

Engaging Men and Promoting Equitable Household Decision-Making in Agriculture and Livelihood Projects

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INTRODUCTION

International development programs attempting to support women in agriculture have faced considerable obstacles. The economic and power gains that were supposed to accrue to women beneficiaries have often been limited by local gender expectations and decision-making dynamics, while the success of gender-focused agricultural development programs to catalyze sustainable improvements have been hindered by a failure to recognize the role of men in gender and livelihood issues.

Catholic Relief Services' (CRS) Global Gender Learning Agenda (GGLA) – initiated at the CRS Gender Summit in February 2015 – is a reflection of the agency-wide understanding that gender responsive programming is critical to their ability to assist the poor and vulnerable overseas (CRS 2015). The GGLA aims to improve the quality of CRS programming by: assisting CRS HQ, regional, and country programs in identifying major programmatic and knowledge gaps related to gender; building the evidence base for what works in meeting the diverse needs of the most vulnerable populations, especially women and girls; and achieving greater programmatic impact abroad and influence in the wider development community.

The GGLA reflects CRS' identity as a learning organization and commitment to improving key aspects of their work on gender by focusing on positive aspects that can be reinforced as well as those that need to change in order to achieve desired outcomes. This constructive approach is a move forward from a tradition in which gender is viewed only as a problem, to a view where gender is an important category for the sustainability of the development agenda. Like kinship, language, religious, and productive systems, gender is fundamental to organizing and reproducing human culture and life itself. Each has functioned and can function in ways that harm or constrain individuals, groups and societies, and also in ways that support and enable wellbeing, often contributing to both tendencies at once.

Recognizing the importance of engaging in shared learning with university partners in order to advance its Global Gender Learning agenda, CRS has asked researchers from the University of Florida to produce a study that presents the current state of knowledge in the agriculture & livelihoods domain, one of three of CRS' signature programming areas. The present paper summarizes the main methods, results and implications of that larger study.¹

¹ For a longer and complete version of the original study, including full references and discussion of examples from CRS projects, please contact the main corresponding author.

Methods for the study included:

- (1) Reviewing existing literature on two thematic areas – Household Decision Making and Engagement of Men and Boys (henceforth HDM and ME) – related to agriculture and livelihoods development interventions;
- (2) Analyzing the documentation related to 17 CRS agriculture and livelihoods projects to examine ways in which they address the two thematic areas;
- (3) Interviewing CRS staff from 6 of the selected projects to further discuss main achievements and challenges;
- (4) Identifying gaps in the evidence base and suggesting ways to move forward to strengthen CRS gender programming.

ENGAGING MEN AND BOYS IN GENDER-RESPONSIVE DEVELOPMENT

Transforming gender norms is relevant to men and boys for three purposes: to improve conditions and opportunities for women and girls in their lives, to change gender norms that are harmful or limiting to men and boys, and to improve households and communities at large. Some of the strategies for making gender equity relevant for men and boys include: emphasizing ways in which more equitable power exchanges may positively impact their personal well-being and collective interests, as well as emphasizing human rights and social justice.

In agriculture and livelihood programs, it is essential to train staff and extension workers on gender issues in agriculture specific to the contexts. Extension workers often treat all farmers as a homogenous group; or they understand gender as a synonym for “women,” making it difficult to ensure equal participation of both men and women in the communities. The most successful programs are those when extension workers know how to work with various intersections of genders, age and social status.

Village saving and loan groups, when they allow mixed membership, are an effective way to involve men and women to work together – but they do require complementary interventions. Since men are not always drawn into groups that are perceived as being for women, it may be necessary for projects to conduct gender baseline research and facilitation of critical discussions regarding household dynamics, health, and gender-based violence. Some of the literature reassuringly concludes that women’s participation in income-generating activities coupled with effective men’s engagement can be associated with more equitable renegotiation of household power dynamics, and reduced risk of women’s violence.

Some of the most documented benefits from increasing men’s engagement in fatherhood include providing positive role models for new generations, empowering women and girls, addressing male violence, and changing masculinities and relations. Training men to become more engaged in children’s upbringing, fostering gender equitable environments within their households, counseling, and opening spaces for dialogue with peers are also proven to increase the household’s overall agricultural production (including cash and subsistence crops) as women have more time to participate in agricultural activities.

