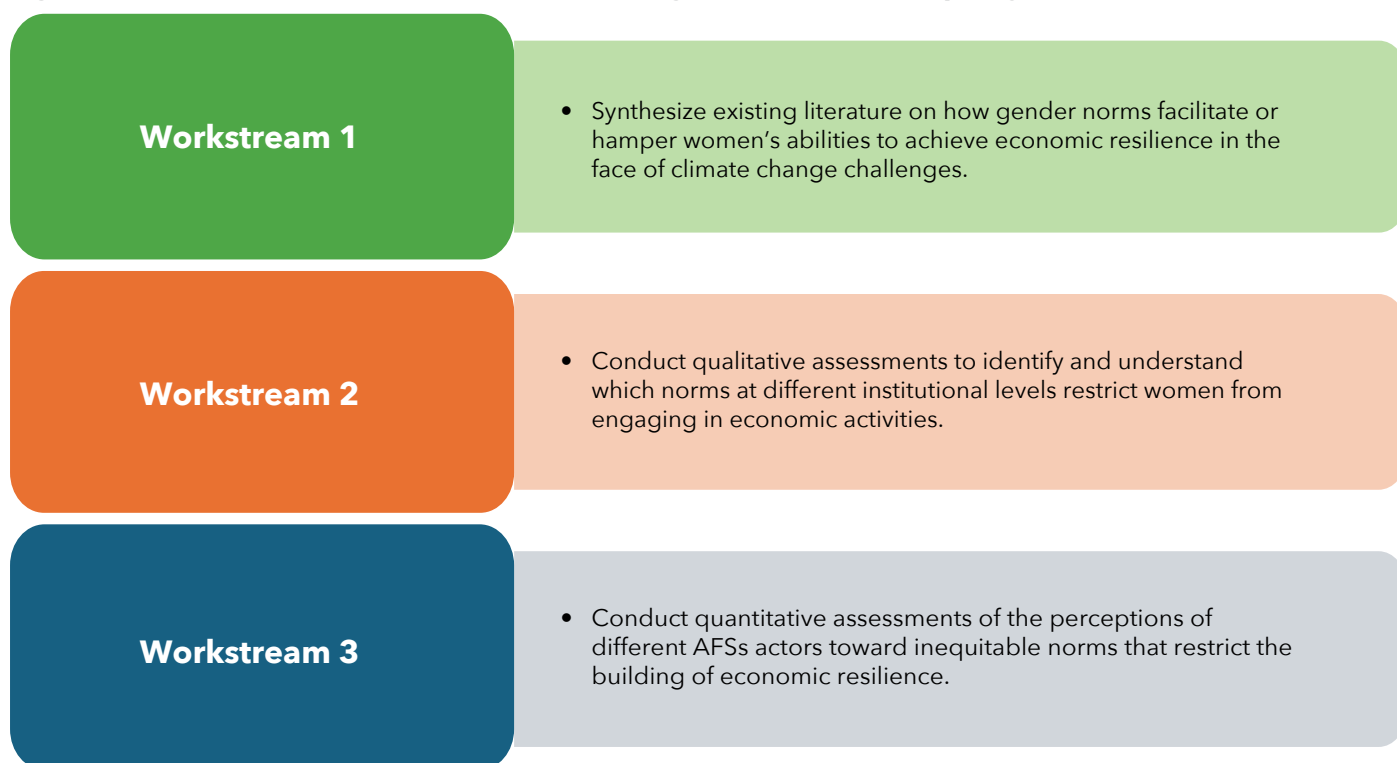
Background

The Harnessing Gender and Social Equality for Resilience in Agrifood Systems (HER+) Initiative (known also as the Gender Equality Initiative) seeks to transform agrifood systems (AFSs) by addressing structural gender inequalities such as harmful social and gender norms. Such norms within AFSs can impede the building of women's economic resilience, increasing their vulnerability to the impacts of climate change. The Initiative seeks to transform AFSs using gender transformative

approaches (GTAs) that help women become more economically resilient.

As part of the Gender Equality Initiative, Work Package 1 (WP1) used three workstreams to implement research along Pathway 1 of our theory of change¹ on normative constraints to building economic resilience to climate change challenges:

Figure 1. Focus of each workstream in Work Package 1 of the Gender Equality Initiative.



While the focus of the synthesis conducted by Workstream 1 was at the global level (with a stronger focus on Africa), the research carried out by Workstreams 2 and 3 focused on three AFSs (cassava, chicken, and fish²) in Tanzania and Nigeria. All three AFSs are incredibly important for helping women, men, and youth smallholder farmers and other value chain actors secure their livelihoods in these two African countries. Yet normative constraints create gender inequalities within these AFSs and, especially, limit women's abilities to build economic resilience. This is important given that shocks and stressors related to climate change create additional challenges for all groups in Tanzania and Nigeria, as both countries are in climate hotspots (Szabo et al., 2016).³

These workstreams produced three key outputs in 2023:

1. [Global evidence synthesis report](#)
2. Qualitative assessment reports for [Tanzania](#) and [Nigeria](#)
3. [Quantitative assessment report](#)

As a next step in our theory of change along Pathway 2, WP1, convened stakeholder consultation workshops in Tanzania and Nigeria. The objectives of the workshops were twofold:

1. Increase the understanding of different stakeholders on normative constraints that impact women's ability to build economic resilience across each of the three AFSs.
2. Identify leverage points and levers that address these constraints at different institutional levels across each of the three AFSs.

¹ See diagram of WP1 theory of change in Appendix 1.

² In Tanzania, the dagaa (silver cyprinid *Rastrineobola argentea*) AFS was the focus. In Nigeria, the farmed African catfish (*Clarias gariepinus*) AFS was the focus.

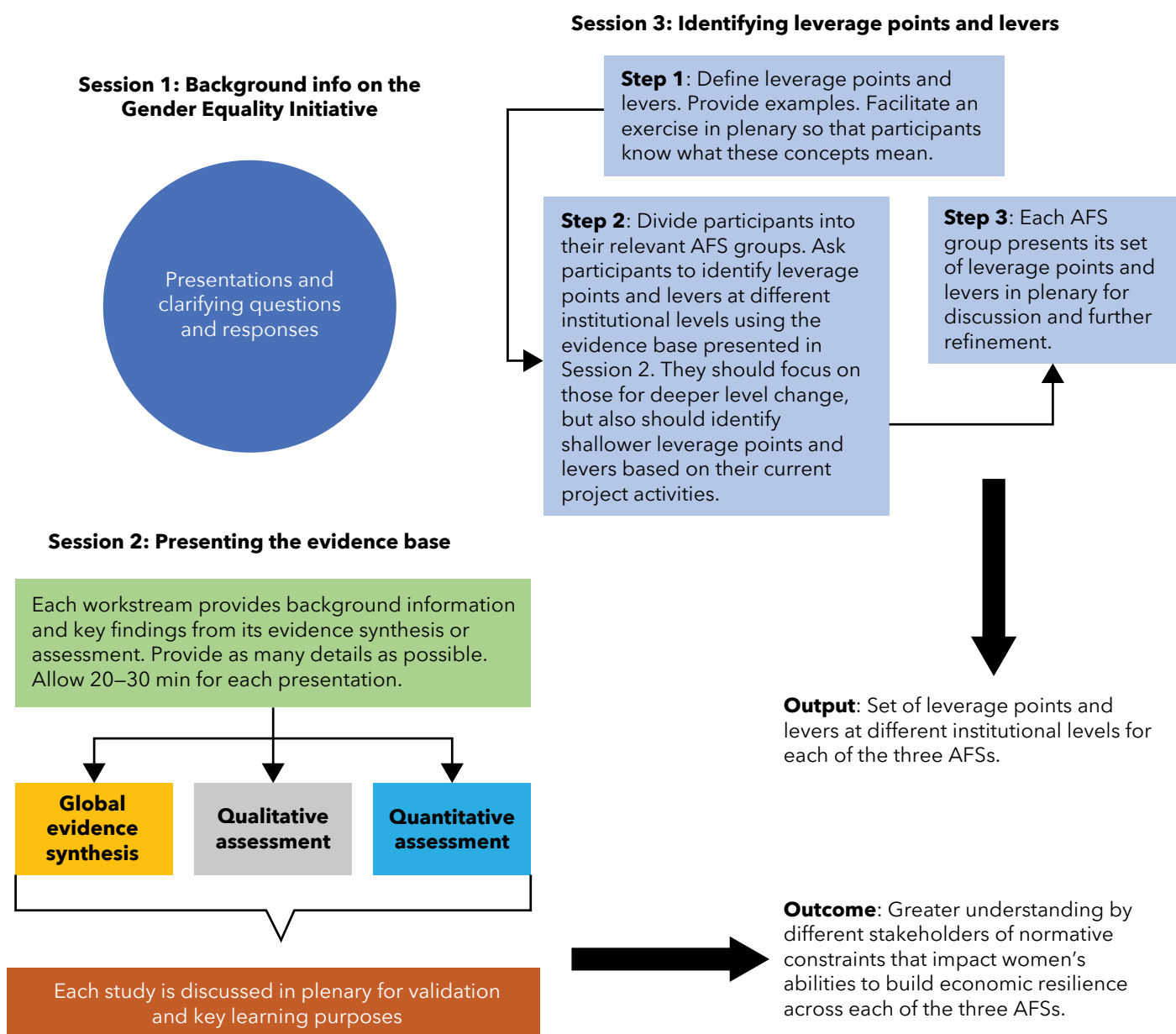
³ Szabo, S., et al. (2016). Making SDGs work for climate change hotspots. *Environment: Science and Policy for Sustainable Development*, 58(6), 24–33. <https://doi.org/10.1080/00139157.2016.1209016>

Methodology for the stakeholder consultation workshops

The workshops were held in the city of Bukoba in Kagera Region, Tanzania, and at the IITA campus in Ibadan, Nigeria. They brought together 39 representatives from government institutions, non-governmental organizations (NGOs), and

other relevant stakeholders with decision-making power and expertise. (See Appendix 2 for a complete list of stakeholders who attended the workshops.)

Figure 2. Flow of the stakeholder consultation workshops in Tanzania and Nigeria.



Before delving into the main sessions of the workshops, participants were provided with a link to a pre-workshop evaluation survey through Google Form to assess their knowledge and explore their expectations. Another link to a brief evaluation survey was shared with them after the workshops. (See Appendix 3 for the workshop evaluation report.)

After administering the surveys, the main sessions began by addressing the first objective: increase the understanding of different stakeholders regarding normative constraints that impact women’s ability to build economic resilience across each of the three AFSs. To achieve this, the workshop adopted an interactive approach consisting of presentations, followed by discussions and breakout group sessions around the presented findings.

Presentation about the Gender Equality Initiative

This session provided participants with an overview of the Gender Equality Initiative, focusing on specific details about WP1 with the intention of giving some background information

on the workshop. After the presentation, participants were given time to ask clarifying questions.

Presentations and discussions on the evidence base generated by the three workstreams

Using PowerPoint presentations, this session shared key findings from the evidence synthesis and assessment reports to better understand normative constraints that impact women's abilities to build economic resilience. Each presentation was followed by a plenary discussion on the key findings for validation and key learning purposes.

Evidence synthesis

This presentation highlighted the overarching objective of the evidence synthesis, which was to establish entry points for GTAs. This would empower Gender Equality Initiative stakeholders to influence gender norms and help women actors in AFSs build economic resilience amid the challenges of climate change in low- and middle-income countries. The primary purpose of the synthesis was to describe how gender norms facilitate, or hamper, women's ability to achieve economic resilience in the face of climate change challenges. This synthesis built on the hypothesis that restrictive gender norms generally limit women's capacities to adapt to climate change and build and maintain their livelihoods. As such, the focus was on helping women become economically resilient.

Furthermore, the presentation highlighted how gender norms operate in AFSs and how women negotiate the challenges that climate change creates in their everyday lives—in relation to economic resilience. Additionally, it summarized how the evidence synthesis was conducted, which involved a systematic literature review of over 400 journal articles. The primary focus was twofold: (1) empirical research conducted in low- and middle-income countries and (2) fieldwork findings

from the **GENNOVATE** initiative that examined how gender norms and agency influence men, women, and youth to adopt innovations in agriculture and natural resource management.

Moreover, the study found 15 gender norms affecting women. Eleven were operating in agrifood production systems, which affected women's ability to achieve economic resilience in the face of climate change, and four affected their ability to provide healthy and sufficient food to their families and consume it themselves. These gender norms were further synthesized to create a list of eight that apply across the entire food system, from production to consumption. They were selected because they were particularly relevant to women's ability to become economically resilient in the face of climate change. Although the identified norms were presented separately, in reality they intermesh and systemically reinforce each other. They include the following:

- Men are the main income earners.
- Women are responsible for childcare.
- Men are the primary decision-makers in the household.
- Women and men eat differently.
- Men control productive assets.
- Men migrate to other areas.
- Organizational partners assume women are not significant food actors.
- Nutritional interventions target women.

After the presentation, participants were asked to discuss and present takeaways from the evidence synthesis and the relevance of the findings for Tanzania and Nigeria.

Key takeaways from the evidence synthesis

Tanzania

During the plenary, participants in Tanzania highlighted the following key takeaways from the evidence synthesis:

- *Limited access to information:* Many women lack information about agricultural production, particularly considering climate change impacts. Access to relevant information is important for adopting good agricultural management practices.
- *Role of women as producers:* Women are the primary producers of cassava, and the success of the crop depends heavily on their involvement. The failure of having women engage in production could result in crop failure.
- *Challenges in land control:* Most women face challenges with controlling land, as they lack the power to make decisions regarding which part to use for crop production. This poses a barrier to managing the farm enterprise effectively.
- *Concerns about empowerment and freedom:* Widowed women, if given freedom and resources and decision-making power, could bring positive change to their community. However, community structures might view this empowerment negatively, potentially leading to resentment.
- *Recognition gap:* Community and existing structures have failed to recognize women as primary actors in AFSs. This lack of recognition demotivates and hinders women from potentially expanding their roles.

“The community and existing structures do not recognize women as main actors within the cassava value chain. This lack of recognition often discourages women from considering expansion or involvement in the industry.”

– male workshop participant, cassava group

- *Conformity to norms:* Many women tend to conform to restrictive norms to avoid misunderstanding within their communities. This conformity can prevent them from exploring other opportunities.

The participants concluded that to become more resilient and continue producing commodities in the face of climate change, it is imperative to address gaps in information, improve women’s control over land, change community perceptions, and recognize women’s roles.

Nigeria

Based on the group discussion, participants in Nigeria identified the following key takeaways from the evidence synthesis:

- *Women continue to experience low productivity in AFSs:* Women have inadequate access and control of productive assets. They also face heavy domestic responsibilities that limit how much time they have for farming and other work in AFSs.
- *Men dominate decision-making processes:* This continues to prevail at the household and community levels. Men dominate public decision-making in agriculture-based organizations and groups, such as the All Farmers Association of Nigeria (AFAN).
- *Women have inadequate access to credit:* Many credit and financial organizations assume women are not key actors in AFSs. As a result, they are biased against them when it comes to providing credit and loans. Men, on the other hand, have easier access to loans from banks and microfinance institutions because they have more assets to use as collateral.
- *Men control productive assets in AFSs:* Men have more control here because they are more financially empowered to purchase assets. In many cases, men have more education and technical skills than women do, which makes them more capable of operating machines and equipment.
- *Women are overburdened with domestic and household chores:* This limits the time women can allocate to other productive activities with high-income earning potential.

“Women’s domestic roles affect many opportunities that they can take up. Most times, you will see that men have more time, and in aquaculture, they take up core production tasks. Women participate more in post-harvest activities, and even because of their key roles in household domestic activities, they situate their smoking kilns at home or very close to their homes.”

– female workshop participant, catfish group

- *Migration opportunities are biased toward men:* The social and cultural perceptions of men’s roles allow them to migrate easily in times of crisis. Men are perceived as the household breadwinner, so they are able to look for greener pastures. Also, since men are not burdened with domestic and childcare tasks, norms and cultural beliefs allow them to seek better opportunities.

- *Society perceives men as the real farmers:* Many organizations assume that when it comes to farming, men are the key actors. Women are assumed to play a supporting role to their husbands.

“Societal perception of men as the real farmers is slowing down the progress that women can make in agrifood systems, especially aquaculture. Men have better access to major production assets because when there are opportunities the first targets are usually men.”

– male workshop participant, catfish group

- *Many nutritional interventions primarily target women:* Women play key roles in making their households food- and nutrition-secure. As a result, many nutrition interventions target them as the key actors. This has both positive and negative effects. Women will have more opportunities for additional nutrition information that will help their households. However, engaging only women might overburden them with household cooking responsibilities. This further adds to their domestic need to dedicate more time to meeting the nutrition needs of the household.

“Since women are the ones in charge of household cooking and nutrition activities, many nutrition interventions target them so as to make them better women in fulfilling their domestic roles.”

– female workshop participant, cassava group

Participants concluded that to help women build economic resilience in the face of prevailing climate change challenges, it is necessary to address the gender gaps identified in access to productive assets, household and domestic responsibilities, gender-biased decision-making, access to credit, and societal perception. This will make participation and benefits in AFSs more gender-equitable.

Relevance of the findings from the evidence synthesis

Tanzania

According to participants in Tanzania, the following factors from the evidence synthesis were generally relevant to their context:

- The identified norms align closely with the Tanzanian context, where customs and traditions shape community expectations.
- The findings are observable in Tanzanian communities, particularly in chicken farming. Women often participate in smaller-scale activities, such as raising a few chickens. As the enterprise expands, males become more involved. Even in transactions, the responsibility often shifts to men/husbands.
- Traditional gender roles persist in the ownership of assets, with men predominantly regarded as having the right to own them. Women, influenced by social norms, seldom explore other opportunities, like cage fish farming in designated areas of Lake Victoria.
- Men dominate the most lucrative nodes of aquatic food systems, confining women to small-scale activities. Although women may independently handle sales of small fish, known as dagaa, larger transactions are typically handled by men.
- The prevailing belief that men are the primary income earners reflects a broader community mindset. The potential for women to earn more money raises concerns among men about potential shifts in power dynamics.

In summary, participants felt the findings from the evidence synthesis resonate strongly in Tanzania, emphasizing the influence of unequal gender norms and power relations across various agricultural and economic domains.

Photo 1. Members of the dagaa group – Tanzania stakeholders consultation workshop.



Photo Credit: Devis Mwakanyamale (IITA)

Nigeria

The participants in Nigeria agreed that the findings of the evidence synthesis are germane to the situation in the three focal AFSs in the country. Nigeria's cultural norms and beliefs favor men. Key points on the relevance of the synthesis to the Nigerian context are as follows:

- The major findings corroborate the experiences of the different stakeholders in the cassava, catfish, and chicken AFSs.
- Many AFS actors, more importantly women, face challenges in access to and control of resources, adoption and use of technologies, participation in leadership, equitable participation in value chain activities, and mobility.
- Access to resources, especially credit and loans, is a major constraint for women in the catfish AFSs. A key driver is the country's patriarchal culture, which gives more privileges to men for better access and control over financial and material resources, such as smoking kilns, water purifiers, and imported aquaculture technologies.
- Lack of access to credit and loans have negative implications for women, especially in the use of technology required to boost their productivity. This affects women across the three AFSs.
- In the cassava and catfish AFSs, post-harvest technologies needed to increase productivity are expensive. Since men are more financially empowered, they have a higher tendency to buy, own, and control the use of such technologies.
- Male-dominated group membership and negative perceptions about women participating in agriculture-based groups limit women's opportunities to fully participate and benefit from groups activities.
- Male-dominated leadership in groups and associations, especially in the catfish and chicken AFSs, affects women's voice and their capacity to be involved in public speaking and decision-making at the group level. Women are not able to make their voices heard, and they hardly occupy any leadership positions in the groups.
- Women are more involved in reproductive activities, and thus have a higher workload. This, coupled with limited access to financial resources, limits their participation in more productive and profitable nodes of AFSs.

In all, participants agreed that despite tremendous efforts to improve the productivity of men and women in AFSs, Nigeria's cultural norms and beliefs favor men more than women. This shapes the different experiences of men and women participating at the various nodes of AFSs.

Qualitative assessments

The qualitative assessments explored gender norms that restrict women actors from building economic resilience to climate change challenges in select AFSs in Tanzania and Nigeria. The presentation, therefore, summarized key findings of normative constraints around mobility, agency, resource ownership and control, and participation in value chain activities.

How the findings reflect the experiences of participants in their respective agrifood systems

After the presentation, participants from the three groups in each country discussed how the findings resonated with their experiences in their respective AFSs in Tanzania and Nigeria.

Tanzania

Cassava group

- *Decision-making:* Women have limited power in decision-making, which impacts their independence in managing cassava-related enterprises. One participant shared her experience of how she faced a challenge when promoting the adoption of seeds of improved cassava varieties.

"Concerning decision-making, it has happened that a woman could not plant quality cassava seed on the farm simply because her husband didn't approve. Her lack of decision-making power affects the productivity of the crop."

– female workshop participant, cassava group

Photo 2. Members of the cassava group – Tanzania stakeholders consultation workshop.



Photo Credit: Sarah Msita (IITA)

- *Land ownership:* Women are usually prevented from owning land. This is a significant barrier to involving them in cultivating cassava.

“When we started promoting cassava roots and seeds business, it was taken over by men in most communities. We have experienced men dominating cassava production when it becomes commercial. Additionally, when men start engaging in production, they often displace women from productive land.”

– female workshop participant, cassava group

There are signs of hope, however. Some women engage in meaningful cassava businesses and have the freedom of mobility to participate in events related to cassava, including international exhibitions and business missions to neighboring countries. Nevertheless, the number of such women remains relatively small.

Chicken group

- *Decision-making:* In larger chicken enterprises, women face constraints with making decisions independently. Consulting or involving their husband in decisions to sell chickens sometimes leads to delays, potentially causing customers to turn to other producers or traders.

“In decision-making, women face challenges, as they can’t expand their businesses or may even lose potential buyers solely because they cannot sell chicken without their husband’s consent, even if the customers are there.”

– male workshop participant, chicken group

- *Access and control over resources:* Men typically control resources in chicken farming. This creates challenges for women in accessing and managing these resources for the business. One participant shared her experience of her struggle to establish chicken farming demonstration sites for female beneficiaries in her project.

“These findings reflect experience in relation to our work. Most of our beneficiaries are women. When we plan to establish demo chicken farms, we often encounter challenges in obtaining land from women. Most of them do not own land and require permission from their husbands. If the husband does not consent, the permission to use the land may not be granted.”

– female workshop participant, chicken group

- *Mobility:* Women often require permission from their husbands to take chickens to the market. This highlights their dependency on male approval for basic business operations.

- *Slaughtering:* Customers prefer male traders who can also slaughter and process chickens. This affects women’s business opportunities in this domain, as restrictions on slaughtering chicken limits their mobility.