Violence is one of greatest barriers to development, and violent regimes of masculinity constrain and derail development projects and processes. Addressing gender-based violence (GBV) issues may be essential to enhance the success of livelihood programs,

but in GBV prevention initiatives, men and boys are often addressed only as perpetrators, rather than as agents of change, advocates for victims, or victims of violence themselves. Programs that support men and boys in adapting their sense of masculinity and self-worth to changing contexts are fundamental to all forms of development. Thus, the creation of more wholesome environments overall is necessary in order to achieve gender equity.

WOMEN'S SOLE OR JOINT HOUSEHOLD DECISION-MAKING

Empowerment is a multi-dimensional concept, and an increase in agency and voice produces effects that are context, and dimension, specific. For example, a woman could have decision-making power over her crops without gaining control over her income and expenditures. Much empirical evidence supports the notion that independent access to income and employment can help women make more autonomous decisions, and have more influence over household decision-making. However, expanding income-generating opportunities to women may not always result in greater financial autonomy and intra-household decision-making power. Research shows that for new income opportunities to lead to greater women's economic empowerment, other requirements must be place, for instance the ability to effectively rely on one's social network and to negotiate on less unequal terms with husbands or in-laws.

Recent research finds that ownership or control over assets may be more important than access to income in enhancing women's intra-household bargaining power – partly because control over income is more fluid in the household than control over assets. While enhancing women's sole ownership is important in some cases, this is not the sole avenue and interventions that favor joint ownership within marital relationships can be also successful and likely to receive women's support, since they do improve relevant dimensions of household well-being. Furthermore, control over non-land assets, such as livestock and farm equipment, is easier for women to obtain and does improve their control over household production and income.

Education is often cited as one of the best tools for changing power relationships within and outside the household in favor of girls and women, since it develops their self-esteem and confidence in bargaining with parents, spouses and communities and in shaping better decisions about their lives. Studies show that women with higher education tend to have more access to and control over resources and intra-household decision-making power. It should be noted that more years of education do not necessarily translate in greater economic empowerment, as quality and content of education programs matter. Education that challenges gender stereotypes and provides different role models for girls and boys, as well as the analytical capacity and courage to question unjust practices, has more potential to influence change and make sure that grown-up girls will be able to effectively negotiate more equitable and harmonious outcomes within their marital relationships.

Agricultural interventions can increase rural women's income and their status within households and communities by encouraging access to markets – yet evidence shows that there are limiting factors, for instance men may take over control over crops or activities previously managed by women after they become lucrative. Some interventions can obviate such problems by encouraging women to be part of rural cooperatives – so to increase their bargaining power in the market place. Studies show that participation in cooperatives also helps women farmers develop greater inter-

personal skills and self-confidence enhancing their status both within the household and the community. While membership can sometimes be met with spousal resistance, when it brings benefits such as increased agricultural resources or credit access, knowledge sharing, and income generation, partners are more supportive of women's group participation.

Time poverty represents a key barrier especially for women; however, gendered social norms are also detrimental to men. Prevailing norms about masculinity and men's and boys' roles not only prevent men from undertaking certain domestic tasks, but often pressure boys to give up schooling to earn money, and lead men to take up dangerous occupations. Time poverty may be one reason why women's uptake of potentially beneficial agricultural technologies remains low. Learning new agriculture techniques or how to use new or adapted technologies requires time to learn the skill, as well as travel to training sites. A review of development programs shows that the most successful agricultural projects recognize the multi-faceted nature of women's empowerment and the inter-dependence between women's productive and care roles.

Engaging with local governments and community-based actors is essential to leverage fundamental changes in household decision-making, and encourage better provision of infrastructures, and child and elder care. Development organizations like CRS can work on building systems and values that will contribute to long-term changes in the social, economic and legal structures supporting current gender inequalities.