“Women are affected in business by limited mobility, as some need their husband’s permission to take chicken to the market to sell. In addition, most chicken customers prefer slaughtered chickens to live ones, and women can’t slaughter them because, according to the norms, it is inappropriate for them to do it.”

– male workshop participant, chicken group

Dagaa group

- *Fishing restrictions:* Women are often prohibited from engaging in fishing activities in the lake. This limits their participation in this aspect of the fishery value chain.
- *Gendered roles:* Traditional gender roles dictate that women are responsible for cooking for fishers in fishing camps. This gendered division of roles can lead to challenges, such as instances where women face inappropriate requests like sex in exchange for cooking opportunities in fishing camps.

“The findings reflect what is happening in most fishing camps, where most of the cooks are women. Since the number of required cooks is limited, sometime women are compelled to offer sex to camp managers to secure opportunities in these roles.”

– female workshop participant, dagaa group

Nigeria

Cassava group

- *Access to and control of material and financial resources:* Negative beliefs and perceptions about the capacity of women to pay back loans prevents them from enjoying equal and full opportunities to access loans from many formal financial institutions, like banks and microfinance institutions.

“The belief that men have better capacities to pay back loans on time is still affecting many of our microfinance institutions up till today. You will notice that they prefer to give loans to men rather women. That is why you will see men expanding their production, and they are the ones that can buy processing equipment and rent them out to women. The only time that women enjoy loans is when there are special program or interventions or they join some programs.”

– female workshop participant, cassava group

- **Participation in group activities:** Cultural factors limit women from participating in groups and taking up leadership roles.

"You know our people attach some negative perception to women that participate actively in groups. It is either they assume she would not be able to take good care of her husband and children; in many cases, they label her as a 'bad wife,' or they will start saying she is befriending other men in the group."

– male workshop participant, cassava group

- **Participation in leadership:** Despite the key roles that women play in the cassava AFS, biased beliefs and norms about their capacity to provide leadership still restrict them from assuming leadership positions in cassava groups and associations.

"I know Nigerian men; they would think, how can a woman be the group leader when men are there? The most common is to see women taking up positions like deputy, assistant, welfare, and, once in a while, secretary. When it comes to key roles like group leader or president, hmmm...they are reserved for men."

– female workshop participant, cassava group

- **Mobility:** Norms and beliefs about mobility can restrict women's access to distant markets, which has implications on their profitability. Women are not as free as men to go alone to farms if they are far from home, and they cannot travel to distant markets out of their communities to sell their cassava roots or *gaari* (cassava flakes). The current security situation in the country has only made this problem worse.

Given the significant roles that women play in Nigeria's cassava AFS, stakeholders agreed that the government needs to put more strategies in place to remove barriers that affect women's equitable participation in this AFS.

Photo 3. Members of the cassava group – Nigeria stakeholders consultation workshop.



Chicken group

- **Access to and control over land and other major assets:** Women face restrictions in access to and control of land and productive assets such as chicken cages and incubators. A male workshop participant narrated the ordeal that women face in exercising their rights to acquire land to establish big poultry farms.

"In Ogun and Oyo states, you hardly find women as the major owners of big poultry farms. This is all because people don't believe in women's right to own land. Even at times in government land, you will hardly find women who are bold enough to go all out to rent or purchase land."

– male workshop participant, chicken group

- **Mobility:** Norms restricting women's mobility affect their ability to acquire and establish big poultry farms in different farm settlements.

"There are lots of potentials presented through the farm settlements in Ogun and Oyo states. But how many women do you see taking up such an opportunity to go establish big poultry farms in the farm settlements? I'm telling the truth—you will hardly see that, except for her husband establishing and she joins in a way. Our culture and the workload and domestic responsibilities of women will not make many women to think of getting established as settlers in the farm settlements...unless she gets the husband's approval to do so."

– female workshop participant, chicken group

- **Adoption and use of technologies:** There are negative and biased beliefs about women trying to operate certain poultry technologies and facilities. For example, women face restrictions in operating hatcheries because of the belief that it is men's work. This assumes that operating a hatchery requires time, and women would find it difficult to combine this with the high-demands of their domestic and childcare responsibilities.

"Nobody, even many of us elites will not allow our wives to operate chicken hatcheries. It requires a lot of time and may even demand to stay overnight. Many women that I know in the chicken value chain do not even dabble into such things."

– male workshop participant, chicken group

- **Participation in leadership:** Biased societal norms and beliefs about women's inability to lead reduces the available opportunities they have to take leadership positions in chicken groups and associations.

"When you want to select women as leaders, especially the top leaders, people will usually castigate and frown at everything. At times, they would say, 'Are there no longer men who can lead? Why choose a woman who has a husband and children to care for?'"

– male workshop participant, chicken group

Photo 4. Members of the chicken group – Nigeria stakeholders consultation workshop.



Catfish group

- **Participation in leadership and decision-making:** Men dominate leadership and decision-making processes in aquaculture in Nigeria. At the group and community levels, men are the ones who normally make decisions.

"In making major decisions about catfish production and even generally in aquaculture in Nigeria, how many women do we see there? Men are the leaders and they decide on many important issues. Look at CAFAN, men are the main leaders and decision-makers."

– female workshop participant, catfish group

- **Access to financial resources:** Women face restrictions in accessing loans and credit because of biased and discriminatory norms. This has implications for their ability to purchase the assets they need for productive catfish ventures.

"Banks and microfinance don't want to give loans to women because of the biased gender beliefs that women may not be able to pay back. That affects women a lot because they cannot purchase

equipment to expand their production. Go around Oyo State and count the number of people who have smoking kilns—how many of them are women? It is because they don't have financial enablement to purchase such equipment."

– male workshop participant, catfish group

- **Adoption and use of technologies and equipment:** Women face restrictions when they want to use or operate catfish production equipment, like water pumps and hatcheries. Operating such equipment requires physical strength, which women are perceived not to have. Most times, women have to depend on men for such services, and this reduces women's equitable participation in catfish and aquaculture enterprises.

"In many cases, women who try to operate water pumps are laughed at, because people believe when they continue to do so, they are going to grow muscles in their arms and legs, which will make them to lose female beauty."

– male workshop participant, catfish group

Photo 5. Members of the catfish group – Nigeria stakeholders consultation workshop.



Photo Credit: IITA

Most prevalent unequal/restrictive norms in each agrifood system

Tanzania

Cassava group

- *Land ownership or the freedom to use it:* Most women either do not own land or lack the freedom to use it to cultivate cassava. This restricts their capacity to fully participate in production activities.
- *Limited decision-making power:* Many women within this AFS have limited decision-making power, restricting their autonomy to manage cassava-related endeavors.
- *Access to markets outside the communities:* Selling cassava beyond local communities is challenging for women. This can limit their market opportunities and economic reach.

Chicken group

- *Restrictions on slaughtering chickens:* Women are frequently barred from participating in tasks related to slaughtering chickens, directly affecting businesses like chicken soup sales. This not only hampers economic opportunities for women but also influences customer perceptions.
- *Decision-making constraints:* Women often face challenges in making business-related decisions, causing potential delays and hindrances in operations.

- *Limited access to resources:* Women encounter difficulties in accessing and controlling resources for chicken farming.
- *Restricted mobility:* Women depend on approval from their husbands to go anywhere, particularly in taking chickens to the market.

Dagaa group

- *Limited decision-making on how income is used:* Women often do not have the final say in deciding how income from dagaa sales or sales from other fisheries-related activities gets used.
- *Ownership of fishing vessels:* Only a few women own fishing vessels. As such, this reflects a significant gender inequality in ownership of productive assets in the fisheries AFS.
- *Gendered cooking roles:* In fishing camps, men are not expected to cook for fellow men. If they do, they are perceived as “wives” of fishers, particularly in certain places like Kigoma.
- *Compromised job opportunities:* At times, women in fisheries find themselves in situations where they are compelled to engage in sexual relationships with fishers to secure job opportunities such as carrying dagaa from boats or obtaining dagaa at lower prices.

In summary, these disparities and restrictions highlight gender-based challenges across the different AFSs in Tanzania. They range from limited decision-making and access to resources to deep-rooted and unequal gender roles and norms.

Photo 6. Members of the chicken group – Tanzania stakeholders consultation workshop.



Photo credit: Devis Mwakanyamale (IITA)

Nigeria

Cassava group

- *Access to and control of material and financial resources:* Because of discriminatory gender norms, women do not enjoy equal access to both material and financial resources as men. This is common in many regions in Nigeria.
- *Adopting and using technologies and equipment:* Normative constraints and women's lack of access to financial resources and technical knowhow limit their capacity to adopt and use many technologies in the cassava AFS.
- *Participation in value chain nodes or activities with high returns:* Women in Oyo and Ogun states, participate in processing *gaari*. However, men dominate large and commercial *gaari* processing because they have the financial capacity to acquire the processing equipment they need.
- *Mobility:* Norms also restrict women's mobility, especially traveling to faraway markets. However, information and communication technology (ICT) is gradually easing this restriction.
- *Participation in leadership:* Women are active in the AFS. However, men still dominate leadership roles in groups and associations.

Chicken group

- *Access to and control of material and financial resources:* Discriminatory gender norms limit women's purchasing power and ability to buy quality chicken feeds and other inputs. This reduces their productivity.
- *Adopting and using technologies and equipment:* Gender norms about what a woman should do affect their ability to operate chicken equipment, especially hatcheries, which is one of the most profitable nodes in the chicken AFS in Nigeria. This can have negative implications and constrain women's economic resilience to climate change challenges.
- *Participation in leadership positions:* The chicken AFS in the country has strong associations, including the Poultry Association of Nigeria, which influence related activities. Discriminatory norms prevent women from assuming leadership roles and contributing to major decision-making in such groups.
- *Participation in value chain nodes with high returns:* Men dominate value addition in this AFS.
- *Mobility:* Mobility issues affect women. However, widespread social media is reducing constraints in this regard to increase market access, especially for women actors in urban and peri-urban areas.

Catfish group

- *Access to and control of material and financial resources:* Access to such resources are important for turning a profit in catfish production. However, normative constraints in many states limit women's access to the loans and credits they need to boost their productive activities.
- *Adopting and using technologies and equipment:* Women who try to operate certain technologies and equipment in catfish production hatcheries, such as water pumps and aerators, might be looked down upon, as they are operating equipment that is perceived to be in men's domains.
- *Participation in leadership:* Women occupy hardly any leadership positions because they are overburdened with household chores. This makes it difficult for them to participate in groups and become leaders.
- *Participation in value chain nodes:* Catfish production requires a high amount of labor and energy inputs. As such, it is regarded as a better venture for men. Women who venture into catfish production are labeled "women like men."
- *Mobility:* Mobility issues are becoming less challenging. Many women who participate in the catfish AFS have some level of education and are able to use social media for their production and marketing activities.

Participants confirmed the prevalence of these discriminatory gender norms. They affirmed that the norms identified through the qualitative assessment relate to what they observe in the field on a day-to-day basis.

How the qualitative findings relate to the evidence synthesis

Workshop participants also discussed how the qualitative findings relate to the findings from the evidence synthesis. During the plenary, consistent themes emerged across both the global evidence synthesis and the qualitative findings specific to the study areas in Tanzania and Nigeria.

Tanzania

Men as decision-makers: The evidence synthesis on the global scale reveals a common trend where men are predominantly regarded as decision-makers. The qualitative findings specific to Muleba District also align with the global trend, indicating that men continue to hold authority over making decisions.

Control over land and productive assets: The evidence synthesis highlights a pattern of men having control over land and other productive assets at the global level. Similarly,

the qualitative findings in Muleba District echo this theme, emphasizing the limited control women often have over land and productive assets.

Patriarchal elements: The evidence synthesis recognizes elements of patriarchy shaping gender roles and relations that have a significant impact on women's agency. The qualitative findings specific to Muleba District also underscore the presence of such norms influencing various aspects of daily life for women and men.

Men as household heads: The evidence synthesis notes that men are often considered household heads and are expected to make decisions. Likewise, the qualitative findings in Muleba District reinforce this traditional expectation. This emphasizes the role of men as household heads who are responsible for making decisions.

The themes are consistent across both the global evidence synthesis and the qualitative findings in Muleba District. However, it is important to recognize the specific context in Tanzania and how these global patterns manifest in a localized setting. The findings provide a more nuanced understanding of the challenges and dynamics within specific communities, offering valuable insights for targeted interventions and policy considerations at the local level.

Nigeria

Men as the main breadwinners: Results from the evidence synthesis affirmed men as the main income earners. Patriarchal culture in Nigeria reinforces this role for men. As a result, men have better access to loans and credit opportunities. This is confirmed in the qualitative assessment findings in Southwest Nigeria, where normative constraints around access to financial and material resources are biased against women since they are not considered the main breadwinners.

Women's roles in domestic activities: As observed from the synthesis, women are in charge of reproductive and domestic activities, including childcare. As a result, nutrition interventions target women because of these assigned roles. This has implications, as seen in the qualitative assessment. Strong norms around women's lack of participation in high-paying activities in AFSs may be a result of being overburdened with domestic activities. This limits the time they have to invest in high-paying and high-skilled activities in AFSs.

Men as the main decision-makers: Findings from the synthesis affirmed men as the primary decision-makers. A similar context operates in Nigeria because biased norms and beliefs favor men in decision-making at both the community and household levels. The implication of this is observed in the findings of the qualitative assessment. Discriminatory norms that favor men as major decision-makers (observed in the evidence synthesis) also place them as key actors in groups and leadership

activities. This limits women's participation in such activities, as revealed in the findings of the qualitative assessment in Oyo and Ogun states in Southwest Nigeria.

Male-dominated control of productive assets: The results of the synthesis confirmed men's control over these assets. Similarly, findings from the qualitative assessment in Southwest Nigeria also confirm the prevalence of biased gender norms against women adopting and using technologies and equipment that constitute major productive assets for improving productivity in AFSs. The two findings are related, as they point to the biased conditions that favor male-dominated access to and control of such assets.

Wrong perception of women as passive actors in AFSs: The synthesis found that "organizational partners assume women are not significant food actors." This is illustrated in two of the findings from the qualitative assessment in Oyo and Ogun states in Southwest Nigeria. One of the findings affirms discriminatory norms in "women's access and control of financial resources." This is related to the findings of the evidence synthesis about organizational partners not taking women seriously as key AFS actors. With this perception, many financial organizations would be reluctant to give loans to female actors unless special programs and interventions require them to do so. In addition, another finding from the assessment in the study area identifies discriminatory norms when it comes to women in leadership. This is also related to the finding of the synthesis regarding the wrong assumption that women are not key actors in AFSs, which means there is reluctance to place them in leadership positions in agriculture-related groups and associations.

Participants agreed that the global evidence synthesis and qualitative assessment both show similar trends of gender norms that exist in many developing countries like Nigeria. The assessment provides a deep understanding of how some of the norms identified from the synthesis operate in the contexts of AFS actors in Nigeria. Specifically, the assessment offers more insights into how the identified norms are affecting women AFS actors in the study area in Southwest Nigeria.

Quantitative assessments

Using an AFS survey instrument, the quantitative assessment pilot tested the multidimensional social norms in the cassava, chicken, and dagaa AFSs in Tanzania and the cassava, chicken, and catfish AFSs in Nigeria. During the workshops, the presenters highlighted the findings from these assessments, which identified the gender norms that are most prevalent or strongest in both countries and that limit women's ability to build economic resilience. The findings indicated that such norms are generally similar across the three AFSs. In the quantitative assessment report, these norms were categorized

into five domains for each country: (1) financial and material resources, (2) technology, (3) participation and leadership, (4) division of labor and mobility, and (5) gender meta-norms.

Tanzania

Financial and material resources

- It is inappropriate for women to own agricultural land and other productive assets.
- It is inappropriate for women to buy or sell their productive assets without permission from their spouse or partner.
- It is inappropriate for women to have a bank account or an ATM card.
- It is inappropriate for women to take out and make related decisions on loans or credit.

Technology

- It is inappropriate for women to own or use a smartphone.

Participation and leadership

- It is inappropriate for women to lead groups related to agriculture or business.
- It is inappropriate for women to interact with male extension agents and/or attend extension training.

Division of labor and mobility

- It is inappropriate for women to engage in physical labor related to the chicken AFS.
- It is inappropriate for women to engage in offshore fishing.
- It is inappropriate for women to operate agricultural machinery and mechanized equipment.
- It is inappropriate for women to run a commercial farm or business.

Gender meta-norms

- It is inappropriate for women to make family-planning decisions.
- It is inappropriate for women to leave the house without permission from their spouse.
- It is inappropriate for women to carry out most of the routine chores and perform most of the childcare duties within the household.
- It is inappropriate for women to make important decisions about major household expenditures.

Nigeria

Financial and material resources

- It is inappropriate for women to own agricultural land and other productive assets.
- It is inappropriate for women to buy or sell assets.

- It is inappropriate for women to access mobile money accounts.
- It is inappropriate for women to take out and make decisions on loans or credit.

Technology

- It is inappropriate for women to spend time during the day or working hours sitting and listening to the radio, watching television, or using a mobile phone.

Participation and leadership

- It is inappropriate for women to lead agricultural, business, civic, or religious groups.
- It is inappropriate for women to interact with male extension agents and/or attend extension training.

Division of labor and mobility

- It is inappropriate for women to operate agricultural machinery and mechanized equipment.

Gender meta-norms

- It is inappropriate for women to make family-planning decisions.
- It is inappropriate for women to leave the house without permission from their husband.
- It is inappropriate for men to participate in domestic and childcare labor.

Link of the quantitative findings to the evidence synthesis and qualitative findings

The presentation on the quantitative findings was followed by a discussion on their link to the global evidence synthesis and qualitative findings in Tanzania and Nigeria.

Tanzania

Participants noted that, like with the other two studies, the quantitative assessment identified that it is inappropriate for women to make certain decisions and own or purchase certain productive assets or technologies.

“The findings from the three studies complement one another. Through evidence synthesis, qualitative assessment, and now quantitative assessment, it is evident that the results regarding restrictive norms are consistent. For instance, each of the studies report limited decision-making power, highlighting that most women cannot make decisions on important matters, such as the use of productive assets, including land, without the consent of their husbands.”

– female workshop participant, cassava group

“The findings closely relate, particularly in terms of decision-making, where men emerge as the final decision-makers, including in household resource management.”

– male workshop participant, dagaa group

Similarly, the quantitative findings indicate that it is inappropriate for women to participate in or own commercial or larger-scale businesses, as observed in both the evidence synthesis and qualitative study. The findings from all three studies concur that norms play a part in shaping gender roles.

Nigeria

The participants in Nigeria agreed that there are similarities in the findings from the quantitative assessment and both the evidence synthesis and qualitative assessment. Some of the key similarities identified across the three studies are summarized as follows:

- Norms around productive assets such as land and agricultural technology and equipment are prominent across the three studies.
- Norms around rights to buy and sell assets observed in the quantitative assessment relate to points from the evidence synthesis that “men are the main income earners and primary decision-makers in the household” and the norm on “access and control of financial resources” observed from qualitative assessment. This is because men are viewed as the main income earners, which gives them more opportunities to access resources and finance. They have total control and decision-making power on how to use resources. All these opportunities give them a better chance and enable them to purchase major productive assets.
- Norms from the quantitative assessment about taking out loans or credit also relate to the norms that “men are the main income earner” and “men are primary decision-makers in the household” from the evidence synthesis, as well as norms on “access and control of financial resources” identified from qualitative assessment. Therefore, since men are regarded as the main income earner and breadwinner, they are the ones in charge of making decisions, including whether to take out loans and what to do with them.
- Norms about “spending time listening or watching radio or TV” from the quantitative assessment relate to the norm “men are the main decision-makers” from the evidence synthesis. Patriarchy is the bedrock of this norm. In Nigeria, as in many African countries, society expects men to dominate in all things. As a result, in rural areas men expect women to be “good wives” and always perform all household work. Men decide who watches TV and when they watch it.

- Norms about “interacting with male extension agents and attending extension training” relate to the point “men are the primary decision-makers in the household” from the evidence synthesis and the point “adoption and use of technologies or equipment” from the qualitative findings. This is because men who make decisions can decide how and with whom their wives spend their time. As the ones who makes the final decisions in the household, men can often restrict their wives from attending extension training and even forbid them from interacting with male extension agents. This will affect women’s opportunities for learning about and taking up new agricultural technologies.

How the findings from the quantitative assessment reflect experiences of participants in their respective agrifood systems

Tanzania

Community expectations and social norms impose limits on women’s decision-making and participation in key roles and activities. For instance, women are often discouraged from making significant decisions, such as selling bulk produce. Additionally, women who are active in farming and other AFS activities within their households might face scrutiny by fellow household or community members for dominating their husbands, even in matters related to investments.

“Some people in communities believe that if women have the freedom to access resources, make decisions, and enjoy autonomy, they will start controlling their husbands and stop respecting them. In such cases, it is believed that for a woman to be autonomous, she must first bewitch her husband.”

– female workshop participant, cassava group

Participants added that these stereotypes act as barriers, discouraging women from actively participating in family or investment decisions.

When it comes to participation, few women typically attend meetings called by experts, and they often encounter restrictions when contributing to discussions. For instance, if a woman speaks with confidence, she might be labelled as displaying masculine behavior, as community expectations do not often align with bold and confident women.

“In community settings, there is an expectation that women refrain from standing and speaking in the presence of men during meetings. Those who confidently contribute may face criticism, often being labeled jike-dume [male-woman]. The prevailing norm dictates that women should be docile and allow men to speak on their behalf.”

– female workshop participant, cassava group

These setbacks and stereotypes create barriers, limiting women from accessing information, technologies, and opportunities to actively contribute ideas.

Additionally, norms restrict women from interacting with male agricultural extension officers. For instance, some husbands tend to be suspicious when their wives communicate with officers over the phone. This leads some women to avoid picking up calls from officers when their husbands are present.

Nigeria

Participants described how the findings from the three studies relate to their work on a day-to-day basis. A participant working in the catfish AFS said that one of the reasons women do not adequately participate at the production node of the value chain is because norms disapprove of them using loans or credit and purchasing productive assets without approval from their husbands. Such norms do not allow many women to exercise their rights in timely uptake of opportunities.

"We have been in meetings when there are opportunities for participants of our programs to purchase catfish equipment at discounted prices but many of the women would be making excuses going first to consult with their husbands."

– male workshop participant, catfish group

Norms also prevent women from participation in agricultural extension training without consent from their spouse or partner. The participants affirmed that they observe this during some of the extension training sessions and visits.

"Men always dominate community events. Even when we have extension visits, you rarely see many women except on special days when you have come with materials or inputs to distribute. On a normal day, you can count their number."

– male workshop participant, cassava group

Similarly, participants confirmed that household chores and childcare fall within women's work domains. Chores like cooking and taking care of the house are assigned to women and girls. Under normal circumstances, many men would not participate in such duties, because if they do, people will not respect them.

"When it comes to domestic and household chores, women are in charge. If you notice, especially among rural people, women are overburdened with such tasks. The funny thing is that I notice that women enjoy doing those tasks and they don't even want to share the works with their husbands so that people can call them good wives."

– female workshop participant, cassava group

Participants also relayed their experiences on issues relating to the decision on the number of children a family should have. Because of Nigeria's patriarchal culture, it is hard to see a family where a woman will have the final say on this matter. Participants agreed that such decisions have to be mutually discussed between husbands and wives; in many cases, however, husbands are the ones who make the final decision.

"I have not seen where a woman will be the one who will dictate the number of children she wants to have. It is not possible. The husband and the wife have to sit down together to discuss this. Even in many rural households, the husband and extended family members have strong influence on the number of children that a woman will have."

– female workshop participant, chicken group

Leverage points and levers

The other main objective of holding the two workshops was to identify leverage points and levers to address normative constraints at different institutional levels across each of the three focal AFSs in each country. Prior to identifying these points and their associated levers, participants were introduced to these concepts through presentations.

Gender transformative interventions are especially important to bring about changes at a deeper level. Trying to “reach” rural women farmers by training them on improved management practices would, on the other hand, be considered an intervention linked to a shallower leverage point.

Examples of levers and leverage points were provided to help participants better understand these concepts.

What are leverage points?

Leverage points refer to “places in complex systems where a small shift may lead to fundamental changes in the system as a whole” (Abson et al., 2017, p. 30).⁴ Identifying “place-specific leverage points” to help especially women build economic resilience to climate change challenges is critical for targeting deep, transformative change (Rosengren et al., 2020, p. 433).⁵

Identifying leverage points and levers to address normative constraints

Using the key findings from both the qualitative and quantitative assessments carried out in Tanzania and Nigeria, participants engaged in group discussions to identify specific leverage points and levers at the family, community, market, and state levels within each of the three focal AFSs in their country. In the subsequent plenary session, the three AFS-based groups presented their lists of proposed leverage points and levers.

Leverage point framework

Using a leverage point framework is helpful in locating different types of places to intervene in a system. Meadows (1999)⁶ describes 12 types of systemic points, which are organized according to their potential to create change. The leverage points with weaker power to create change are referred to as “shallow,” while those with greater power are called “deep.” According to Manlosa et al. (2019),⁷ it is the interactions between shallower and deeper leverage points that are important to focus on to achieve gender equality and women’s empowerment, as opposed to only focusing on one or the other in isolation.

Although the participants discussed within their respective group, some of the leverage points and levers appeared to be similar across the three focal groups, or in at least two of them. On the other hand, some leverage points and levers were unique to individual AFSs.

Tanzania

Examples of leverage points and levers that all three groups proposed in Tanzania were related to the norms that make it inappropriate for women to own agricultural land and other productive assets. In this example, we find that the leverage points and levers were almost identical in three of the four institutional levels that were focused on during this group exercise: family, community, and state (Table 1).

What are levers?

Levers are the specific actions or interventions that get implemented to help bring about changes in a system (Chan et al., 2020).⁸ In our case, these would be actions or interventions that aim to reduce normative constraints on women’s capacity to build economic resilience to climate change challenges.

⁴ Abson, D. J., Fischer, J., Leventon, J., Newig, J., Schomerus, T., Vilsmaier, U., & Jager, N. W. 2017. Leverage points for sustainability transformation. *Ambio*, 46(1), 30–39. <https://doi.org/10.1007/s13280-016-0800-y>

⁵ Rosengren, L. M., Raymond, C. M., Sell, M., & Vihinen, H. 2020. Identifying leverage points for strengthening adaptive capacity to climate change. *Ecosystems and People*, 16(1), 427–444. <https://doi.org/10.1002/pan3.10124>

⁶ Meadows, D. H. 1999. Leverage points: Places to intervene in a system. The Sustainability Institute. <https://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>

⁷ Manlosa, A. O., Schultner, J., Dorresteyn, I., & Fischer, J. 2019. Leverage points for improving gender equality and human well-being in a smallholder farming context. *Sustainability Science*, 14(2), 529–541. <https://doi.org/10.1007/s11625-018-0636-4>

⁸ Chan, K. M. A. et al. 2020. Levers and leverage points for pathways to sustainability. *People and Nature*, 2, 693–717. <https://doi.org/10.1002/pan3.10124>

Table 1. Leverage points (LP) and associated levers (L) proposed by workshop participants in AFS groups in Tanzania to address the norm that states it is inappropriate for women to own agricultural land and other productive assets.

Institutional level	Agrifood system group		
	Cassava	Dagaa	Chicken
Family	<p>LP: Access to agricultural land and productive resources</p> <p>L: Create awareness programs involving both men and women.</p>	<p>LP: Access to and control over agricultural land and other productive assets</p> <p>L: Hold household dialogues to promote tenure rights.</p>	<p>LP: Access to agricultural land and productive resources</p> <p>L: Encourage all family members to participate in awareness programs.</p>
Community	<p>LP: Community awareness</p> <p>L: Conduct awareness campaigns within communities to challenge traditional norms and stereotypes regarding women's roles in agriculture and asset ownership.</p>	<p>LP: Discriminatory customs and traditions on asset ownership</p> <p>L: Create awareness programs within communities to challenge customs, traditions, and stereotypes regarding women owning assets.</p>	<p>LP: Access to agricultural land and productive resources</p> <p>L: Use community sensitization meetings, as well as special training for norms gatekeepers, to raise awareness among communities and norms gatekeepers on the importance of women owning agricultural land and productive resources.</p>
State	<p>LP: Policies and programs</p> <p>L: Advocate for integrating gender-sensitive policies into national agricultural and land-use planning.</p>	<p>LP: Gender-aware policy reforms</p> <p>L: Advocate for functional policies that promote women's rights to ownership of productive resources.</p>	<p>LP: Supportive policies</p> <p>L: Advocate for policies and laws that allow women access to agricultural land and productive resources.</p>

The other similarity in leverage points and corresponding levers that was recorded in all three AFS groups was related to the norm that suggests it is inappropriate for women to make important decisions about major household expenditures. Although each group presented them differently at the community level, the context was approximately the same. For example, to address this restrictive norm, the cassava and chicken groups identified “community awareness” as a leverage point, while the dagaa group put it as “changing social norms.” The suggested lever for the cassava group was to “conduct awareness campaigns to educate communities about the benefits of involving women in major household expenditure decisions, challenging traditional norms and stereotypes that may hinder them from participating in financial decisions.” The chicken group proposed “creating awareness to dismantle traditional stereotypes and empower women to take an active role in shaping expenditure decisions within their households.” As their lever for this, the dagaa group came up with “campaigns that engage men in challenging unbalanced decision-making powers between women and men.”

Other similarities were between two of the three groups. Examples between the cassava and dagaa groups include leverage points and levers to address restrictive norms that limit women’s ability to buy or sell their productive assets, access to financial accounts or ATM cards, take out loans or credit, make decisions related to loans or credit, and interact with male extension agents and/or attend extension training without permission from their spouse or partner. Other similarities between the cassava and dagaa groups concerned

norms that limit women’s ability to own or use a smartphone and make family-planning decisions. Similarities between the chicken and dagaa groups were with norms that restrict women’s ability to own or use a smartphone and spend time listening to the radio or watching television.

There were also plenty of differences in leverage points and levers proposed by each group given that these AFSs focus on a specific agricultural crop, types of livestock, and species of fish from the capture fishery. For instance, under the restrictive norm that states it is inappropriate for women to own or use a smartphone, each group came up with different ideas at the market level. Here, the leverage point that the cassava group proposed was “digital skills for economic empowerment.” The associated levers, according to the group, were twofold: (1) integrate digital skills training into programs focused on women’s economic empowerment, and (2) promote economic opportunities that come with owning a smartphone, such as online entrepreneurship, access to digital marketplaces, and participation in the economy. Conversely, the dagaa group proposed “access to smartphones” as a leverage point, with “advocacy for the supply of affordable smartphones by business companies” as a lever. The chicken group identified “access to market information” as the leverage point and “advocate for sharing market information through mobile phones and television to change men’s attitudes toward women using smartphones for meaningful purposes” as its associated lever. (See Appendices 4-6 for details of the leverage points and levers identified by each AFS group.)

Nigeria

In Nigeria, we observed similarities in the leverage points and associated levers proposed across the three AFS groups for two of the inequitable norms. These are norms that make it “inappropriate for women to own land and other productive assets” (Table 2) and “inappropriate for women to buy or sell assets” (Table 3).

Table 2. Leverage points (LP) and associated levers (L) proposed by participants in AFS groups in Nigeria to address the norm that states it is inappropriate for women to own agricultural land and other productive assets.

Institutional level	Agrifood system		
	Cassava	Catfish	Chicken
Family	<p>LP: Family awareness and reorientation</p> <p>L: Organize a training program to change attitudes regarding women owning land, including encouraging men to allocate land to women.</p>	<p>LP: Household-based capacity building</p> <p>L: Project training should include sessions that engage men and women in the household and educate them on the importance of women’s rights to own assets to improve their agricultural productivity.</p>	<p>LP: Household gender relations</p> <p>L: Organize training programs that include tools on positive power and gender relations within households.</p>
Community	<p>LP: Community dialogue</p> <p>L: Conduct sessions with community and traditional leaders to review communal land tenure systems.</p>	<p>LP: Community advocacy and lobbying</p> <p>L: A coalition of NGOs related to agriculture and aquaculture should carry out advocacy exercises and lobby to improve women’s rights to land and inheritance.</p>	<p>LP: Reorientation of traditional and community leaders</p> <p>L: Organize gender training for community, traditional, and religious leaders to reassess communal land laws and remove barriers to women.</p>
Market	<p>LP: Access to land for women’s groups</p> <p>L: Provide access to communal land through women’s groups and associations.</p>	<p>LP: Market support groups</p> <p>L: Create market support networks that can access community land as a group and remove barriers for women to access land.</p>	<p>LP: Women’s cooperative societies</p> <p>L: Organize women into cooperative groups that can buy land and assets as a group.</p>
State	<p>LP: Land practices</p> <p>L: Conduct advocacy training with relevant government ministries to incorporate gender concerns into Nigeria’s Land Use Acts.</p>	<p>LP: Land rights</p> <p>L: NGOs can advocate for gender considerations in existing land rights in the country.</p>	<p>LP: Land Use Acts</p> <p>L: Government land policy should incorporate women’s right to own land.</p> <p>L: Introduce a penalty against those who might not want to sell land to women.</p>

Table 3. Leverage points (LP) and associated levers (L) proposed by participants in AFS groups in Nigeria to address the norm that states it is inappropriate for women to buy or sell assets.

Institutional level	Agrifood system		
	Cassava	Catfish	Chicken
Family	<p>LP: Couples dialogue</p> <p>L: Facilitate sessions to teach men about the importance of women’s rights to buy and sell assets.</p>	<p>LP: Household gender relations</p> <p>L: Ensure programs and interventions include sessions on gender and power relations, and invite men and household powerbrokers to attend.</p>	<p>LP: Access to information</p> <p>L: Provide information to family members on the importance of giving rights to women to buy productive poultry assets.</p>
Community	<p>LP: Community awareness</p> <p>L: Conduct gender dialogues with community leaders and members to encourage women’s ownership of resources and assets.</p>	<p>LP: Community dialogues</p> <p>L: Engage community and traditional leaders in talks and dialogues on women’s rights.</p>	<p>LP: Traditional and local leadership</p> <p>L: Involve traditional and local leaders in constant dialogue to facilitate a positive perspective on women’s rights.</p>
Market	<p>LP: Partnerships with input suppliers and local fabricators</p> <p>L: Organize a support network and partnerships with input suppliers and technology fabricators to support women’s access to inputs, technology, and resources.</p>	<p>LP: Collaboration with private input suppliers and technology developers</p> <p>L: Engage local organizations to make affordable technology.</p>	<p>LP: Private sector engagement</p> <p>L: Collaborate with private organizations to supply inputs and equipment to women at a subsidized rate.</p>
State	<p>LP: Collaboration with the Ministry of Agriculture and related ministries</p> <p>L: Conduct gender capacity building for staff of the Ministry of Agriculture and related institutions to enforce women’s right to own assets.</p>	<p>LP: Leaders and stakeholders of financial institutions</p> <p>L: Engage leaders and staff of banks and microfinance institutions on gender awareness to remove barriers for women.</p>	<p>LP: Government policy reform on women’s right to buy assets</p> <p>L: The government should formulate a policy that will give women the autonomy to own productive assets.</p>

We also observed similarities across the three AFS groups in the leverage points and associated levers proposed in at least one of the institutional levels. These include inequitable norms that state, it is “inappropriate for women to access mobile money accounts” and “inappropriate for women to operate agricultural machinery and mechanized equipment” (Appendices 4-6). For example, regarding the inequitable norm, “it is inappropriate for women to access mobile money accounts” at the “family” level, the leverage points proposed point toward training and capacity building for women. The proposed levers for each AFS include “design and facilitate capacity building training for women” for cassava, “organize training on financial inclusion for women catfish farmers” for catfish, and “organize training for women to build their knowledge and skills about financial services” for chicken. All point to increasing women’s knowledge of financial services.

We also identified similarities in at least two of the three AFS groups in the leverage points and levers proposed to address inequitable norms. For the chicken and catfish groups, there were similarities in norms governing women interacting with male extension agents or attending extension training,

women making family-planning decisions, and women leading agriculture, business, or religious groups. Similarities between the catfish and cassava groups were identified in norms regarding women’s mobility outside of the household and women leading agriculture, business, or religious groups. For the chicken and cassava groups, similarities were found in norms on women spending time listening to the radio, watching television, or using mobile phones.

In addition to these, we still observed uniqueness in only one of the AFS groups for some of the leverage points and levers proposed to address inequitable norms. The differences exist at a specific institutional level with marked variation from those proposed in the other groups at the same level. For example, regarding the norm “women should not interact with male extension agents or attend extension training,” differences were found in the leverage points and levers at the “market” level for each of the three AFS groups. For the cassava AFS, participants proposed “access to female extension agents” as the leverage point and “employment of more female extension agents” as the lever. Looking at the catfish AFS at the same market level, participants proposed “increased

extension service outlets” as the leverage point and “extension units should make use of social media to repackage their messages and disseminate messages through voice notes, SMS, WhatsApp, and Facebook” as the lever. For the chicken AFS group, participants proposed “improved communication

between the state’s Ministry of Agriculture and the community” as the leverage point and “procedural action in the proper introduction of male extension agents in the community” as the lever. (See Appendices 4-6 for more details about the identified leverage points and levers by each AFS group.)

Next steps

The stakeholder workshops in Tanzania and Nigeria served as important platforms for disseminating and holding consultations. During the events, participants actively engaged in discussions on key findings, providing valuable insights into their relevance for Tanzania and Nigeria and, specifically, their workplaces. Notable takeaways in Tanzania included the importance of addressing information gaps, empowering women with land control, challenging community perceptions, and promoting recognition of women’s roles to enhance their resilience and expand commodity production. Key takeaways from the workshop in Nigeria point to the need to change attitudes and behaviors in order to form positive gender relations, enhance women’s decision-making capacities, empower groups or collectives, reinvigorate women’s rights to land and other productive assets, formulate and advocate for gender-sensitive policy, and engage men and key stakeholders from the Ministry of Agriculture and other related organizations.

Regarding leverage points and levers, participants in their respective AFS groups in both countries discussed and came up with their proposed lists. The understanding that systemic change requires interventions at various institutional levels—family, community, market, and state—emphasized the need for strategies to break normative constraints.

The next steps will involve identifying partners with ongoing projects in the northwest part of Tanzania (Kagera and Kigoma regions) and in the Southwest region of Nigeria (Oyo and Ogun states). By working with these partners, the key learnings from the workshop will help design targeted gender transformative interventions, starting in 2024. The interventions will be integrated into a selected number of partner projects in the target areas (see Appendix 7 for potential ideas). The designed interventions will be piloted, and they are expected to help catalyze changes within the AFSs, promote gender equality, and empower women to build economic resilience in the face of climate change challenges.

Appendices

Appendix 1: Work Package 1 theory of change

▶▶▶▶ PATHWAY 1 | Normative constraints to building economic resilience to climate change (CC) challenges

OUTPUTS FROM OTHER WORKPLANS & INITIATIVES

GENNOVATE and other CRP products on norms

Normative constraints at the policy and governance levels (WP4)

Relevant levers from/to WP2 sociotechnical innovation bundles

▶▶▶▶ PATHWAY 2 | Leverage points and levers for reducing normative constraints

OUTPUT 1.5 Gender transformative approaches (GTAs)

GTA products developed by past CRPs

OUTPUT 1.7 Guidelines, video stories, and webinars to inform the future design, implementation, evaluation, and scale-up of GTAs in AFSs

OUTPUTS

OUTPUT 1.1 Evidence synthesis on norms and economic resilience to CC challenges in AFSs

OUTPUT 1.2 Qualitative assessments of norms that restrict the building of economic resilience to CC challenges

OUTPUT 1.3 Multidimensional social norms in AFS index

OUTPUT 1.4 Set of leverage points and levers to intervene for deeper-level change

OUTPUT 1.5 Gender transformative approaches (GTAs)

OUTPUT 1.6 Emerging lessons from the implementation of GTAs at different scales

OUTCOME WITHIN INITIATIVE TIMELINE

WP OUTCOME 1.1
Greater understanding of where and how normative constraints limit food system actors' capacities to build economic resilience to CC challenges

Private sector

WP OUTCOME 1.2
GTAs designed and being implemented at different scales by different AFS stakeholders

For uptake by WP2, WP3, and WP4

OUTCOMES

Civil Society Organizations

National Agencies

National Agencies

Civil Society Organizations

End of Initiative Outcome 1
By 2024, national agencies, CSOs, and CGIAR Initiatives in at least two Low to Middle Income Countries target normative constraints that limit the capacities of women food-system actors to build economic resilience to CC challenges using GTAs

CGIAR Initiatives

Civil Society Organizations

CGIAR Initiatives

ASSUMPTIONS

1. Strategic communication targeting key AFS stakeholders is needed to increase the understanding of the impact normative constraints have on reducing capacities to build economic resilience to CC challenges.

2. Norms identified are considered malleable in the short to medium term by stakeholders for targeting at different institutional levels.

3. Levers identified have investment potential to transform AFSs.

4. Change in attitudes/behaviors occurs at a fast enough pace to keep stakeholders motivated while implementing GTAs.

5. GTAs bring about gains in productivity and food, nutrition, and economic security (in addition to improved social relations) to generate interest in their use by other AFS stakeholders.

6. Tools are developed in a manner that accelerates implementation of GTAs by other entities.

Appendix 2: Workshop participants

Tanzania (16–17 November 2023)

S/N	Name	Sex	Organization
1	Nasibu David Lipwata	Male	Bukoba District Council
2	Ing'ara Magwa Magoma	Male	Kagera Regional Secretariat
3	Jojianas Kokulamka Kibura	Female	Tanzania Agricultural Research Institute (TARI)
4	Witness Daudi Gwakula	Female	Nyakitonto Youth for Development Tanzania (NYDT)
5	Amos Mshina	Male	Lake Zone Cassava Seed Growers Association (CHAWAZIWA)
6	Charles Mayunga Ntaki	Male	Muleba District Council
7	Aneth Mkotes Rwezala	Female	Tanzania Agricultural Modernization Association (TAMA)
8	Lawrence Kitogo Marwa	Male	African Women Fish Processors and Traders Network (AWFISHNET)
9	Prisca Naftal Urio	Female	The Nature Conservancy (TNC)
10	Goodluck Elibariki Nnko	Male	World Vision
11	Henry Abraham Msangula	Male	ENABEL
12	Consolatha Kokuhilwa Emmanuel	Female	Bukoba Women Empowerment Association (BUWEA)
13	Jovitha Juston Banyenza	Female	Tanzania Women Fisheries Association (TAWFA)
14	Geraldina Mushema Mukenfula	Female	Kolping Society
15	Elizabeth Mkilania	Female	Health and Medical Foundation (HM Foundation)
16	Haroun Chanda	Male	Uvinza District Council
17	Jackson Kahabi	Male	Kigoma Municipal Council
18	Sophia Patrick Lebel	Female	Kigoma Women Development Group (KIWODE)
19	Abubakar Bishanga	Male	Tanzania Youth Development Organization (TYDO)
20	Rebecca Mafipa	Female	Mission for Boosting Community Services (MIBOS)

Nigeria (7–8 December 2023)

S/N	Name	Sex	Organization
1	Biliqis Folake Abdulateef	Female	Crop Unit, Federal Ministry of Agriculture and Rural Development, Ibadan
2	John Salako	Male	Crop Unit, Federal Ministry of Agriculture and Rural Development, Abeokuta
3	Bashir Adesiyon	Male	Cassava Grower Association of Nigeria, Ibadan
4	Abimbola Agbaje	Female	Women in Agriculture (WIA)
5	Yetunde Aluko	Female	Nigeria Institute of Social Economic Research (NISER)
6	Taiwo Adesiji	Male	Justice Development and Peace Commission (JDPC)
7	Mary Omowumi Fawole	Female	Rural Nurture Initiative (RNI)
8	Siyambola Omitoyin	Female	Department of Fishery and Aquaculture, University of Ibadan, Nigeria
9	Adeniyi Olatunji Clement	Male	Fishery Unit, Federal Ministry of Agriculture and Rural Development, Ibadan
10	Kemi Adeshina	Female	Fishery Unit, Federal Ministry of Agriculture and Rural Development, Abeokuta
11	Tunde Ajayi	Male	Federal College of Animal Health and Production Technology
12	Tolulope Adedeji	Male	Justice Development and Peace Commission
13	Adebosola Yemisi Adeyemi	Female	Fishery Society of Nigeria
14	Omolara Atoyebi	Female	Poultry Association of Nigeria
15	Tolulope Ojedele Samuel	Male	Livestock Unit, Federal Ministry of Agriculture and Rural Development, Ibadan
16	Habibat Amzat	Female	All Farmers' Association of Nigeria (AFAN)
17	Temitope Idowu	Male	Livestock Unit, Federal Ministry of Agriculture and Rural Development, Abeokuta
18	Olubayo Fatola	Female	Farmers' Development Union (FADU)
19	Titilayo Olufisayo Taiwo	Female	Animal Husbandry Services Department, Oyo State Ministry of Agriculture and Rural Development

Appendix 3: Workshop evaluation reports

Introduction

These reports summarize the results of the workshop evaluations carried out in Tanzania and Nigeria. A semi-structured questionnaire was digitized using Google Forms. For the pre-workshop evaluation, links were shared with participants before the workshops began. At the end of the workshops, other links were shared with participants to complete the post-workshop evaluation. The completed questionnaires were received and analyzed. Simple frequency statistics were used in these reports.

Tanzania

Evaluation results

Participants' knowledge of descriptive and injunctive norms

Before the workshop, 70% of participants said that they were familiar with the concept of descriptive norms (Figure A3.1). When asked to select its meaning, however, only 53% did so correctly. Likewise, half of the participants said that they were familiar with the concept of injunctive norms (Figure A3.2), and the same proportion were able to select its correct meaning. At the end of the workshop, participants were asked to rate their knowledge of both types of gender norms on a scale of 1 to 5. The average score was 4.00 for descriptive and 3.95 for injunctive gender norms (Table A3.1). This suggests some improvement in their understanding of these two concepts.