REVIEW OF SELECTED CRS PROJECTS

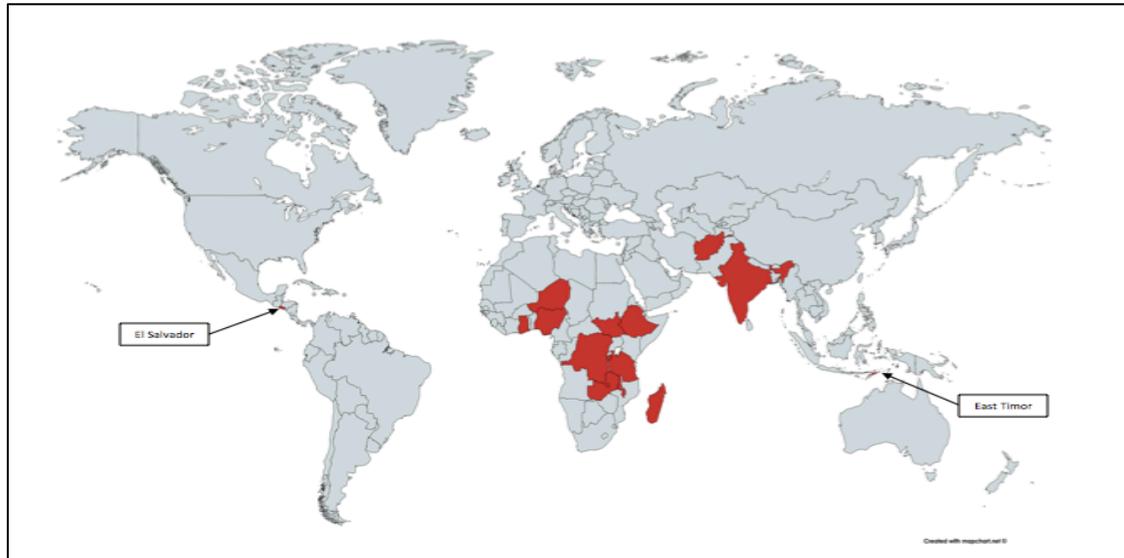
The second aim of this report involved analyzing 17 CRS projects, to understand how gender is currently being integrated into CRS agriculture and livelihood programming, and to make recommendations on the best approaches and tools for better incorporating household decision-making (HDM) and men's engagement (ME) issues. This exercise did not aim to evaluate CRS projects nor assess the extent to which they meet their project objectives. Furthermore, the 17 projects are not a representative sample, as the criterion for their selection was a function of the availability of sufficient documentation to be shared, and the willingness of the project staff to participate.

The analysis presented here is thus exploratory in nature, and mainly aims to assess how some of the concerns identified in the previous sections are or are not reflected across projects. The analysis of the 17 projects is based on two sources: i) a thorough consultation of existing project documents – the number of which varied between 4 and 24 – which were made available to us by CRS headquarters and on few occasions directly from the project staff; and ii) Skype interviews with project staff from six projects, conducted on the basis of an open-ended questionnaire that was sent to the project staff in advance.

The projects reviewed are notable in diversity in terms of their locations, budgets, numbers of participants and timeframes. The majority of projects are located in Africa (12 out of 17), however there were also two projects in Timor-Leste, and one each in India, Afghanistan and El Salvador (see Figure 1). There was a diversity of specific project focuses and objectives that influenced how gender was integrated into project activities. The majority of projects (81%) in our sample had an agricultural component. All reviewed projects show awareness of gender issues, but the way they do so varies significantly among the projects. In our analysis, we looked at which types of gender

considerations are incorporated in project goals and objectives; the timing and sequence of gender activities; the approaches used to collect gender-disaggregated data and evaluate progress; the modalities of engaging different categories of community members and other stakeholders; and the extent to which livelihood activities are connected to wider gender norms and concerns within households and communities. Our qualitative analysis of the documentations leads us to identify four main points that should be considered for improving gender integration, HDM, and ME in CRS agriculture and livelihood projects.

Figure 1. Map of project countries



Point 1: Gender analysis and integration should occur at the project design phase, and a gender specialist should be involved from the proposal writing or application phase to ensure that gender is integrated throughout the project framework, and that a gender analysis is conducted and used effectively.

In our review of the projects, one of the primary factors that affected the extent to which projects were able to incorporate gender successfully is whether gender integration is explicitly requested and clarified in the initial terms in the proposal or application process. We find that if the initial terms of references do not make an explicit connection between the livelihood activities being promoted and gender relationships or gender equity, then it is less likely that these concerns will be made explicitly in the project proposal and thus incorporated into project activities. Adding gender activities in the middle of the project cycle is a less than ideal scenario. Integrating gender since inception (even in a draft format) and with full commitment also provides project staff with more leeway to adjust activities and incorporate lessons during the project life.

The corollary recommendation is that, when gender integration is not key part in the terms of reference set by the donors (something that will becoming increasingly rare), CRS regional/national staff should make every effort to open the discussion on the issues and include it in the initial conversation with the donors themselves.