Figure A3.1. Familiarity with the concept of descriptive norms.

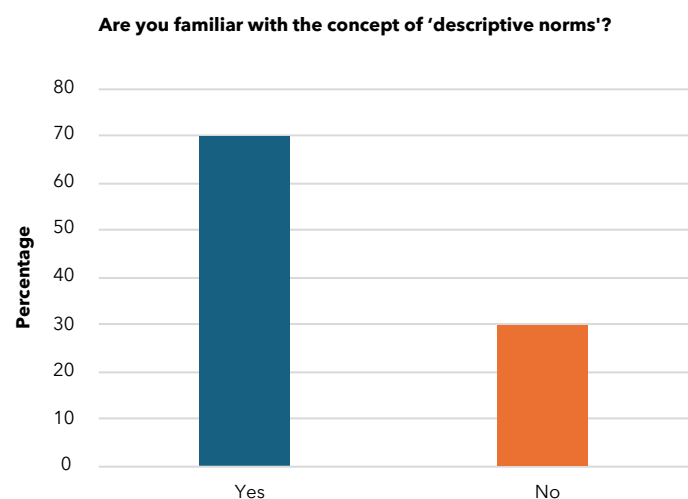


Figure A3.2. Familiarity with the concept of injunctive norms.

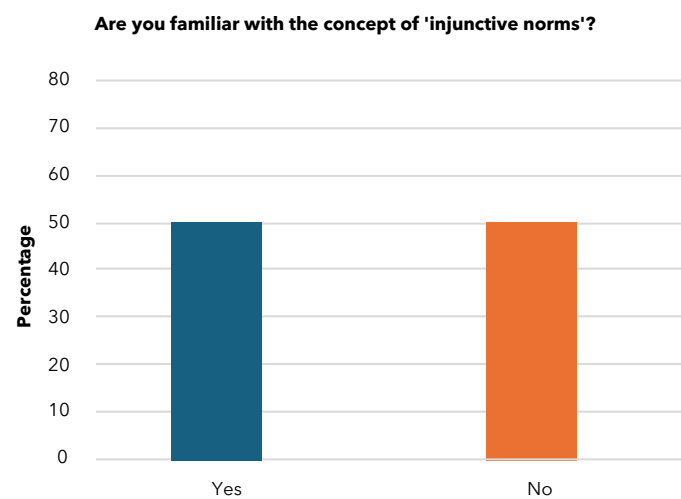


Table A3.1. Participants' post-workshop rating.

Evaluation question	Mean score
How would you rate your general knowledge of gender norms?	4.10
How would you rate your knowledge of descriptive gender norms?	4.00
How would you rate your knowledge of injunctive gender norms?	3.95
How would you rate your knowledge of leverage points?	4.25
How would you rate your knowledge of levers?	4.25

Participants' knowledge of leverage points and levers

Prior to the workshop, 55% of participants showed that they were familiar with the concepts of leverage points and levers (Figures A3.3 and A3.4). However, when asked about the definitions of the two concepts, only 47% were able to correctly select the meaning of leverage points and 41% for levers. In the post-workshop evaluation, participants rated themselves, on average, 4.25 out of 5 on their knowledge of leverage points and levers. This indicates some changes in their level of knowledge of the two concepts.

Figure A3.3. Familiarity with the concept of leverage points.

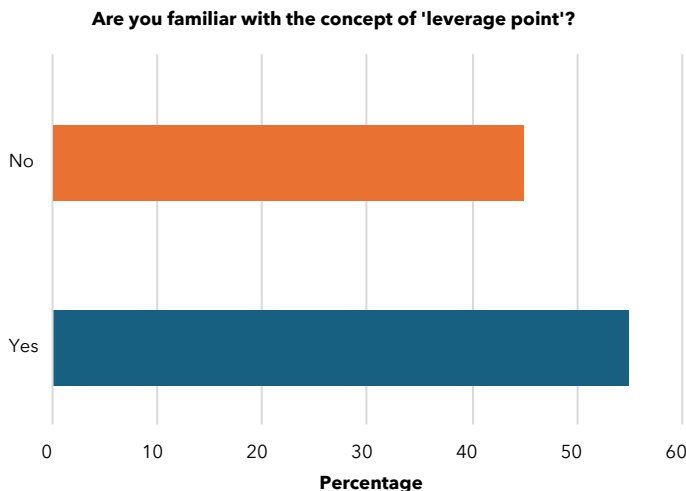
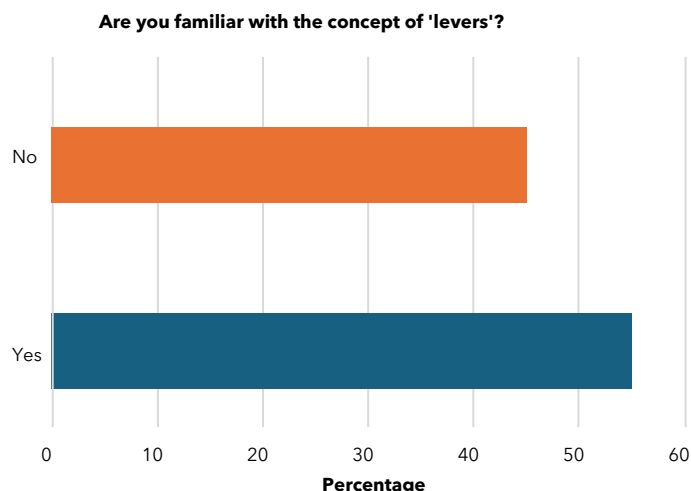


Figure A3.4. Familiarity with the concept of levers.



Beliefs about whether gender norms negatively affect both men and women

Pre-workshop evaluation results indicated that 30% of participants strongly agreed, 35% agreed, and 25% were neutral about their belief in this gender norm (Figure A3.5). On the other hand, post-workshop evaluation results show that 20% strongly agreed and 60% agreed with the statement, for a total of 80%, with the proportion of neutral participants dropping to just 5% (Figure A3.6).

Figure A3.5. Beliefs about the effect of gender norms (pre-workshop evaluation).

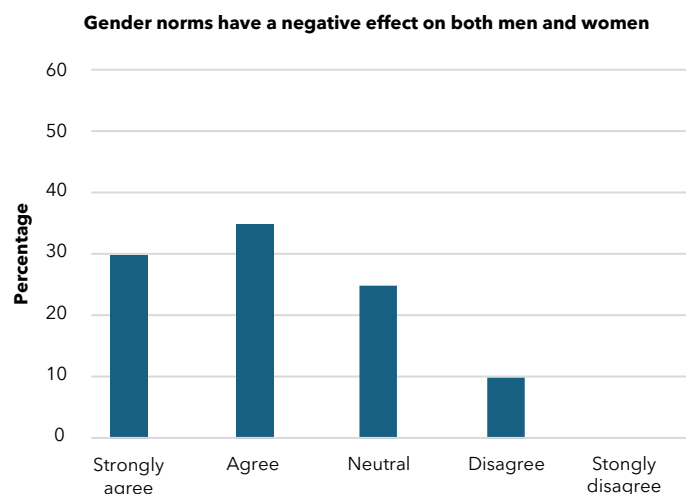
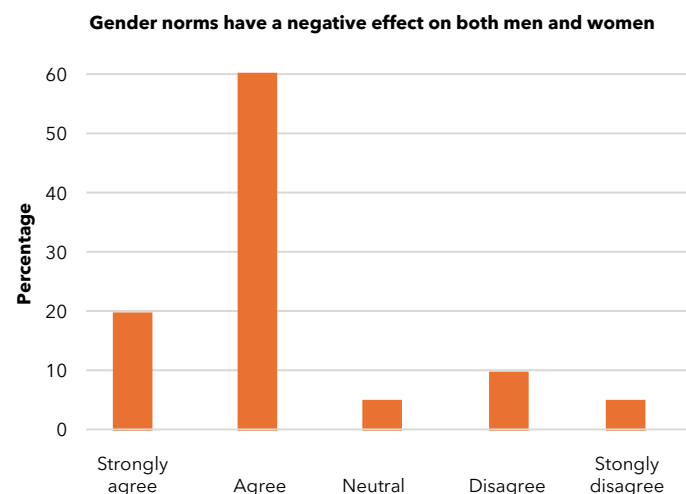


Figure A3.6. Beliefs about the effect of gender norms (post-workshop evaluation).



Awareness of norms that limit women’s ability to build economic resilience to climate change challenges

After the workshop, all the participants said that they were aware of such norms, with 45% strongly agreeing and 55% agreeing (Figure A3.8), whereas only 10% strongly agreed and 20% were neutral beforehand (Figure A3.7), suggesting they were not sure. This implies that those who were neutral before the workshop had become aware of these norms by the end of it.

Figure A3.7. Awareness of norms limiting women’s economic resilience (pre-workshop evaluation).

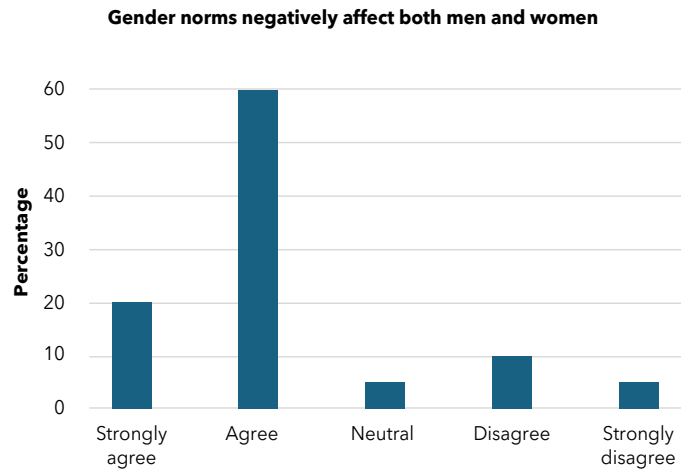
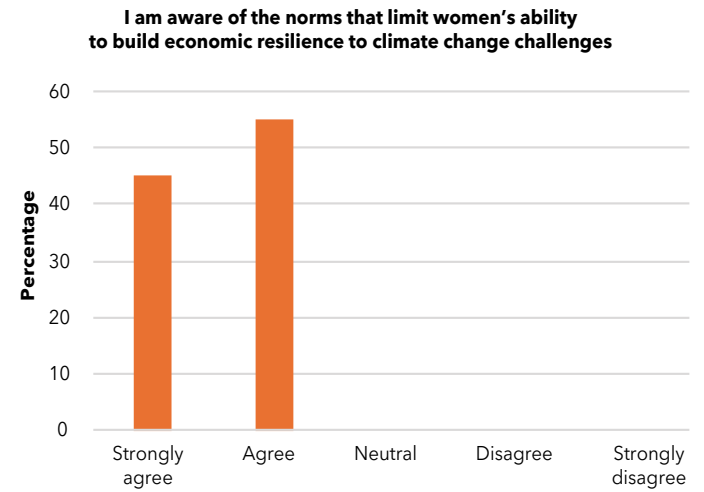


Figure A3.8. Awareness of norms limiting women’s economic resilience (post-workshop evaluation).



Informativeness and usefulness of information

When asked about the presentations, 43% of participants strongly agreed and 57% agreed that the presentations were informative and understandable (Figure A3.9). In terms of the usefulness, 19 participants (95%) said that the information was useful to them; only one (5%) strongly disagreed (Figure A3.10).

Figure A3.9. Informativeness of the presentations.

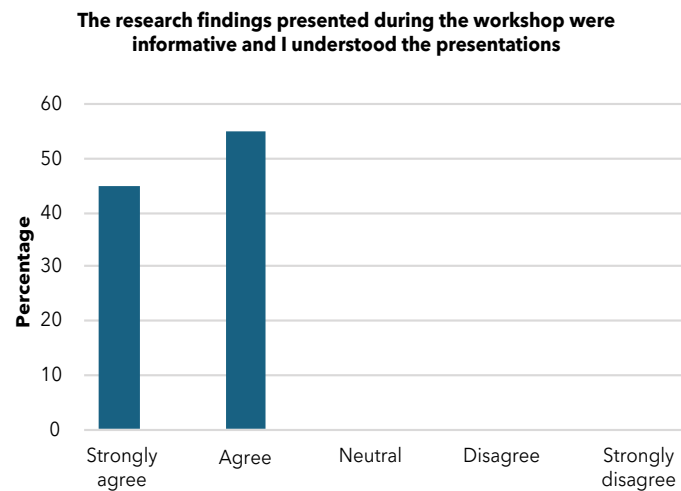
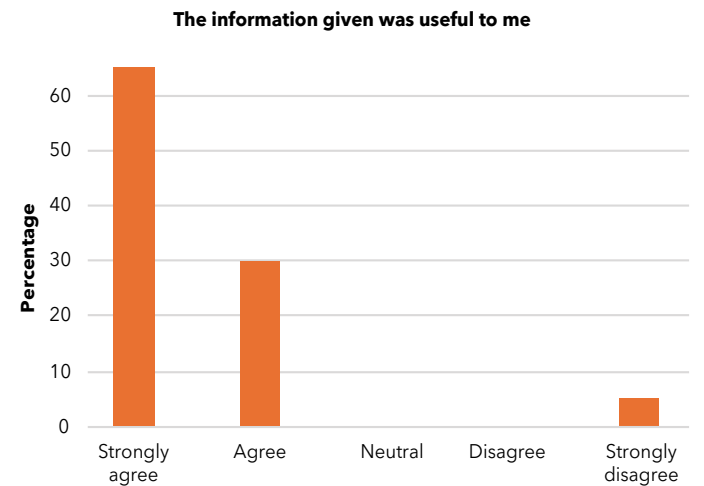


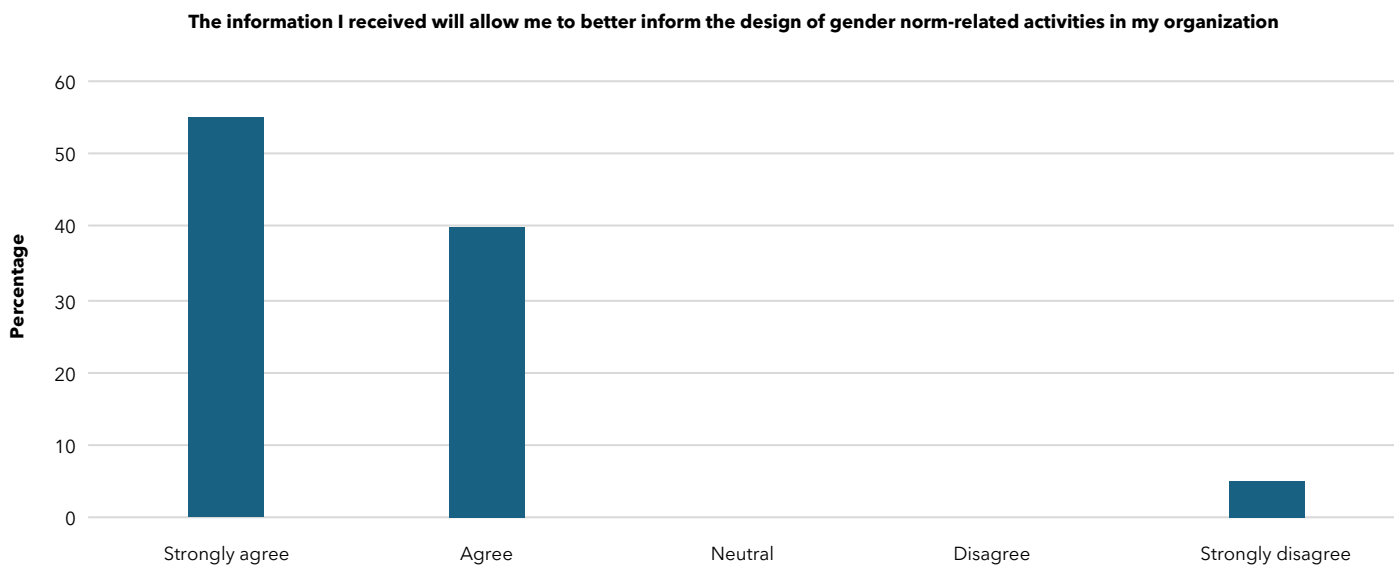
Figure A3.10. Usefulness of information.



Future use of information received

Apart from the one participant (5%) who strongly disagreed, all the other participants (95%) said that the information they received through the workshop would inform their organization’s design of future activities related to gender norms, with more than half (55%) strongly agreeing (Figure A3.11).

Figure A3.11. Future use of information received at the workshop.



Participants’ expectations

Before the workshop, participants were asked what their expectations were. Looking at their responses, they generally resonated around improving their knowledge of gender norms and how they affect different actors in AFSs in terms of, for example, building economic resilience, among others. At the end of the workshop, they were asked whether the workshop lived up to their expectations. All the participants said that theirs were met, with half strongly agreeing and the other half just agreeing (Figure A3.12).

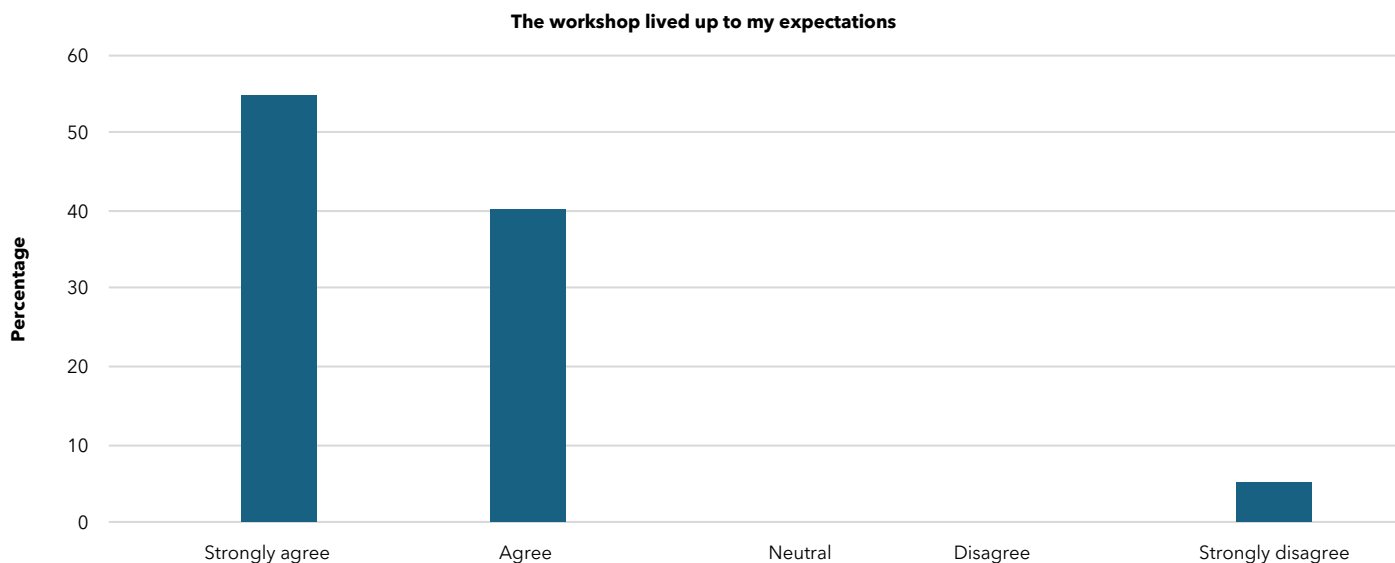
Figure A3.12. Participants’ expectations.



Relevance of the content

Fifty-five percent of the participants strongly agreed that the content of the workshop was relevant to their jobs, while 40% agreed. Only 5% (one person) strongly disagreed (Figure A3.13).

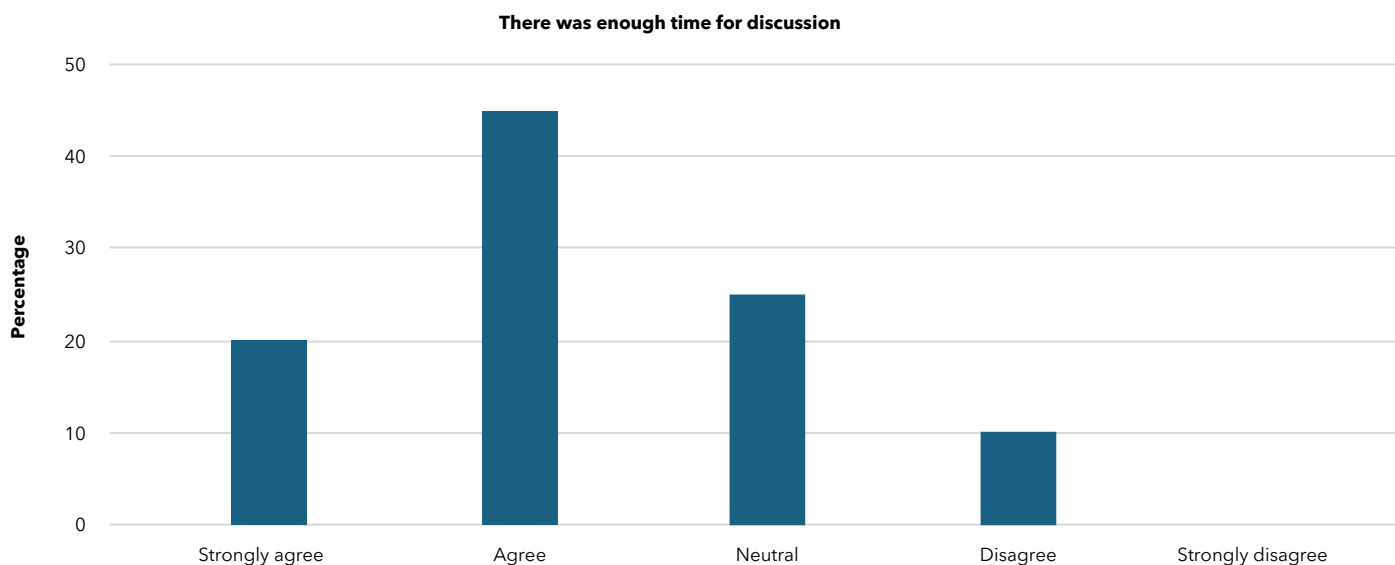
Figure A3.13. Relevance of the content to participants' jobs.



Amount of time for discussion

Sixty-five percent of the participants felt there was enough the time for discussion during the workshop. However, 25% had no opinion and 10% disagreed (Figure A3.14).

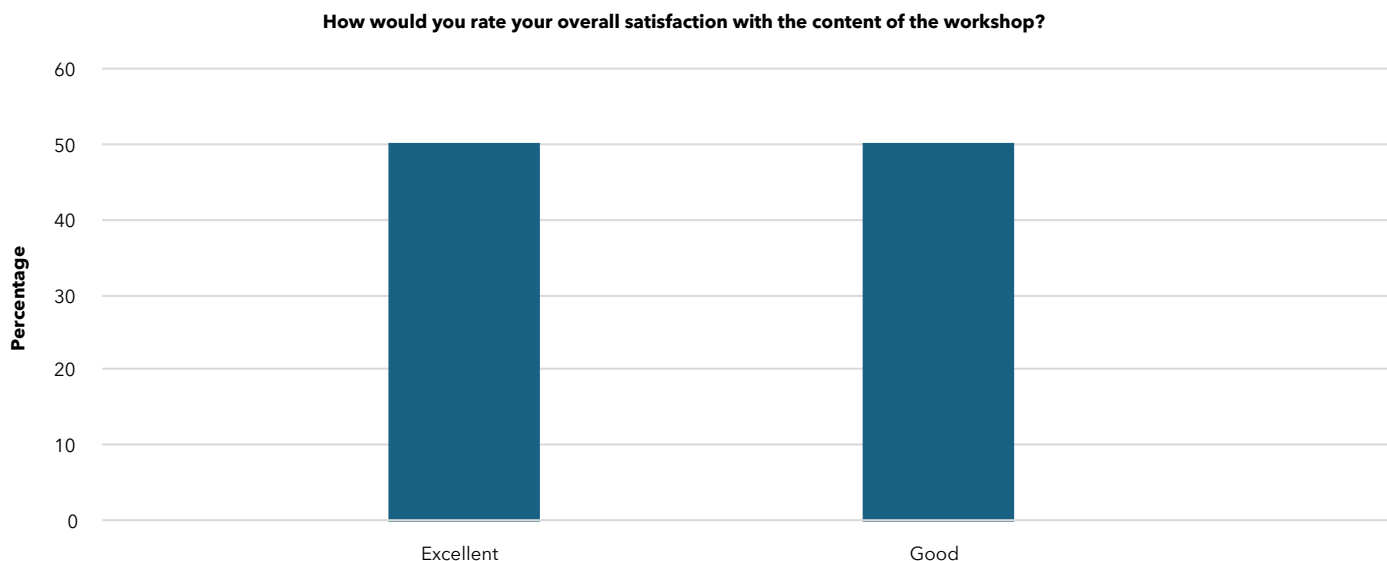
Figure A3.14. Amount of time for discussion.



Satisfaction with the content

Half of the participants rated the content excellent and the remaining half good. So, overall, the participants were satisfied with the content (Figure A2.15).

Figure A3.15. Satisfaction level with the content.



Open question results

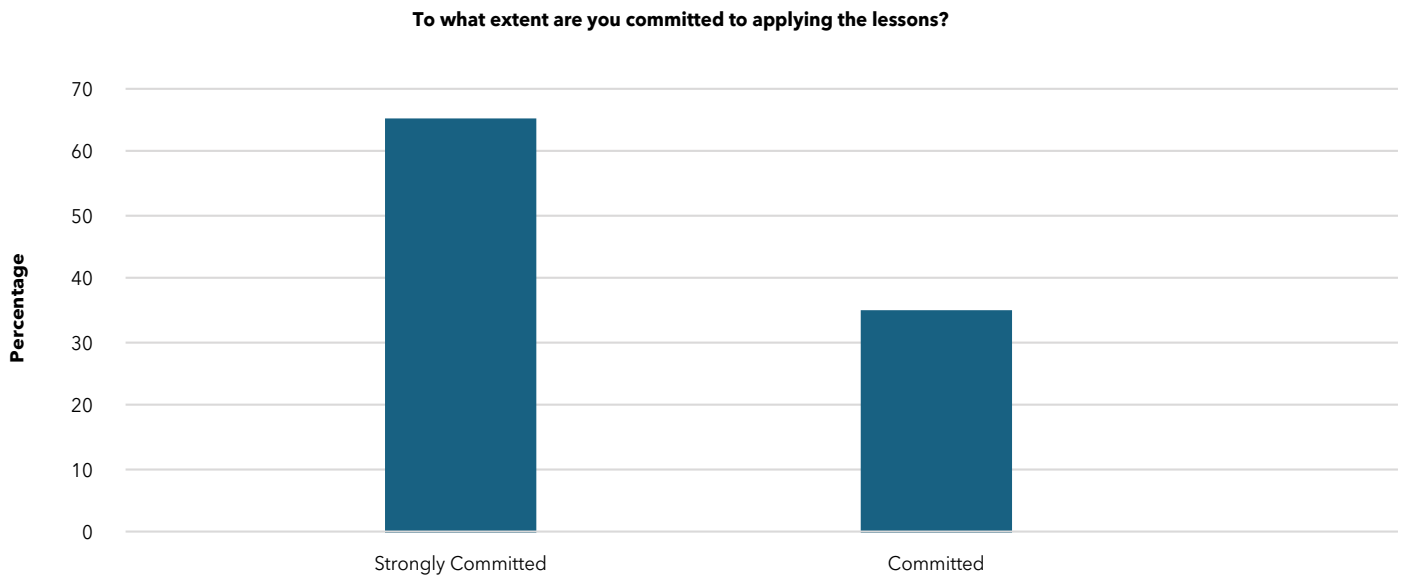
This subsection looks at the main takeaways given in writing by the participants through the evaluation questionnaire. They have been summarized and regrouped into three themes of comments:

1. Program designing and addressing gender norms
 2. Economic impact of restrictive gender norms
 3. Gender equality and women's empowerment
1. Program design and addressing gender norms
 - It is important to address gender normative constraints when designing a project and implementing it.
 - There is no way to implement successful development interventions without addressing the associated norms.
 - Addressing norms requires a clear and deep study.
 2. Economic impact of restrictive gender norms
 - Restrictive gender norms affect the economic system.
 - Restrictive gender norms affect women more than men.
 - Gender norms have a negative impact on AFSs.
 - Normative constraints still exist, not only in our settings but also globally.
 3. Gender equality and women's empowerment
 - It is important to create awareness in the community about gender equality.
 - Women are among marginalized groups in the economy.
 - Gender equality initiatives are important in helping women build economic resilience.
 - There are norms that limit women from venturing into meaningful businesses and engaging in some economic activities.
 - Sanctions related to norms should be lifted so that women can engage in meaningful businesses. Additionally, it is necessary to create awareness among norm gatekeepers and other community members regarding the importance of women participating fully in economic activities.
 - Involving women in decision-making in economic activities is key for household-level development.

Applying lessons learned

When asked how committed they were to applying the lessons taken from the workshop, 65% of participants said that they were strongly committed and 35% committed (Figure A3.16).

Figure A3.16. Commitment to applying the lessons.



Conclusion

The evaluation results generally show that the workshop was successful in Tanzania. One of the critical success factors of the workshop was the group of participants itself, which was composed of 20 motivated and interested stakeholders. However, it was noted that participants needed more time for discussion, especially on the leverage points and levers, as the two concepts were relatively new to many of them.

Nigeria

Evaluation results

Participant's knowledge of descriptive and injunctive norms

The findings from the pre-evaluation workshop show that 67% of the participants knew the concept of descriptive norms (Figure A3.17). When asked to show their level of understanding, 56% provided the right meaning of the concept. For injunctive norms, 44% of the participants understood the concept (Figure A3.18). When asked about the meaning of it, 44% provided the correct one. For the post-workshop evaluation, participants were asked to rate their understanding of descriptive and injunctive norms on a scale of 1 to 5. The average score for both was 4.5. This indicates that the participants understood the two concepts better after the workshop (Table A3.2).

Figure A3.17. Familiarity with the concept of descriptive norms.

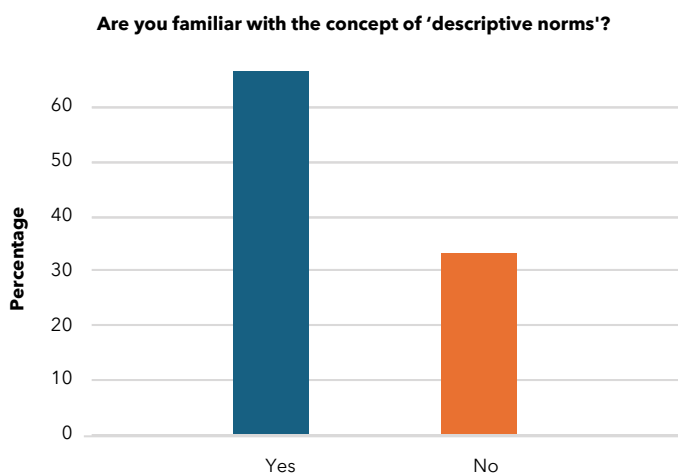


Figure A3.18. Familiarity with the concept of injunctive norms.

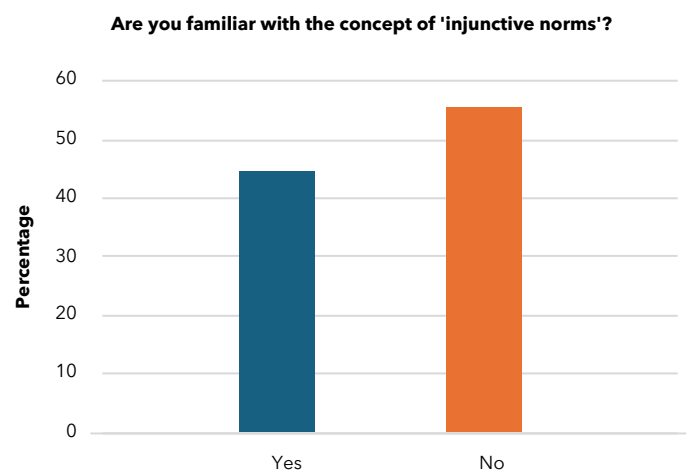


Table A3.2. Post-workshop rating.

Evaluation question	Mean score
How would you rate your general knowledge of gender norms?	4.5
How would you rate your knowledge of descriptive gender norms?	4.5
How would you rate your knowledge of injunctive gender norms?	4.5
How would you rate your knowledge of leverage points?	4.4
How would you rate your knowledge of levers?	4.4

Knowledge of leverage points and levers

Analysis of the pre-workshop evaluation shows that 56% of the participants knew about the concepts of leverage points and levers (Figure A3.19 and A3.20). When asked about the meaning of leverage points, however, only 30% got it right. They fared a bit better when asked about the meaning of levers, with 55% getting the correct answer. From the post-workshop evaluation, the results show an average score of 4.4 out of 5 in the level of understanding of both concepts. This shows that participants’ knowledge of the two concepts had increased by the end of the workshop.

Figure A3.19. Familiarity with the concept of leverage points.

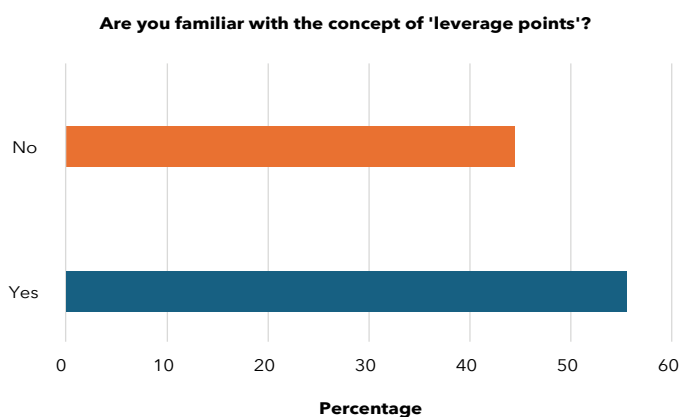
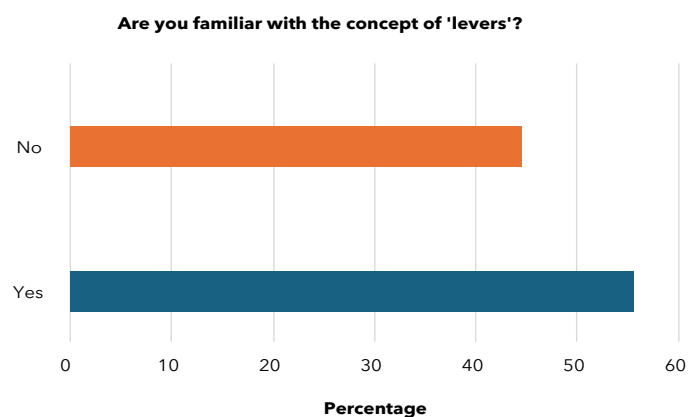


Figure A3.20. Familiarity with the concept of levers.



Beliefs about whether gender norms negatively affect both men and women

Findings from the pre-workshop evaluation show that 59% of the participants either strongly agreed or agreed that gender norms affect both men and women negatively (Figure A3.21). From the post-workshop evaluation, this dropped slightly to 50% (Figure A3.22). This result is unexpected, as it was assumed that participants would have gained a better understanding of gender norms and the implications that they can have on the well-being and livelihoods of AFS actors. However, since the focus of much of the results from the evidence synthesis and the quantitative and qualitative assessments was on how norms impact women’s capacity to build economic resilience, this might have influenced the participants’ views on who normative constraints impact the most.

Figure A3.21. Beliefs about the effect of gender norms (pre-workshop evaluation).

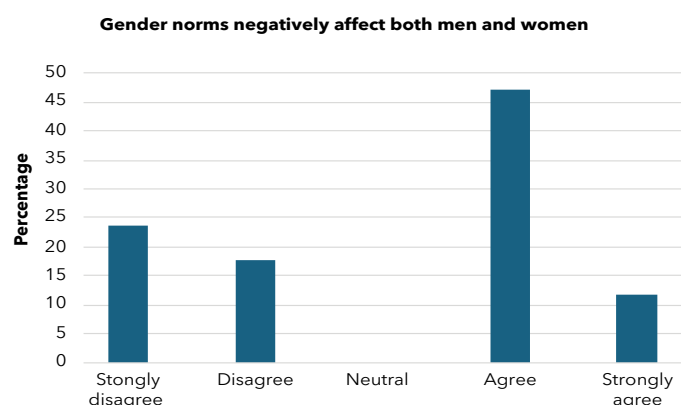
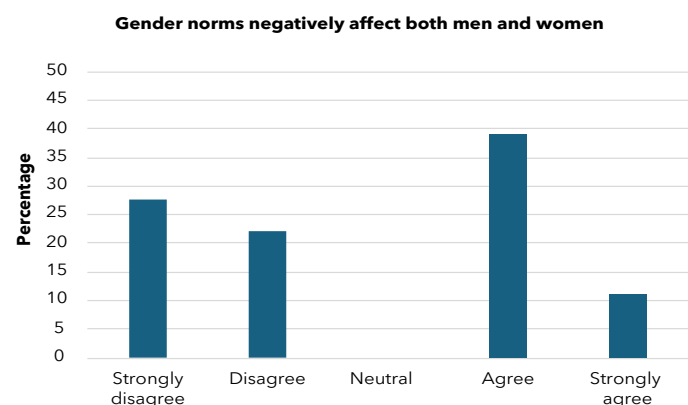


Figure A3.22. Beliefs about the effect of gender norms (post-workshop evaluation).



Awareness of norms that limit women’s ability to build economic resilience

In the pre-workshop evaluation, 50% of the participants agreed and 38% strongly agreed that they were aware of such norms (Figure A3.23). By the end of the workshop, this had increased significantly, as all the participants said they were now aware of these norms (Figure A3.24).

Figure A3.23. Awareness of norms that limit women’s ability to build economic resilience (pre-workshop evaluation).

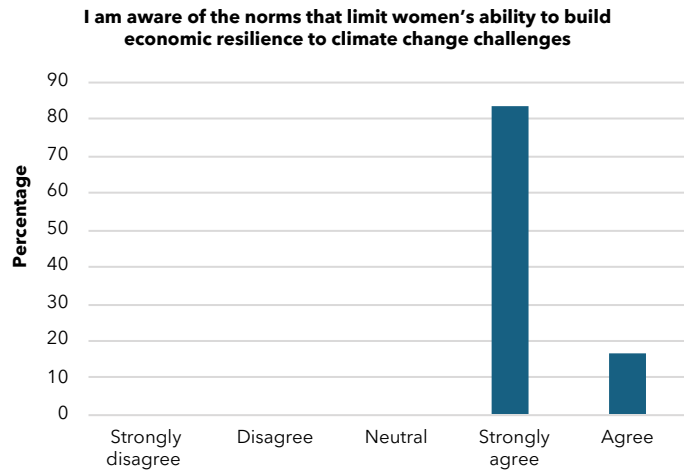
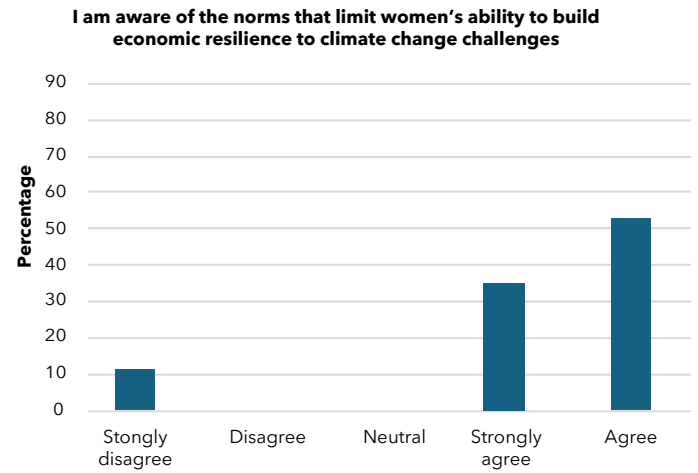


Figure A3.24. Awareness of norms that limit women’s ability to build economic resilience (post-workshop evaluation).



Informativeness and usefulness of information

Participants were asked if the research findings presented at the workshop were informative and whether they understood them. Almost all (95%) of the participants found them informative, with 89% strongly agreeing and 6% agreeing (Figure A3.25). The results were even better regarding the usefulness of the information, as 89% strongly agreed and 11% agreed (Figure A3.26), which means all the participants found the information useful.

Figure A3.25. Informativeness of the presentations.

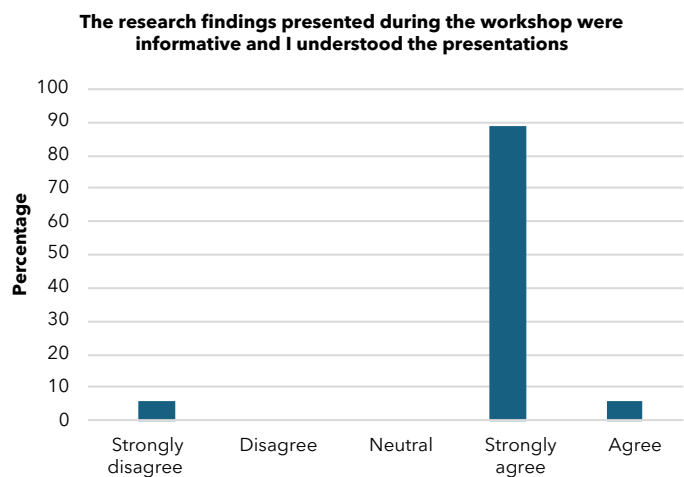
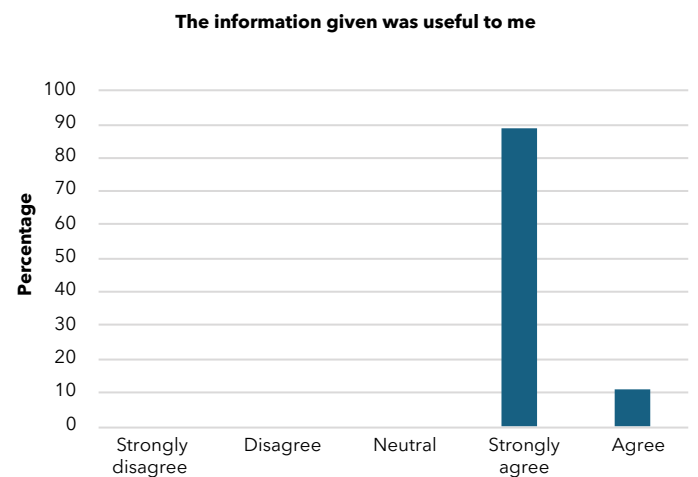


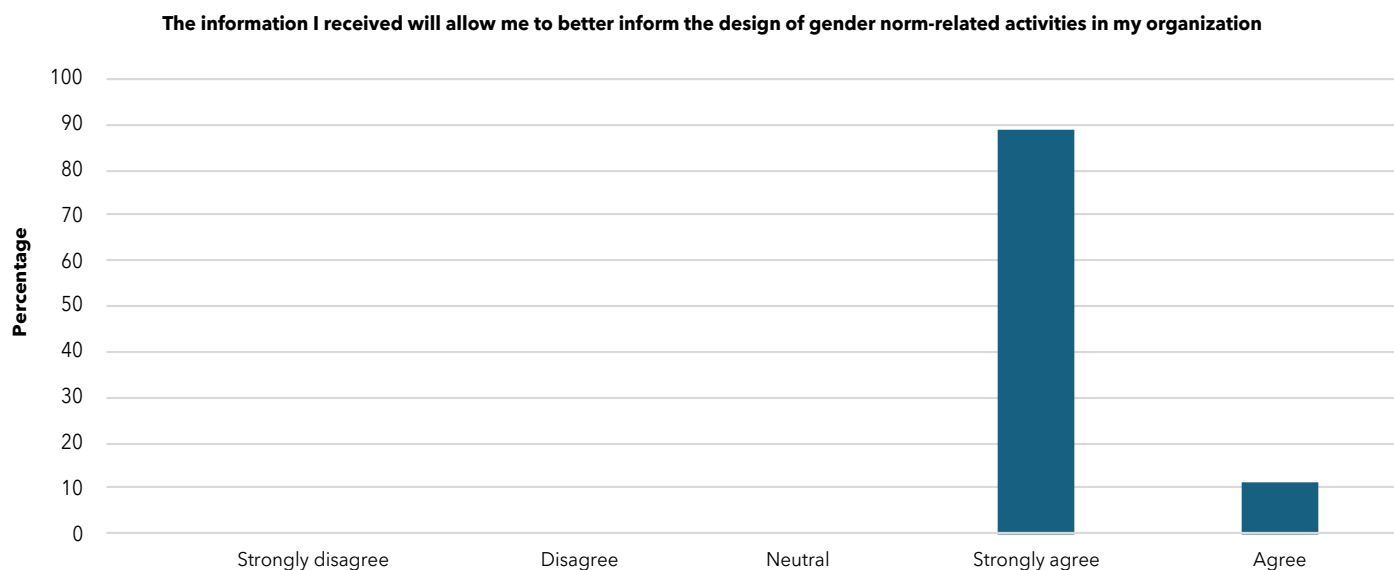
Figure A3.26. Usefulness of the presentations.



Future use of information received

All the participants confirmed that the information received from the workshop will allow them to design better activities in their organizations related to gender norms. In fact, 89% strongly agreed with the statement that what they learned from the presentations would allow them to do so (Figure A3.27).