Point 2: Any agriculture and livelihood project, whatever its focus, must recognize that its objectives will not be fully realized, unless it plans for activities that engage both women

and men, and fully and effectively tackle gender dynamics and decision-making related to labor and resource allocation within households and communities.

As pointed out by the literature review, projects that aim to encourage new practices or technological uptake need to recognize the far-reaching implications in terms of intra-household distribution of resources, and actively seek mechanisms that enable a broader set of actors, including women and men in their different roles, to participate in, and negotiate, the changes that come along with the project. This is more challenging for some projects than others – particularly those that focus on women farmers only, since they may find it less obvious to tackle gender relations in a holistic perspective. Thus, some projects more than others include gender activities that pays more attention to issues of intra-household decision-making and involve both men and women within households and communities to help establish more equitable outcomes across genders.

Transformational processes required for attaining greater gender equity do not just depend on increasing women’s practical needs, such as increased production, income, knowledge, services etc., but also on renegotiating men’s and women’s role within the household and society and their respective responsibilities, access to, and control over, resources and decision making power – which necessarily engages men in the process.

Point 3: Projects should commit, as much as possible, to work with local administrations and increase their capacities and to mainstream gender into all local development activities. It is also critical to increase the capacity of CRS project staff and implementing partners to develop appropriate strategies and approaches to influence local governance and policy-making.

Programs’ engagement with lower level government and administrative bodies is an under-estimated but essential part of a gender transformative strategy. CRS integral development through a gender lens clearly points to multiple spheres and levels of interventions as precondition for lasting improvement in the living conditions of women and men, girls and boys. The approach explicitly recognizes the need to engage with wider political and social systems and structures in the two pillars: “reform systems and structures to promote women’s rights” and “influence access to sustainable gender inequality solutions”.

CRS projects typically include training of local staff and community members as key activity. Despite these efforts, however, key constraints remain a lack of gender knowledge and insufficient attention to gender mainstreaming within local implementing partners. While an analysis of solutions to overcome these institutional capacity barriers falls beyond the scope of this report, we find that the amount of resources and time that should be accorded to the crucial issue of capacity building could be scaled up considerably in all projects for results to be more sustainable.

Point 4: Gender should be integrated more strongly within monitoring and evaluation and learning systems (MEAL): there is scope for more gender-disaggregated MEAL indicators that go beyond the simple “percentages of women reached” and instead reflect the variety of gender activities implemented.

MEAL is an important part of the life of the project and it must reflect the many and nuanced aspects and lessons from a project. Even in projects with strong gender integration throughout their objectives and activities, we find that the indicators for MEAL

are not sufficient to measure fully their progress towards gender goals. Most projects limit themselves to track the percentage of women (and men if applicable) who participate in activities, or who received training or who were targeted by messaging. There is little use of further data and tools to assess the extent to which these activities or training or messaging have involved men in the family and community leaders; or whether they have affected people's beliefs and norms about gender roles and relationships, ultimately leading to behavioral change. This is admittedly a very challenging area, but one in which there exists an unexploited potential.

Besides planning to construct more sophisticated indicators to measure potential behavior change, projects should carefully plan ahead the time and resources necessary to properly collect and analyze such data. Even in projects that have a comprehensive gender-integrated approach and strong emphasis on evidence-based results and research, MEAL activities remain under-resourced. Gender sensitive indicators are planned and basic data may be gender disaggregated, but there is limited analysis and utilization of data. It is important that all project staff, whatever their expertise, develop the incentive and habit to analyze the data in their specific activities/sectors in order to unveil ongoing gender dynamics. Hiring gender specialists that are men and agricultural/technical specialists that are women may be one avenue for breaking the stereotype of gender issues as being pertinent to women only and as 'soft' project components.

REVIEW OF PROJECT APPROACHES

The majority of projects (12 of the 17) included the use of the SILC (Savings and Internal Lending Communities) approach. SILC groups, which are meant to address women's practical gender need of access to financial services and capital, are a signature part of CRS's agriculture and livelihoods projects. SILC groups are user-owned, self-managed savings and credit groups composed of 15-25 self-selected members. Several of the projects implementing SILC groups also used additional tools and approaches to address both women's and men's access to resources within households – thus providing us with the opportunity to examine issues related to their different combinations (the main approaches and tools being utilized are summarized in Table 1).

The reviewed tools and approaches help improve practice on the ground both during the project design phase, and at subsequent stages (including mid-point review), by providing valuable information to program staff and helping them to modify their gender-focused interventions in ways that adapt to, and leverage, intra-household and community relationships and thus enhance overall program performance.² They move us away from individual-based approaches and survey tools to instead capture couple/family/community relationships.