Figure A3.27. Future use of information received.



Participants' expectations

At the beginning of the workshop, participants had different expectations of what they wanted to get out of it. These included learning more about gender norms, increasing their knowledge of gender issues, understanding more about gender equality, and learning more about gender concerns and how to apply them in real-life situations. After the workshop, all the participants (83% strongly agreed and 17% agreed) felt that their expectations had been met (Figure A3.28).

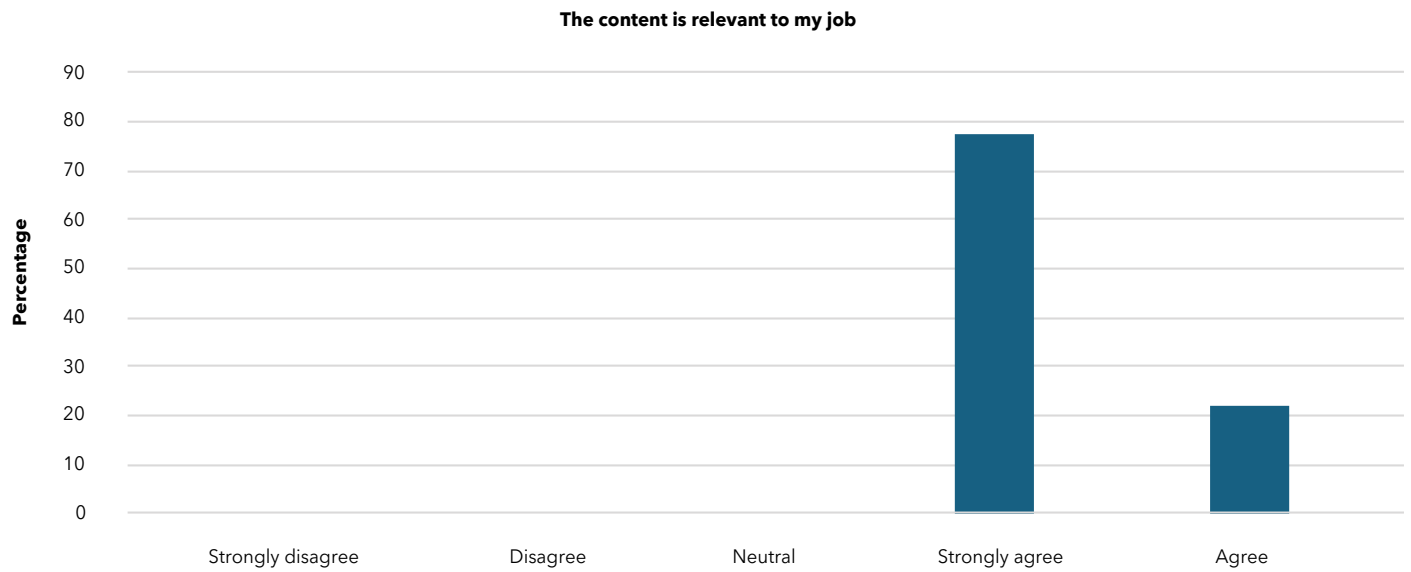
Figure A3.28. Expectations met by the end of the workshop.



Relevance of the content

All the participants affirmed that the presentations and learnings from the workshop were relevant to their job, including 78% who strongly agreed (Figure A3.29).

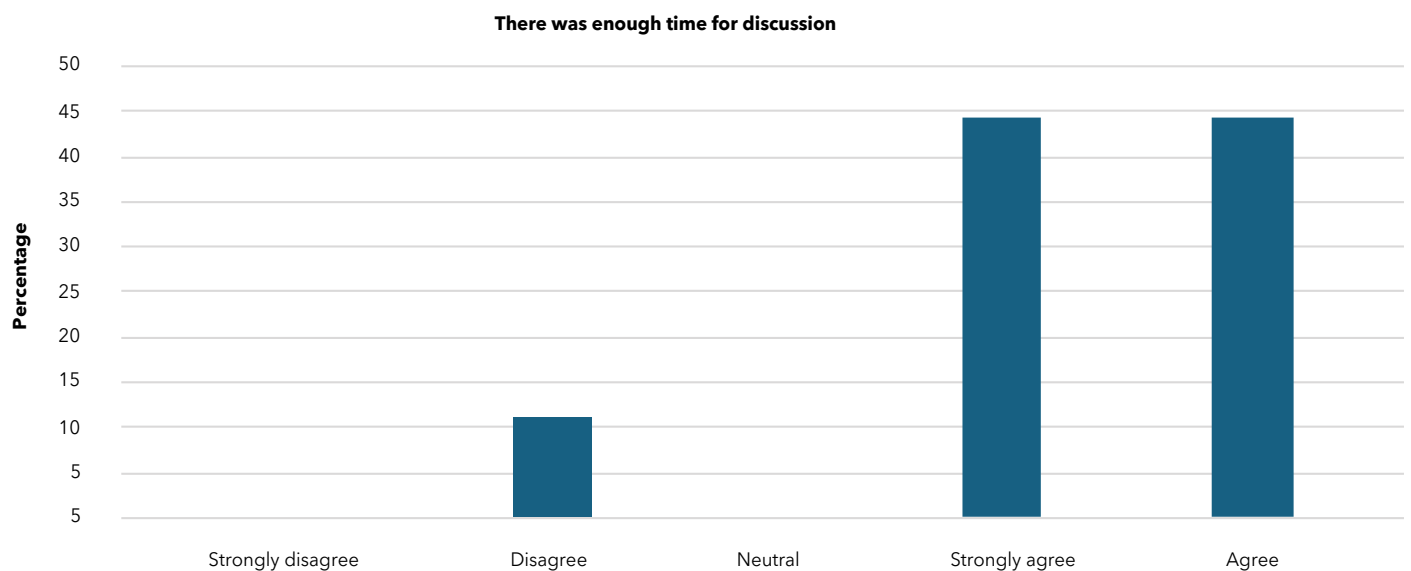
Figure A3.29. Relevance to participants' job.



Amount of time for discussion

About 88% of the participants confirmed that there was enough time for discussion, with an equal percentage (44%) between those who agreed and those who strongly agreed (Figure A3.30).

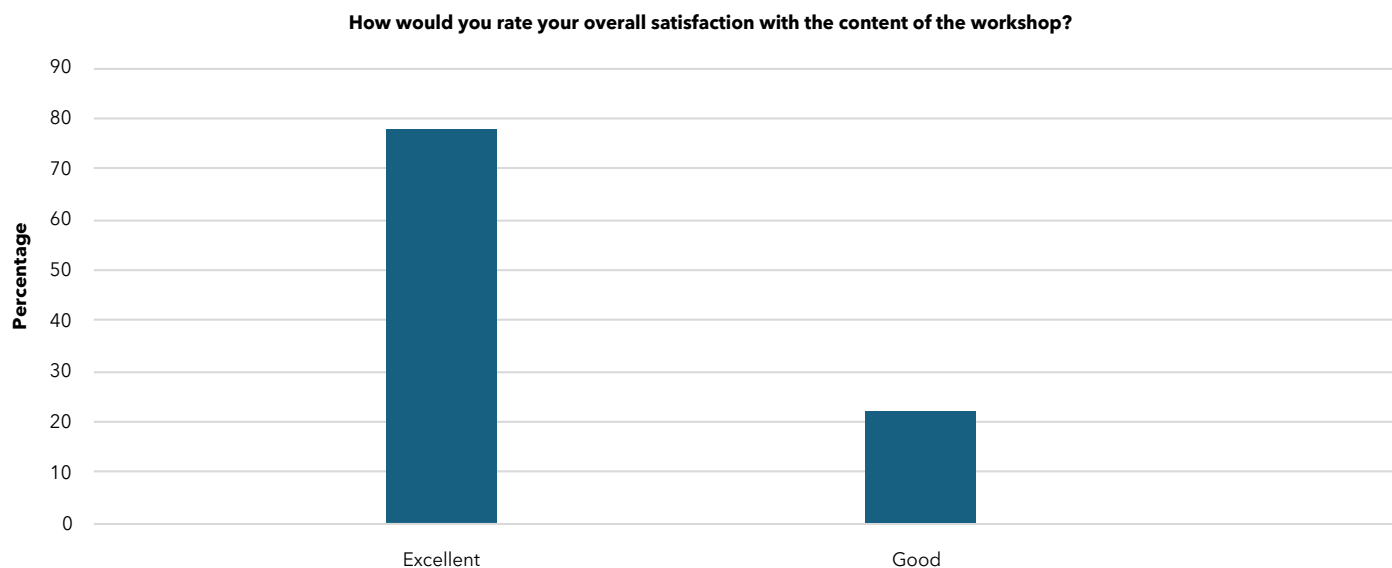
Figure A3.30. Time sufficiency for the sessions.



Level of satisfaction

Overall, the participants were satisfied with the content of the workshop. In fact, 78% rated the content excellent, while the remaining 22% felt it was good (Figure A3.31).

Figure A3.31. Satisfaction with the content.



Open questions results

Participants were also given the opportunity to provide their key takeaways from the workshop. Their responses from the open-ended questions were put into three main categories:

1. Program design and addressing gender norms
2. Economic impact of restrictive gender norms
3. Gender equality and women's empowerment

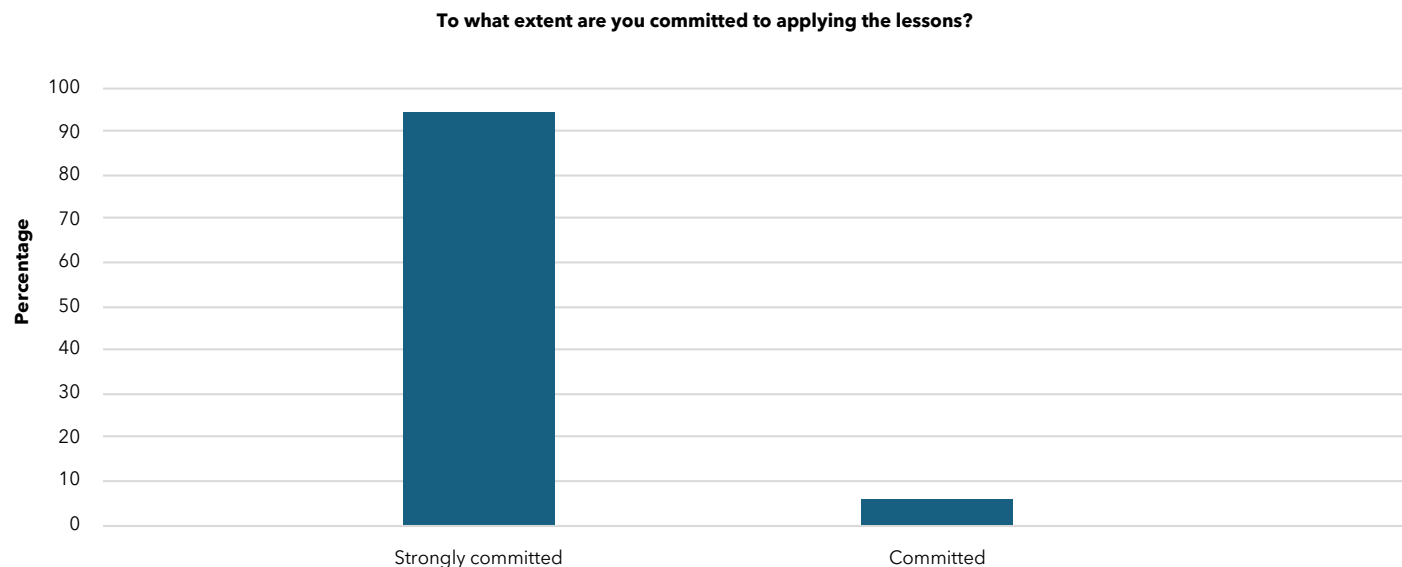
In this subsection, the main takeaways given in writing by participants through the evaluation questionnaire are summarized as follows:

1. Program design and addressing gender norms
 - Gender norms operate at different levels, so dealing with such norms must be done at all of them.
 - There is a need to reorientate the masses at all institutional levels about gender norms.
 - A clear and achievable approach and means are needed to meet the objectives of setting a gender norms index for women.
2. Economic impact of restrictive gender norms
 - Diverse gender norms affect women and limit their economic resilience to climate change challenges.
 - Gender norms operate at the individual, household, community, and organizational levels.
 - Gender norms affect women's productivity and relevance in agriculture negatively.
3. Gender equality and women's empowerment
 - Women should be given opportunities to hold leadership positions.
 - Women should be allowed to access loans.
 - Women should have access to other important life issues as their male counterparts do.
 - Women should be involved in the decision-making process.
 - More awareness is needed for giving women more freedom.
 - Empowering wives will uplift husbands financially.
 - Women should be allowed to have a say and contribute to the community.

Applying the lessons

Before the workshop, 94% of the participants were “strongly committed” to applying the lessons learned from the workshop in their organization’s projects, while the remaining 6% were “committed” (Figure A3.32).

Figure A3.32. Level of commitment to applying the lessons learned.



Conclusion

The pre- and post-workshop evaluations assessed the participants’ understanding, usefulness, and commitment to the different learnings and lessons obtained from the workshop. Different findings from the evaluation confirmed that participants had a good understanding of the content presented. The findings also show that participants found the content very useful, especially the high proportion of those who affirmed their commitment to applying the lessons learned to the various AFSs in their organizations. Based on the responses, one key recommendation is to ask open-ended questions on how participants perceive the implications of gender norms on the well-being and livelihoods of men and women AFS actors in Nigeria.

Appendix 4: Proposed leverage points and levers – Cassava group

Tanzania

Table A4.1. Leverage points (LP) and associated levers (L) proposed by workshop participants in the cassava group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	<p>LP: Inequalities between women and men regarding ownership of land and other productive assets</p> <p>L: Engage men and boys to promote gender equality.</p> <p>L: Create opportunities for men and boys to learn about gender norms and attitudes and develop new attitudes and skills.</p>
Community	<p>LP: Community awareness</p> <p>L: Conduct awareness campaigns within communities to challenge traditional norms and stereotypes regarding women’s roles in agriculture and asset ownership.</p>
Market	<p>LP: Education and training</p> <p>L: Provide women with access to financial services, credit, and agricultural inputs so that they can invest in and manage productive assets effectively.</p>
State	<p>LP: Land titles and registration</p> <p>L: Support programs that place land titles and registration in the names of both men and women, ensuring joint ownership or ownership in the name of the primary cultivator irrespective of sex.</p> <p>L: Promote awareness and help women navigate bureaucratic processes related to land titles.</p> <p>LP: Policies and programs</p> <p>L: Integrate gender-sensitive policies into national agricultural and land-use planning.</p> <p>L: Encourage governments to implement affirmative action programs that specifically target women’s access to and control over productive assets.</p>
Inequitable norm: It is inappropriate for women to buy or sell their productive assets without permission from their spouse or partner.	
Community	<p>LP: Cultural practices that promote restrictive norms</p> <p>L: Establish a community education program that is rooted in promoting equal rights using a trained local facilitator who will be responsible for creating a space for community dialogue.</p>
Market	<p>LP: Practices regarding buying and selling assets</p> <p>L: Increase awareness within communities to challenge norms that restrict women from acquiring assets. Encourage all community members to participate regardless of whether they are women or men.</p>
State	<p>LP: Asset ownership</p> <p>L: Advocate for women’s rights to own property and assets that can strengthen their position in decision-making processes.</p>
Inequitable norm: It is inappropriate for women to have a bank account or ATM card.	
Family	<p>LP: Women’s access to income</p> <p>L: Provide training on entrepreneurship skills and create income-generating activities.</p>
Community	<p>LP: Financial literacy</p> <p>L: Provide training on financial literacy to build women’s confidence in banking and their proficiency in using technology for financial transactions.</p> <p>L: Engage community leaders and influencers to advocate for women’s participation in financial services, and build skills and acceptance of women entrepreneurs to use digital payments.</p>
Market	<p>LP: Access to digital money accounts</p> <p>L: Promote the use of digital money accounts by women in areas where there are no bank services.</p> <p>LP: Access to formal financial services (financial inclusion)</p> <p>L: Liaise with banks to expand mobile bank services so that rural women can easily access and manage their accounts.</p>

State	<p>LP: Affordable and accessible banking services</p> <p>L: Establish affordable and accessible banking services, such as opening bank branches and ATMs in areas with predominantly female populations.</p> <p>L: Encourage financial institutions to eliminate or reduce account maintenance fees that may disproportionately affect women with lower incomes.</p>
	<p>LP: Legal reforms</p> <p>L: Advocate for legal reforms that explicitly guarantee women the right to access and control financial accounts.</p>
Inequitable norm: It is inappropriate for women to take out loans or credit and make decisions related to them.	
Family	<p>LP: Ability to make loan- or credit-related decisions</p> <p>L: Encourage dialogues at the family and community levels.</p> <p>L: Identify male champions of change.</p>
Community	<p>LP: Microfinance initiatives</p> <p>L: Support and promote microfinance institutions that provide financial services to women, offering small loans to boost entrepreneurship and income-generating activities.</p> <p>L: Encourage the development of microfinance products that address the unique needs and challenges faced by women.</p>
	<p>LP: Financial decision-making and business investment</p> <p>L: Support mass media campaigns to increase women's participation in financial decision-making.</p>
	<p>LP: Credit scores</p> <p>L: Promote awareness among women about the importance of building and maintaining a good credit score, and provide education on how these scores impact loan approvals, interest rates, and overall financial well-being.</p>
	<p>LP: Financial education</p> <p>L: Implement financial education programs that specifically target women to enhance their understanding of credit, loans, and financial management.</p> <p>L: Provide training on how to make informed financial decisions, understand loan terms, and manage debt responsibly.</p>
	<p>LP: Community empowerment programs</p> <p>L: Implement community-based programs that empower women with knowledge and skills related to making financial decisions and credit management. Encourage peer-to-peer support networks so that women can share experiences and advice on accessing and managing credit.</p>
State	<p>LP: Gender-sensitive lending policies</p> <p>L: Lobby financial institutions to develop and implement gender-sensitive lending policies.</p> <p>L: Ensure that loan products take into account the specific needs, risks, and opportunities that women borrowers face.</p>
	<p>LP: Collateral alternatives</p> <p>L: Encourage financial institutions to explore alternative forms of collateral that are more accessible to women, recognizing that traditional collateral requirements may pose challenges for many women.</p> <p>L: Support initiatives that use non-traditional forms of collateral, such as group guarantees or community-based collateral.</p>
Domain: Technology	
Inequitable norm: It is inappropriate for women to own or use a smartphone.	
Community	<p>LP: Education and training</p> <p>L: Implement digital literacy programs for women to improve their skills in using smartphones for various purposes.</p>
Market	<p>LP: Digital skills for economic empowerment</p> <p>L: Integrate digital skills training into programs focused on women's economic empowerment. Promote the economic opportunities that come with owning a smartphone, such as online entrepreneurship, access to digital marketplaces, and participation in the economy.</p>
State	<p>LP: Advocate for government subsidies on smartphone purchases or tax incentives for companies providing affordable smartphones to women.</p> <p>L: Collaborate with policymakers to create supportive environments for digital inclusion, recognizing the role smartphones play in connectivity and access to information.</p>

Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead groups related to agriculture or business.	
Community	<p>LP: Awareness of women’s leadership capabilities</p> <p>L: Involve women and men in meetings and training sessions. Disseminate the message using women role models in leadership.</p>
Market	<p>LP: Group networks or forums</p> <p>L: Establish networks for women in agriculture and business so that they can connect, collaborate, learn, and draw insights and inspiration from each other.</p>
State	<p>LP: Institutional support</p> <p>L: Collaborate with government agencies and institutions to create a supportive environment for women’s leadership in agriculture and business.</p>
Inequitable norm: It is inappropriate for women to interact with male extension agents and/or attend extension training.	
Family	<p>LP: Number of women extension agents</p> <p>L: Encourage women to train as extension agents, as having female agents can enhance the accessibility and acceptance of extension services among women in rural communities.</p>
Community	<p>LP: Access to extension services</p> <p>L: Create awareness of the importance of improved access to extension information for both women and men, and involve both men and women in awareness campaigns.</p>
Market	<p>LP: Women’s agricultural groups</p> <p>L: Help form women’s agricultural groups or cooperatives to serve as platforms for women to collectively engage with extension services and share knowledge and experiences.</p> <p>L: Encourage extension agents to collaborate with women’s agricultural groups or cooperatives for effective outreach.</p>
State	<p>LP: Partnerships with women’s organizations</p> <p>L: Collaborate with local women’s organizations or NGOs that focus on gender equality and women’s empowerment. This will provide additional support and resources to enhance access to extension services for women in agriculture.</p>
Domain: Division of labor and mobility	
Inequitable norm: It is inappropriate for women to operate agricultural machinery and mechanized equipment.	
Family	<p>LP: Women operating agricultural machinery and mechanized equipment</p> <p>L: Create awareness of the importance for all family members, especially women, to acquire the skills needed to operate agricultural machinery and mechanized equipment.</p>
Community	<p>LP: Attitudinal change</p> <p>L: Use influential people to change community perceptions of women operating agricultural machinery.</p>
	<p>LP: Demonstration farms</p> <p>L: Set up demo farms where women can receive hands-on experience in operating various types of agricultural machinery.</p>
Market	<p>LP: Women in agriculture</p> <p>L: Encourage initiatives that celebrate and promote the role of women in agriculture, including their participation in operating agricultural machinery.</p> <p>L: Share success stories of women who have excelled at operating agricultural machinery and mechanized equipment to challenge stereotypes and inspire others.</p>
State	<p>LP: Extension services and support centers</p> <p>L: Strengthen agricultural extension services to offer ongoing support and guidance to women for operating and maintaining agricultural machinery.</p>

Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to make family-planning decisions.	
Family	<p>LP: Family planning knowledge</p> <p>L: Provide education to couples about the importance of family planning.</p>
Community	<p>LP: Comprehensive reproductive health services</p> <p>L: Increase access to comprehensive reproductive health services, including family planning counseling, contraception, and sexual health education.</p>
	<p>LP: Family planning information sharing</p> <p>L: Encourage men to get involved in family planning discussions and decision-making by promoting educational programs that emphasize shared responsibility and encourage open communication between spouses.</p>
State	<p>LP: Workplace policies</p> <p>L: Advocate for workplace policies that help women balance work and family responsibilities. Promote access to family planning resources, including information and services, through workplace health programs.</p>
	<p>LP: Educational programs</p> <p>L: Implement educational programs that promote awareness about family planning options, their benefits, and potential health implications.</p>
Inequitable norm: It is inappropriate for women to make important decisions about major household expenditures.	
Family	<p>LP: Inclusive decision-making for all household members</p> <p>L: Conduct seminars, meetings, and workshops to educate household members on the importance of collaborative decision-making.</p>
Community	<p>LP: Community support</p> <p>L: Foster a supportive community environment that values and encourages women’s involvement in financial decision-making.</p> <p>L: Establish peer support networks in which women can share their experiences and strategies for managing finances effectively.</p>
	<p>LP: Community awareness campaigns</p> <p>L: Conduct awareness campaigns to educate communities about the benefits of involving women in decisions on major household expenditures by challenging traditional norms and stereotypes that might hinder their participation in financial decisions.</p>
	<p>LP: Media representation</p> <p>L: Promote positive and inclusive portrayals of women in media, showcasing their financial acumen and decision-making capabilities.</p> <p>L: Encourage media campaigns that challenge stereotypes and promote the importance of involving women in household finances.</p>
State	<p>LP: Legal protection</p> <p>L: Advocate for legal reforms that explicitly recognize and protect women’s rights to participate in household financial decisions. Address legal barriers that might restrict women’s access to and control over financial resources.</p>

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Table A4.2. Leverage points (LP) and associated levers (L) proposed by workshop participants in the cassava group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	LP: Family awareness and reorientation
	L: Organize training programs to change attitudes regarding women owning land, such as men allocating land to women.
	LP: Men engagement L: Incorporate men into land intervention programs to attend training and seminars on removing gender barriers to land control.
Community	LP: Access to communal land resources L: Reinforce partnerships with village leaders to lease out large acres of land to women's groups.
	LP: Community dialogue L: Hold community dialogue sessions with community and traditional leaders to review communal land tenure systems.
	LP: Gender awareness L: Conduct gender training and capacity building for local government authority staff responsible for communal land issues.
	LP: Community land committees L: Organize training for community leaders and members to raise the importance of including women into community land committees and involving them in land issues in the community.
Market	LP: Land allocation guidelines L: Amend the constitution or rules in groups, associations, and cooperative societies regarding women's access to land.
	LP: Access to land L: Provide access to communal land through women's groups and associations.
State	LP: Land practices L: Conduct advocacy training with relevant government ministries to incorporate gender concerns into Nigeria's Land Use Acts.
Inequitable norm: It is inappropriate for women to buy or sell their productive assets without permission from their spouse or partner.	
Family	LP: Couples dialogue L: Facilitate dialogue sessions for couples to reorientate men on the importance of women's rights to buy and sell assets.
Community	LP: Women's groups and input suppliers L: Establish partnerships between input suppliers and women's farmers groups.
	LP: Community awareness L: Organize a gender forum to engage community leaders and members to support women's ownership of resources and assets.
Market	LP: Access to productive assets L: Provide assets like agro-inputs and women-friendly machinery. L: Establish links between input suppliers and farmers.
	LP: Partnerships with input suppliers and local fabricators L: Organize a network of support and partnerships with input suppliers and technology fabricators to support women's access to inputs, technology, and resources.
	LP: Gender capacity building for financial institutions L: Conduct sessions for leaders and staff from financial institutions to increase their gender awareness and the need to consider gender concerns when issuing cash and in-kind loans.
State	LP: Collaboration with the Ministry of Agriculture and related ministries L: Organize gender training for staff from the Ministry of Agriculture and other such institutions to enforce women's rights to own assets.

Inequitable norm: It is inappropriate for women to have a mobile money account.	
Family	LP: Women's education and business skills L: Design and facilitate capacity building training for women to build their capacities in finance.
Community	LP: Access to fintech knowledge L: Promote financial inclusion for women at the community level.
Market	LP: Partnerships with financial service providers L: Increase the access of women to financial service providers to supply easy-to-use and affordable mobile phones.
State	LP: Legal protection for women L: Put in place a strategy to protect women from online violence and cybercrime.
Inequitable norm: It is inappropriate for women to take out loans or credit and make decisions related to them.	
Family	LP: Access to loans L: Provide gender sensitive loan platforms by having NGOs and donors work with microfinance institutions to create complementary programs that will provide loans to women farmers and processors. Provide capacity building to enhance their power to make decisions for taking out and using loans.
Community	LP: Women's control over financial decisions L: Engage men to change their attitudes toward women having access to financial services.
	LP: Women's collective empowerment L: Conduct empowerment training for women's savings groups to improve their decision-making ability in taking out loans for activities related to cassava.
Market	LP: Access to loans through market women's groups L: NGOs and donor agencies can set up women's marketing groups as savings groups to disburse loans to women at a reduced interest rate.
	LP: Financial literacy L: Conduct financial literacy training for women traders to include information on where and how to access loans.
	LP: Coalitions with financial service providers L: Form partnerships with banks and microfinance institutions to provide specialized loans for women.
State	LP: Collateral conditions for women L: The government must put in place efforts to revise collateral conditions so that women can access and use loans.
	LP: Relevant policymakers and stakeholders L: Conduct gender training and advocacy with the Ministry of Finance, Ministry of Agriculture, Bank of Agriculture, Bank of Industry, commercial banks, microfinance institutions, the private sector, and NGOs in charge of financial service providers to smallholder farmers.
Domain: Technology	
Inequitable norm: It is inappropriate for women to spend time listening to the radio, watching television, or using a mobile phone.	
Family	LP: Access to ICT L: Provide incentives for women to encourage their use of technology.
	LP: Spousal reorientation L: Conduct gender dialogue to change men's perceptions of women as only housekeepers.
Community	LP: Community engagement L: Facilitate community dialogue sessions on the importance of gender and ICT among value chain actors.
Market	LP: Access to radio services on regular markets L: Provide radio services that include information on value chain activities and other development issues for men and women.
State	LP: Advocacy for women and their use of ICT L: NGOs should work with the Ministry of Women's Affairs to conduct nationwide advocacy on the importance of women using ICT.
	LP: Partnerships with the National Orientation Agency (NOA) of Nigeria L: The Farmers' Association of Nigeria, Cassava Growers Association of Nigeria, and Cassava Processors Association of Nigeria can collaborate with the NOA to feature regular advertisements and other communication efforts on the importance of gender and using ICT.

Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead agricultural, business, civic, or religious groups.	
Market	LP: Women’s representation in marketing boards L: Mandate women’s participation in agriculture marketing boards.
State	LP: Policy advocacy L: Implement a 35% quota for women in leadership. L: Ensure inclusive existing policies, such as the National Gender Policy, to ensure they are duly implemented at all institutional levels.
Inequitable norm: It is inappropriate for women to interact with male extension agents and/or attend extension training.	
Family	LP: Virtual extension services L: Provide extension services through radio and other non-contact methods, such as SMS and voice messages.
Community	LP: Community awareness L: Collaborate with the state’s Ministry of Agriculture to raise awareness among community members and leaders of extension services for both men and women.
State	LP: Access to female extension agents L: Employ more female extension agents.
Domain: Division of labor and mobility	
Inequitable norm: It is inappropriate for women to operate agricultural machinery and mechanized equipment.	
Family	LP: Access to agricultural machinery and mechanized equipment L: Conduct family and community reorientation regarding women’s access to agricultural technology.
State	LP: Access to women-friendly technological innovations (machinery and tools) L: Incentivize developers to design women-friendly agricultural innovations.
Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to make family-planning decisions.	
Family	LP: Involvement in family decisions L: Encourage joint decision-making in family planning through multilevel civic engagement.
Inequitable norm: It is inappropriate for women to travel outside the household.	
Family	LP: Trust and harmony within the household L: Design and facilitate training programs that include both men and women in dialogue about building mutual trust in the household.
Community	LP: Access to farmgate sales L: Provide more spots for farmgate sales around the community to increase market access for women without them having to travel far away.
Market	LP: Bulk sales L: Liaise with big processing industries to facilitate bulk purchases from women actors.

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Appendix 5: Proposed leverage points and levers – Dagaa and Catfish groups

Tanzania

Table A5.1. Leverage points (LP) and associated levers (L) proposed by workshop participants in the dagaa group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	LP: Access to and control over agricultural land and other productive assets L: Conduct household dialogues to promote tenure rights.
Community	LP: Access to and control over agricultural land and other productive assets L: Promote tenure rights through community dialogues (targeting norm gatekeepers) to build capacity and help women navigate bureaucratic processes related to land titles.
	LP: Discriminatory customs and traditions on asset ownership L: Create programs to raise awareness within communities to challenge customs, traditions, and stereotypes regarding women owning assets.
State	LP: Gender-aware policy reforms L: Advocate for functional policies that promote women’s rights to own productive resources and promote equality in ownership of productive assets. L: Encourage local governments to implement affirmative action programs that specifically target women’s access to and control over productive assets.
Inequitable norm: It is inappropriate for women to buy or sell their productive assets without permission from their spouse or partner.	
Community	LP: Target discriminatory norms L: Create programs to raise awareness programs in communities to promote equality in autonomy over productive resources.
Market	LP: Access to market and market information L: Establish platforms for women to access market information.
State	LP: Access and control of productive assets L: Advocate for gender-friendly rules for access to and control over productive assets.
Inequitable norm: It is inappropriate for women to have a bank account or ATM card.	
Community	LP: Community awareness L: Conduct community outreach programs to raise awareness about the benefits of women having financial accounts, including increased financial independence, security, and access to credit. L: Engage community leaders and influencers to include women in financial matters.
Market	LP: Access to financial services L: Promote the use of mobile money accounts by women in areas with no bank services.
State	LP: Access to formal financial services (financial inclusion) L: Liaise with banks to expand mobile bank services so that rural women can easily access and manage their accounts.
Inequitable norm: It is inappropriate for women to take out loans or credit and make decisions related to them.	
Family	LP: Ability to make decisions related to loans and credit L: Encourage discussions at the family level.
Community	LP: Access to microcredit L: Encourage the establishment and promotion of easily accessible microcredit services, such as the Community Conservation Bank (COCOBA) and Village Community Banks (VICOBA).
Market	LP: Changes in underlying capacity and incentives that drive the behavior of system actors L: Create initiatives to trigger changes that alter the underlying capacity and incentives that drive the behavior of system actors.
State	LP: Rules about access to loans and credit L: Advocate for women-friendly terms and conditions for accessing loans and credit.

Domain: Technology	
Inequitable norm: It is inappropriate for women to own or use a smartphone.	
Family	LP: Access to smartphones L: Create income-generating activities for rural women so that they can afford smartphones.
Community	LP: Women's ownership and use of smartphones L: Hold community awareness meetings and campaigns to address resistance toward women owning or using smartphones.
Market	LP: Access to smartphones L: Lobby business companies to supply affordable smartphones.
State	LP: Access to smartphones L: Advocate for policies that create a supportive environment for the availability of smartphones at affordable prices.
Inequitable norm: It is inappropriate for women to spend time listening to the radio, watching television, or using a mobile phone.	
Family	LP: Time for listening to the radio or watching television L: Encourage the participation of both women and men in domestic chores to free up time for women.
Community	LP: Access to information L: Create awareness about the importance of access to information for all.
Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead groups related to agriculture or business.	
Family	LP: Women's participation in group leadership L: Encourage the participation of women in leadership roles.
Community	LP: Equal leadership opportunities L: Mentorship, leadership training, and fostering connections with other women leaders can empower them to discover their leadership capabilities.
State	LP: Women leaders as role models L: Promote and celebrate successful women leaders in agriculture and business to serve as role models for other women. L: Encourage women to share their success stories to inspire confidence and motivate more women to take on leadership roles.
Inequitable norm: It is inappropriate for women to interact with male extension agents and/or attend extension training.	
Family	LP: Household-level trust-building L: Encourage both spouses to participate in public meetings that share information about the importance of access to extension services.
Community	LP: Access to agricultural extension information L: Use a public address system and drama groups to disseminate public extension services.
State	LP: Policies that encourage access to extension information for all L: Advocate for equal opportunities in access to extension information.
Inequitable norm: It is inappropriate for women to engage in offshore fishing.	
Family	LP: Participation in fishing activities L: Create awareness of the importance of women participating in offshore fishing.
Community	LP: Access to offshore fishing for women L: Engage community leaders and norm gatekeepers as agents of change to create awareness of the impact of restrictive norms, such as those restricting women from fishing in lakes.
State	LP: Fishing environment L: Advocate for a women-friendly fishing environment, including women-friendly equipment and/or vessels.

Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to make family-planning decisions.	
Family	<p>LP: Access to family planning knowledge</p> <p>L: Encourage dialogues on family planning decisions.</p> <p>L: Promote educational programs that emphasize shared responsibility for family planning and encourage open communication between couples.</p>
Community	<p>LP: Primary reproductive health education</p> <p>L: Collaborate with community health workers to lead community dialogues on primary reproductive health.</p>
	<p>LP: Reducing misconceptions surrounding family planning</p> <p>L: Organize community-based awareness campaigns to dispel myths and misconceptions surrounding family planning.</p> <p>L: Engage community leaders, religious leaders, and influencers to promote a supportive environment for decisions concerning women's reproductive health.</p>
State	<p>LP: Access to reproductive health services</p> <p>L: Advocate for more reproductive health services, including family planning counseling, contraception, and sexual health education in rural areas.</p>
Inequitable norm: It is inappropriate for women to leave the house without permission from their spouse.	
Family	<p>LP: Freedom of mobility and reduction of unpaid labor burden for women</p> <p>L: Train men on the importance of helping their wives with domestic chores, and identify men champions.</p>
Community	<p>LP: Gender equality</p> <p>L: Engage men and boys to promote gender equality.</p> <p>L: Create opportunities for men and boys to learn about gender norms and develop new attitudes.</p>
Inequitable norm: It is inappropriate for women to make important decisions about major household expenditures.	
Family	<p>LP: Women's autonomy within the household</p> <p>L: Conduct mobilization campaigns focused on the value of women participating in household expenditure decisions, delaying marriage, and forming women's groups.</p>
Community	<p>LP: Changing social norms</p> <p>L: Conduct campaigns that engage men to challenge unbalanced decision-making powers among women and men regarding decisions on expenditures.</p>
State	<p>LP: Attitudes and perceptions</p> <p>L: Use men as champions of change to promote a positive and inclusive portrayal of women showcasing their financial acumen and decision-making capabilities. Conduct campaigns that challenge restrictive norms and promote the importance of involving women in household finances.</p>

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Table A5.2. Leverage points (LP) and associated levers (L) proposed by workshop participants in the catfish group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	<p>LP: Access to productive assets</p> <p>L: Provide water tanks, pumping machines, and post-harvest assets (smoking kiln) to women.</p>
	<p>LP: Household-based approach</p> <p>L: Project training can include practical sessions for key farm household members to train them on positive and negative gender relations and implications for acquiring farm assets.</p>
Community	<p>LP: Tenancy agreement</p> <p>L: Review tenancy agreements to eliminate the compulsory involvement of men as guarantors when women want to initiate or renew a tenancy agreement to have access to land.</p>
	<p>LP: Community education</p> <p>L: Organize training for community members on gender and land rights.</p>
	<p>LP: Mass media communication</p> <p>L: Media outlets at the community and state levels can include communication on behavioral change.</p>
	<p>LP: Community advocacy and lobbying</p> <p>L: A coalition of NGOs related to agriculture and aquaculture should carry out advocacy exercises and lobby communities to improve women’s land rights and inheritance.</p>
Market	<p>LP: Market support groups</p> <p>L: Create a market support network that can access community land on a group basis and remove barriers to women accessing land.</p>
State	<p>LP: Amendment of land rights</p> <p>L: NGOs can advocacy for the promotion of gender considerations in existing land rights in the country.</p>
	<p>LP: Farm settlement scheme</p> <p>L: Revise the rules and guidelines for allocating land resources for farm settlements.</p> <p>L: Ensure both men and women fish farmers are considered equally in land allocation in farm settlements.</p>
	<p>LP: Communal land conflict resolution</p> <p>L: Strategy for resolving land conflicts should include support for female-headed households.</p>
	Inequitable norm: It is inappropriate for women to buy and sell their productive assets without permission from their spouse or partner.
Family	<p>LP: Household gender relations</p> <p>L: Programs and interventions should include sessions on gender and power relations and invite men and household powerbrokers to the sessions.</p>
	<p>LP: Women’s decision-making power</p> <p>L: Organize training to empower women on their rights and capacity.</p>
Community	<p>LP: Community dialogue on human’s rights for women</p> <p>L: Engage community and traditional leaders in talks and dialogues about women’s rights.</p> <p>L: Organize meetings with community members, leaders, and NGOs to reason together about the rights of women to assets and resources.</p>
Market	<p>LP: Collaboration with private input suppliers and technology developers</p> <p>L: Engage local input suppliers so that women have better and subsidized access to farm inputs.</p> <p>L: Engage local organizations to make affordable technology available for women.</p>
State	<p>LP: Women’s rights to buy/sell assets</p> <p>L: Implement land policies and regulations.</p> <p>L: Advocate for mass reorientation through media to emphasize women’s rights to assets and resources.</p> <p>L: Continue to advocate at the community, state, and national levels.</p>
	<p>LP: Leaders and stakeholders of financial institutions</p> <p>L: Engage leaders and staff from banks and microfinance institutions on gender awareness to remove barriers for women.</p>

Inequitable norm: It is inappropriate for women to have access to a mobile money account.	
Family	LP: Digital financial skills training L: Set up training for women on digital skills needed in the value chain.
	LP: Access to training on financial inclusion L: Organize training on including women in financial matters.
Community	LP: Partnerships with network service providers L: Collaborate with network service providers (e.g. Mobile Telecommunications Network, Airtel, and Globacom) to provide affordable mobile phones for women.
	LP: Community social capital L: Conduct reorientation to improve trust, cooperation, and harmony at the community level.
State	LP: National financial inclusion strategy L: Develop a gender sensitive national financial policy.
Inequitable norm: It is inappropriate for women to take out loans or credit and make decisions related to them.	
Family	LP: Women's financial decision-making capacities L: Conduct a series of training sessions that includes modules on improving women's ability to make financial decisions.
Community	LP: Community awareness about financial inclusion L: Conduct awareness talks at the community level on including women in financial matters.
Market	LP: Access to credit and loans L: Facilitate access to cash and kind credit for women's marketing groups. L: Establish links with the private sector on market integration.
State	LP: Financial service by-laws L: Revise by-laws and regulations for financial providers to remove biases against women.
	LP: Access to loan guarantors L: The state should serve as the guarantor for women seeking loans from government financial institutions.
Domain: Technology	
Inequitable norm: It is inappropriate for women to spend time listening to the radio, watching television, or using a mobile phone.	
Family	LP: Reorientation on women's access and use of ICT L: Extension programs can include awareness talks on the importance of women using ICT.
	LP: Household men engaged in gender dialogue L: Organize a platform to communicate with men decision-makers in the household about the importance of women using radio, TV, and mobile phones.
Market	LP: Orientation for marketing groups on gender and ICT L: Conduct public talks on market days about the importance of men and women using ICT to expand their businesses.
State	LP: Mass media advertising on gender and ICT L: CAFAN can collaborate with media outlets to educate the public on the importance of gender and ICT.
	LP: Public education L: Engage the National Communication Commission (NCC) for mass education.
Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead agriculture, business, civic, or religious groups.	
Family	LP: Decision-making power for women L: Conduct empowerment training for women to improve their contribution to decision-making.
	LP: Capacity building L: Conduct training on capacity building and leadership for women through CAFAN to enhance their leadership abilities.
Community	LP: Mentoring L: Organize mentorship programs through CAFAN to reach younger women in the value chain.
Market	LP: Leadership in cooperative societies L: Increase the number of women in leadership committees at cooperatives.
State	LP: Quota system for gender inclusion at all levels L: Implement a 35% inclusion quota for women in leadership to be enforced across all levels of leadership in CAFAN and other related groups. L: Form women clusters of CAFAN.

Inequitable norm: It is inappropriate for women to interact with male extension agents and/or attend extension training.	
Family	<p>LP: Mass reorientation on gender relations</p> <p>L: Collaborate with religious and cultural leaders to educate the public on gender relations.</p>
Community	<p>LP: Religious and community leaders</p> <p>L: Organize public awareness talks for religious and community leaders on gender and power relations.</p>
Market	<p>LP: Extension service platform</p> <p>L: Liaise with the state's Ministry of Agriculture to organize public talks about extension services on selected market days.</p>
State	<p>LP: Extension service outlets</p> <p>L: Extension units can make use of social media to repackaging their messages and distribute them through voice messages, SMS, WhatsApp, Facebook, and Instagram.</p>
Inequitable norm: It is inappropriate for women to operate agricultural machinery and mechanized equipment.	
Family	<p>LP: Improved technical skills for women</p> <p>L: Organize technical skills training for women on how to use and operate equipment like water pumps, fish hatcheries, and pellet machines.</p>
State	<p>LP: Access to gender-friendly machines and equipment</p> <p>L: Collaborate with local technology agents and artisans to build gender-friendly machines.</p>
	<p>LP: Gender-friendly licensing procedures</p> <p>L: Review licensing procedures to make equipment and machines more gender friendly.</p>
Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to make family-planning decisions.	
Family	<p>LP: Couples' talk show</p> <p>L: Organize talk shows about reproductive health at community primary health centers for catfish farmers and spouses on the importance of rights in family planning decisions.</p>
Community	<p>LP: Community reorientation</p> <p>L: Organize public talks and awareness on the importance of family planning.</p>
State	<p>LP: Public advocacy</p> <p>L: Organize public advocacy programs on the importance of inclusive participation in family planning decisions.</p>
	<p>LP: Family planning dialogue</p> <p>L: Include family planning and reproductive health dialogue sessions as an important aspect of the National Health Insurance Scheme (NHIS) package.</p>
	<p>LP: Mass reorientation</p> <p>L: Engage the NOA to educate the public through advertising, public awareness talks, and other communication efforts.</p>
Inequitable norm: It is inappropriate for women to travel outside the house without permission from their spouse.	
Family	<p>LP: Trust-building</p> <p>L: Incorporate training modules and tools on building trust in interventions developed for value chain actors.</p> <p>L: Engage men and women in training interventions, and organize special sessions to include their spouses.</p>
Community	<p>LP: Community engagement</p> <p>L: Organize community awareness talks to include issues related to changing attitudes and behaviors toward women's mobility.</p>

Inequitable norm: It is inappropriate for men to participate in domestic chores and childcare.	
Family	<p>LP: Family talk show</p> <p>L: Extension officers should incorporate a couples' talk show into their program, and use them to invite farm families to discuss workload sharing in some of the talks and seminars organized at the community level.</p>
	<p>LP: Male role models</p> <p>L: Engage men as role models who can hold public talks on sharing domestic workloads.</p>
Community	<p>LP: Community talk show</p> <p>L: Organize a community talk show that will increase awareness on women's domestic burden.</p>
Market	<p>LP: Sharing workloads</p> <p>L: Organize public awareness talks on market days about how to share workloads to incorporate issues related to women's domestic burden.</p>
	<p>LP: Childcare facilities</p> <p>L: Provide good childcare facilities at marketplaces on market days at an affordable cost to relieve women of the burden of childcare.</p>
State	<p>LP: National orientation</p> <p>L: Incorporate advertising through the media about the benefits of both men and women participating in childcare activities.</p>

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Appendix 6: Proposed leverage points and levers – Chicken group

Tanzania

Table A6.1. Leverage points (LP) and associated levers (L) proposed by workshop participants in the chicken group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	LP: Access to agricultural land and productive resources L: Create awareness programs that involve both men and women.
Community	LP: Access to agricultural land and productive resources L: Use sensitization meetings for communities and special training for norms gatekeepers to create awareness among them about the importance of women owning agricultural land and productive resources.
State	LP: Supportive policies L: Advocate for policies and laws that allow women to access agricultural land and productive resources.
Inequitable norm: It is inappropriate for women to own or use a smartphone.	
Community	LP: Attitude change L: Create awareness among communities and norms gatekeepers on the importance of women owning and using mobile phones.
Market	LP: Access to market information L: Advocate for sharing market information through mobile phones and TV to change attitudes among men that women can use smartphones for meaningful purposes.
Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead groups related to agriculture or business.	
Community	LP: Women's groups L: Use campaigns to raise awareness among communities about the importance of women participating in producer groups.
Domain: Division of labor and mobility	
Inequitable norm: It is inappropriate for women to engage in physical labor related to poultry.	
Family	LP: Women doing physical labor L: Create awareness among both women and men that women can participate in physical labor, including the construction of chicken shelters.
Community	LP: Knowledge about women's capabilities and awareness of gender L: Involve both women and men in meetings and training sessions about the effects of restrictive norms and the benefits of allowing women to participate in economic activities.
Inequitable norm: It is inappropriate for women to run a commercial farm or business.	
Family	LP: Joint farm-business management L: Encourage men to co-manage their commercial farms and businesses with their spouses.
Community	LP: Commercial farms and profitable businesses L: Encourage women to participate in commercial farms and big businesses using women role models who have done so in order to emphasize women's capabilities.
Market	LP: Social platforms for women to share business opportunities L: Establish social platforms for women in business and link them with women who are successful in commercial farming or business for inspiration.
State	LP: Commercial farms and profitable businesses L: Invest in building strong women's producer or business organizations and associations to provide them with platforms for advocacy and mutual empowerment.

Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to leave the house without permission from their spouse.	
Community	LP: Women’s mobility L: Mobilize women into groups, and create opportunities for programs outside their households.
Inequitable norm: It is inappropriate for women to make important decisions about major household expenditures.	
Family	LP: Women’s income L: Create interventions that promote women’s incomes to boost their power to make decisions related to expenditures.
Community	LP: Community awareness L: Create awareness among communities to dismantle traditional stereotypes and empower women to take an active role in shaping expenditure decisions within their households.

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Nigeria

Table A6.2. Leverage points (LP) and associated levers (L) proposed by workshop participants in the chicken group.

Domain: Financial and material resources	
Inequitable norm: It is inappropriate for women to own agricultural land and other productive assets.	
Family	LP: Access to information on land matters L: Reorient family members on using and acquiring land.
	LP: Household gender relations L: Organize training programs that include tools on positive power and gender relations within households.
	LP: Gender training L: Organize gender training for spouses and partners of women actors in intervention programs.
Community	LP: Reorientation of traditional and community leaders L: Organize community leaders and both traditional and religious leaders to reassess communal land laws and remove barriers to women.
	LP: Community engagement L: Hold continuous dialogue and awareness talks in the community on the importance of women’s rights to land and assets.
Market	LP: Women’s cooperative societies L: Organize women into cooperatives that can purchase land and assets as a group.
	LP: Group access to land and assets L: Form a coalition of community leaders, development partners, and women’s groups to help women’s groups access land.
State	LP: Land Use Acts L: Government should incorporate women’s rights to own land into its land policies. L: Introduce penalties for those who do not want to sell land to women.

Inequitable norm: It is inappropriate for women to buy or sell productive assets without permission from their spouse or partner.	
Family	<p>LP: Access to information</p> <p>L: Provide information to family members on the importance of women having the right to buy productive assets.</p>
	<p>LP: Family reorientation to change behaviors and attitudes</p> <p>L: Incorporate sessions into training interventions that will involve spouses and partners, and implement tools to change behaviors and attitudes.</p>
	<p>LP: Women's participation in development programs</p> <p>L: Provide platforms to ensure that women are continuously involved in development programs.</p>
Community	<p>LP: Traditional and local leaders</p> <p>L: Involve traditional and local leaders in continuous dialogue so that they gain a positive perspective on women's rights.</p>
	<p>LP: Market groups' approach</p> <p>L: Organize reorientation talks for market groups on the importance of women's rights to assets.</p> <p>L: Form networks to support women's access and control of productive assets.</p>
	<p>LP: Private sector partnership</p> <p>L: Collaborate with private sector organizations to sell inputs and equipment to women at a subsidized rate.</p>
	<p>LP: Gender capacity building for financial institutions</p> <p>L: Organize training for leaders and staff at microfinance institutions, and include sessions on gender awareness and the advantages of women having access to loans and credit.</p>
	<p>LP: Women's participation in cooperatives</p> <p>L: Include sessions in extension training and visits that encourage more women to join cooperative societies.</p>
State	<p>LP: Government should craft policy that gives women the right to purchase assets.</p> <p>L: Government should formulate policy that will give women autonomy to purchase any form of productive assets without requiring a male guarantor.</p>
Inequitable norm: It is inappropriate for women to have access to a mobile money account.	
Family	<p>LP: Access to information</p> <p>L: Hold regular sessions on the use of mobile money accounts during extension training and visits.</p>
	<p>LP: Capacity building for women on financial services</p> <p>L: Organize training for women to build their knowledge and skills about financial services.</p>
Community	<p>LP: Shops and outlets for mobile money agents</p> <p>L: Liaise with more financial service providers to set up more shops and kiosks across rural communities.</p>
Market	<p>LP: Access to mobile phones through network service providers</p> <p>L: Promote initiatives that make phones easily accessible and affordable for women farmers.</p>
	<p>LP: Gender awareness training for financial service providers</p> <p>L: Implement training sessions for leaders and staff of financial service providers on gender issues and concerns related to accessing mobile money.</p>
State	<p>LP: Media advocacy on financial security</p> <p>L: Use the media to advocate for women to have mobile accounts.</p>

Inequitable norm: It is inappropriate for women to take out loans or credit and make decisions related to them.	
Family	<p>LP: Sharing information on loans and credit L: Increase public awareness of the benefits of sharing relevant information with women on matters related to loans and credit.</p>
Community	<p>LP: Reformation of rules on loans L: Adjust the constitution and association rules to favor women in such a way that they do not need their husband as a guarantor to take out a loan.</p>
Market	<p>LP: Access to credit from financial institutions L: Financial institutions should make soft loans available to women.</p>
State	<p>LP: Reformation of existing interest rates on loans L: Government should provide either low-interest or no-interest loans to women.</p>
	<p>LP: Subsidies for women's collateral L: Government should collaborate with banks and other financial institutions to subsidize women's collateral when requesting loans.</p>
Domain: Technology	
Inequitable norm: It is inappropriate for women to spend time listening to the radio, watching television, or using a mobile phone.	
Family	<p>LP: Workload redistribution L: Include family dialogue in extension training and visits to discuss the advantages of sharing workloads in the household.</p>
	<p>LP: Family dialogue L: Create an intervention program that includes a family session where other members can participate in dialogue and training on gender and technology issues.</p>
Community	<p>LP: Access to media information L: Place a media gadget (e.g., radio) at strategic locations within the community.</p>
	<p>LP: Advantages of using ICT L: Organize talks at the community level to include sessions on gender and ICT.</p>
Market	<p>LP: Market campaigns on gender and ICT L: Organize campaigns on market days to raise awareness on the importance of using ICT in business.</p>
	<p>LP: Access to media devices L: Provide low-cost or subsidized devices for radio, television, and other media.</p>
State	<p>LP: Policy formulation L: Formulate policy that supports and includes workers using media in their daily routines.</p>
	<p>LP: Women's use of ICT L: NGO coalitions can conduct advocacy talks on gender and use of ICT.</p>
	<p>LP: Rural infrastructure L: Government should build more communication facilities in rural areas. L: Network service providers should collaborate with the NCC to improve network service in rural areas.</p>

Domain: Participation and leadership	
Inequitable norm: It is inappropriate for women to lead agricultural, business, civic, or religious groups.	
Family	<p>LP: Capacity building for women</p> <p>L: Organize capacity building to build women’s decision-making power in the family and community.</p>
Community	<p>LP: Gender dialogue</p> <p>L: Organize different gender dialogue sessions with community groups.</p>
	<p>LP: Community rules on leadership structure</p> <p>L: Encourage communities to make reforms that endorse women for leadership roles.</p>
	<p>LP: Male traditions and religious leaders</p> <p>L: Organize dialogue sessions for gatekeepers of knowledge on the need for women to take up leadership roles.</p>
Market	<p>LP: Rework the constitutions of market groups to mandate women’s participation in leadership positions.</p> <p>L: Lobby market groups to mandate women’s inclusion in their leadership.</p>
State	<p>LP: Policy formulation</p> <p>L: Governmental should craft policy that favors including women in leadership positions.</p>
Inequitable norm: It is inappropriate for women to interact with male extension agents and/or attend extension training.	
Family	<p>LP: Changing behaviors and attitudes</p> <p>L: Engage men to reorient their perception about the opposite sex.</p>
Community	<p>LP: Community leaders</p> <p>L: Engage community leaders to convince husbands of the benefits of allowing women to talk with male extension agents.</p>
Market	<p>LP: Access to extension training and visits</p> <p>L: Government should provide platforms in marketplaces for extension training and visits.</p>
State	<p>LP: Better communication between the state Ministry of Agriculture and community leaders</p> <p>L: Use proper procedures to introduce male extension agents to communities.</p>
Domain: Division of labor and mobility	
Inequitable norm: It is inappropriate for women to operate agricultural machinery and mechanized equipment.	
Family	<p>LP: Program for skill development</p> <p>L: Provide women with opportunities to acquire the skills they need to operate machinery.</p>
Community	<p>LP: Community reorientation on traditions inhibiting women from operating certain machines and equipment</p> <p>L: Educate men and women on the benefits of using machines and mechanized equipment.</p>
Market	<p>LP: Access to gender-sensitive machines and mechanized equipment</p> <p>L: Produce and provide women with machines they can use.</p>
State	<p>LP: Policy advocacy</p> <p>L: Promote policies that ensure equal access to training and opportunities for women to operate machinery.</p>
	<p>LP: Partnerships with local fabricators</p> <p>L: Collaborate with local fabricators to build gender-friendly equipment and tools.</p>
Domain: Gender meta-norms	
Inequitable norm: It is inappropriate for women to make family planning decisions.	
Community	<p>LP: Collaboration with community and religious leaders</p> <p>L: Community and religious leaders should endorse family planning as a joint decision.</p>
Market	<p>LP: Women’s empowerment</p> <p>L: Help women develop skills that will empower them financially.</p>
State	<p>LP: Policy advocacy</p> <p>L: Implement policy that encourages joint family decision-making.</p>

Note: In some cases, group members did not identify leverage points and levers for a particular norm or institutional level. As this requires creative thinking and innovation, which in turn takes time, it could be part of a next step process in 2024 when designing gender transformative interventions with partners.

Appendix 7: Current interventions/activities of workshop participants' organizations

Tanzania

S/N	Organization	Interventions/activities
1	Local government authorities (LGAs)	<ul style="list-style-type: none"> The District Council has established Ward Agricultural Resource Centers across all four divisions to disseminate best practices in agriculture and livestock farming. These centers are equipped with skilled extension staff, learning materials such as books, brochures, and posters, and also demonstration plots showcasing various technologies for farmers to adopt. They play a crucial role in providing advisory services on producing, processing, and marketing crops to increase productivity sustainably and transition from subsistence to commercial production. Providing soft loans to groups of women, youth, and people with disabilities from the councils' 10% own source collection after reviewing and evaluating their projects. The district council is responsible for coordinating various agricultural service providers to provide better service in the district. Extension and other services for the community are outsourced from competent agricultural service providers operating in the districts. Providing soft loans to farmers to facilitate farming operations and marketing.
2	Tanzania Agricultural Modernization Association (TAMA)	<ul style="list-style-type: none"> Providing education to the community on climate-smart agriculture, nutrition, and food security through different platforms, including radio sessions, workshops, and conferences. Building the capacity of different stakeholders on agriculture and nutrition-related topics. Working with stakeholders such as extension officers, nutrition officers, teachers, and religious leaders. Providing education to women on their rights to own property, especially land. Providing farmer groups with bio-fortified seeds of cassava and orange-fleshed sweet potato, and acting as a buyer/market for the harvested cassava and sweet potato products. Processing the bought cassava and sweet potatoes into different products, including snacks, flour, puree, and composite nutrition flour.
3	Bukoba Women Empowerment Association (BUWEA)	<ul style="list-style-type: none"> Providing small loans so that other women can experience the life-changing power of microfinance. Processing agricultural products.
4	Kolping Society Tanzania	<ul style="list-style-type: none"> Promoting good agricultural practices and enhancing farmers' access to improved seeds. Linking farmers with financial institutions. Empowering farmers to access an agricultural business aggregation fund. Linking farmers with markets.
5	ENABEL Tanzania	<ul style="list-style-type: none"> Supporting the Tanzanian Government in developing crop value chains and fostering increased private sector participation in the growth of commercial agricultural industries. Ensuring an increase in income and diversification for smallholder farmers, particularly women, in the region of Kigoma through pro-poor value chain development. Offering technical and vocational training programs that systematically address issues related to girls' access to education, continuous school attendance, and the creation of a safe and healthy environment conducive to learning and empowerment.

S/N	Organization	Interventions/activities
6	Tanzania Agricultural Research Institute (TARI)	<ul style="list-style-type: none"> • Conducting research on banana and tuber crops. • Providing extension services, including the testing of agricultural inputs to ensure their quality. • Providing recommendations on seeds and soil. • Conducting market studies for identified crops.
7	Kigoma Women Development Group (KIWOODE)	<ul style="list-style-type: none"> • Strengthening women and children through training, and fighting violence against children and women, which increases marginalization and poverty in the region.
8	Tanzania Women Fisheries Association (TAWFA)	<ul style="list-style-type: none"> • Enhancing the processing of fish products to add value within the value chain. • Building capacity for women processors through training in leadership, business, and entrepreneurship. • Providing education on savings and credit groups (e.g., VICOBA). • Searching for online market information, and participating in various domestic and international trade exhibitions. • Collaborating with the government through the Ministry of Fisheries and Livestock to contribute to the improvement of the 2015 Fisheries Policy, the 2003 Fisheries Act, and the 2009 Fisheries Regulations. • Promoting environmental conservation through the use of modern and environmentally friendly stoves provided by the Ministry of Livestock and Fisheries in collaboration with the Food and Agriculture Organization.
9	Mission for Bosting Community Services (MIBOS)	<ul style="list-style-type: none"> • Supporting small-scale farmers by providing drought-resistant and disease-tolerant seeds, while promoting conservation agriculture. • Creating a sustainable environment and fisheries by empowering young women in entrepreneurship (building the capacity of girls to resist violence against children and empowering them to acquire entrepreneurial skills). • Addressing risky norms, and providing guidance on areas of legal support to promote human rights. • Providing reproductive health education to young people, especially those outside of school. • Advocating for the establishment of schools.
10	The Nature Conservancy (TNC)	<ul style="list-style-type: none"> • Tuungane Program: people, health, and environment. • Providing primary reproductive health for first-time parents. • Crafting a plan to select exemplary households that engage in all program activities. • Strengthening beach management units and fisheries game scouts in the fisheries value chain by (i) identifying fish breeding sites and demarcation and (ii) providing fish landing infrastructure and establishing an innovation hub. • Forming joint forest management, and providing training for village game scouts and activities, such as the trade of carbon. • Encouraging climate-adaptive agriculture (beekeeping). • Promoting governance on natural resource management. • Engaging beach management units in LGAs to collect revenue. • Educating youth about land and water conservation and primary reproductive health issues. • Integrating livelihood activities for group activities (e.g., COCOBA). • Managing land use (optimal land use) in villages. • Providing vaccinations for livestock.

S/N	Organization	Interventions/activities
11	African Women Fish Processors and Traders Network (AWFISHNET)	<ul style="list-style-type: none"> • Developing and implementing public awareness campaigns and actions on specific fish processing and trading issues. • Facilitating multistakeholder activities and events, such as roundtable discussions and public and private sector engagements. • Organizing capacity-building activities, and advocating for policy change. • Demonstrating practical ways of overcoming obstacles and barriers by adopting best practices. • Improving and broadening networks and coalitions with relevant and likeminded organizations. • Advocating for the development and introduction of favorable financing options for women fish processors and traders, including piloting and evaluating innovative financial instruments. • Collating information from independent research to inform policies at the continental level. • Disseminating information on matters about the interests of women fish processors and traders through their various networks and channels. • Carrying out independent monitoring and evaluation of the implementation of policy framework reform strategies (PFRSs) and other relevant policy instruments at the regional, national, and continental levels. • Facilitating implementation of PFRSs and other policy instrument initiatives at the national and regional levels. • Carrying out advocacy on the development and application of legislation, including legislation to facilitate free trade of fish products among member states.
12	World Vision Tanzania	<ul style="list-style-type: none"> • Resilience and livelihood (economic empowerment, food production, and disaster preparedness and response): <ul style="list-style-type: none"> ◦ Supporting climate-smart agriculture ◦ Supporting market links through producer groups ◦ Forming Saving for Transformation (S4T) groups and then building their capacity ◦ Developing local value chains • WASH (water, sanitation, and hygiene): <ul style="list-style-type: none"> ◦ Supporting infrastructure for water ◦ Educating women on menstrual hygiene ◦ Implementing school WASH programs ◦ Forming community water user groups and then building their capacity • Supporting youth to produce reusable sanitary towels. • Providing teacher training, and developing infrastructure. • Integrating gender equality and social inclusion into all programs using crosscutting interventions. • Advocating and campaigning to end child marriage in Tanzania and to achieve zero hunger.
13	Health and Medical Foundation	<ul style="list-style-type: none"> • Educating adolescents, girls, and young women (AGYW) on HIV prevention. • Using a dream model to form peer groups of young women, and training them on entrepreneurship and life skills, such as encouraging youth to establish income-generating activities, including poultry and horticulture. • Empowering women on gender-based violence. • Linking AGYW with relevant actors, including community, extension, and cooperative officers.
14	Nyakitonto Youth for Development Tanzania (NYDT)	<ul style="list-style-type: none"> • Providing training of trainers for village-based advisors, who then train farmers on good agricultural practices in cassava, maize, and beans, specifically young farmers aged 18-40. • Providing training on chicken production to the same group of youth. • Using community meetings to raise awareness of gender-based violence and its effects on the community. • Forming groups for youth (10 maximum), and identifying financial resources allocated for youth, such as the opportunity under the Prime Minister's Office (10 groups are already aware and interested in applying for the resources). • Training on climate change and mitigation.

Nigeria

S/N	Organization	Intervention/activities
1	Cassava Grower Association of Nigeria, Ibadan	<ul style="list-style-type: none"> Farmer training on land preparation for new cassava varieties. Building capacity on cassava seed management practices. Facilitating access to bank loans for cassava farmers. Providing links between cassava farmers and off-takers.
2	Women in Agriculture (WIA), Oyo State	<ul style="list-style-type: none"> Providing extension services to farmers. Connecting farmers to market links. Providing training on cassava production, processing, and value addition. Disseminating innovations for cassava value chain addition. Establishing a platform to connect farmers with government. Establishing a cooperative society for easier access to loans and to share knowledge. Facilitating resource-pooling among farmers to enhance their access to agricultural resources. Providing chicken feeds at subsidized rate. Establishing links between government and agro-women.
3	Federal Ministry of Agriculture and Rural Development, Ibadan, Oyo State	<ul style="list-style-type: none"> Supporting the government to implement biosecurity regulations. Implementing conflict resolution rules and guidelines for farmers and herders. Improving livestock farming practices by providing extension services and capacity building for livestock farmers. Providing better market opportunities for farmers. Providing farmers with updates on knowledge and best practices for livestock management.
4	Justice Development and Peace Commission (JDPC)	<ul style="list-style-type: none"> Encouraging peacebuilding and conflict resolution among farmers and herders. Forming groups and developing communities. Creating a forum for civic organizations. Promoting zero grazing guidelines among herders.
5	Ministry of Agriculture and Rural Development, Oyo State	<ul style="list-style-type: none"> Providing capacity building and extension services to farmers. Establishing links between farmers and research. Providing access to affordable gender-sensitive technology. Establishing long-term education programs to improve farmers' knowledge and skill development. Establishing links between farmers and financial providers. Establishing market links among crop, livestock, and fish farmers.
6	Poultry Association of Nigeria (PAN)	<ul style="list-style-type: none"> Facilitating links between poultry farmers and local fabricators for gender-friendly technology. Linking poultry farmers to government services and opportunities. Facilitating access for poultry farmers to inputs and resources. Connecting poultry farmers to farm settlement schemes in different states. Facilitating access to loans and credit. Providing training on improved poultry farming.
7	Farmers' Development Union (FADU), Ibadan	<ul style="list-style-type: none"> Providing microcredit and loans to farmers. Providing working capital to farmers. Building the capacity of farmers and training them on improved agricultural practices. Providing market support and links to farmers and processors. Providing timely information services to farmers on new crop varieties, animal breeds, and agricultural management practices. Providing training support on entrepreneurship and wealth creation. Sourcing off-takers for farmers.

S/N	Organization	Intervention/activities
8	Federal Ministry of Agriculture and Rural Development, Ogun State	<ul style="list-style-type: none"> • Establishing sustainable aquaculture systems for Nigeria. • Creating cassava cottage industries. • Facilitating input distribution to farmers. • Supporting farmers' access to productive assets. • Providing smoking kilns and mobile tanks to fish farmers. • Providing timely training and information to farmers on improved agricultural practices. • Training farmers on best management practices. • Providing grants to fish farmers. • Training fish farmers on fish processing. • Facilitating policy reform by engaging stakeholders and farmers.
9	Ministry of Agriculture and Livestock Services, Ogun State	<ul style="list-style-type: none"> • Building the capacity of existing and future farmers. • Providing platforms for farmers to access information and best practices on agricultural production. • Linking farmers with technology incubation centers to facilitate farmers' access to new technology and innovations. • Reforming advisory committees for farmers groups. • Providing seed loans and grants to farmers. • Providing training on farming day-old chicks. • Establishing demonstration plots to help farmers acquire knowledge and learn more. • Providing farm inputs to farmers. • Leasing agricultural land to farmers.
10	Rural Nurture Initiative (RNI)	<ul style="list-style-type: none"> • Facilitating access to technology among farmers and empowering them to use it. • Providing coping measures to farmers. • Establishing the Adaptive Response Project to build climate-adaptive capacities among farmers. • Providing subsidized agricultural inputs to farmers.
11	Nigeria Institute of Social Economic Research (NISER)	<ul style="list-style-type: none"> • Advocating for policy for women in the cassava value chain. • Facilitating research on social and economic issues about farmers and farming systems in Nigeria.

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