Of noteworthy attention is the Couple Functionality Assessment Tool (CFAT), a new tool that can be used to collect valuable data and information on the degree of couples' functionality in key aspects such as parenting, reproductive health, intimacy, and

² This statement does not imply an evaluation judgment on impact, since we have no evidence on the extent to which a tool/approach has enhanced project impact or helped to reach more effectively the wider goals of improved well-being and greater gender equity.

financial decision-making within a given community.³ In the context of livelihood based rural projects, CFAT can assess gender roles in decision-making, communication and control related to agricultural practices and innovation, management of financial resources, and provision and allocation of food within the household. Since it can be used with married or cohabiting couples, as well as with dyads within polygamous unions, it lends itself to be applied in contexts differing in family practices.

The reviewed projects are examples of what we may call a SILC+ or “augmented SILC” approach. They have managed to incorporate issues of HDM and ME to a greater extent, and thus appear to be closer to the notion of full gender integration. This is not surprising. As the review of the literature has shown, in order to pursue the goal of increasing women’s cash income and access to financial services, it is imperative to promote practices that lead to more equitable decision-making within the households and engage all members of the community, men included, in this exercise of discussing and challenging inequitable gender norms. By asking questions about who is going to access and control income and other resources, and for what purposes, the above tools encourage community members to discuss these issues. By means of training sessions, as well as participatory video productions and showings, men and women start to analyze the implications of existing practices and arrive at challenging existing norms.

Two main recommendations derive from this admittedly quick review of tools and approaches. First, there could be a more systematic employment of integrated tools and approaches for HDM and ME in conjunction with SILC. TFH and CFAT, among others, enable project staff to both i) grasp the intra-household dynamics that are most relevant to a project before implementation; and ii) leverage the impact of the intended interventions by promoting behavioral changes. Since SILC is already tested and common in CRS projects, a SILC+ approach promises to be the most sensible way of promoting a deeper integration of HDM and ME. This is supported by new evidence of what works in increasing women’s empowerment, which shows that standalone services have limited impact for poor women farmers whereas bundled services – combining multiple interventions – have a proven effect across a wide range of interventions (Buvinic and O’Donnel 2016).

Second, while the diversity of tools and activities used to address HDM and ME across CRS projects are to some extent justified by the diverse nature of projects and contexts, there is scope for a more thorough process of learning and analysis of what approaches/tools combinations work best in which contexts. This systematic evaluation could in turn encourage more effective mainstreaming of HDM and ME through dissemination of evidence base and cross-project learning.

³ The rationale for developing the tool is well described in the CRS report, where it is stated that: “Many gender interventions focus only on female empowerment, ignoring the male partner... We need tools that help project managers to assess the impact of gender activities on intra-household power dynamics and to correlate this impact to program targeted outcomes” (CRS CFAT Toolkit, 2015). See also <http://www.crs.org/sites/default/files/tools-research/couple-functionality-assessment-tool-user-guide.pdf>.

Table 1. Reviewed CRS Projects

Project	Project Goal	Gender Components
AMASHIGA (Burundi)	Amashiga aims to enable women and men, boys and girls (WMBGs) to realize their full rights, responsibilities and opportunities in supporting sustainable food security and nutrition at the national, community and household levels.	A cross-cutting goal that households and communities adopt equitable decision-making.
CAY Seed (Ghana and Nigeria)	The focus of the project is to improve the quality of smallholder farmer saved seed yam and its productivity at community level in Ghana and Nigeria using positive selection, integrated crop management practices and knowledge sharing.	To assess the gender and social dynamics of community behavior change in yam production practices and to mainstream gender in project activity
FARARANO (Madagascar)	Aims to reduce food insecurity and chronic under-nutrition and increase resilience (to natural disasters) in four USAID regions in Madagascar	Fararano aims to enable women and men, boys and girls (WMBGs) to realize their full rights, responsibilities and opportunities in supporting sustainable food security and nutrition at the national, community and household levels.
FtF Nigeria Livelihood Project (Nigeria)	Overall Goal: HHs in Nigeria have reduced poverty, Objectives: 1) HHs have diversified& increased agricultural production & productivity, 2) HHs have increased and diversified incomes, 3) HHs have improved nutrition, 4) Extremely vulnerable HHs benefit from poverty reduction services	Empowering women and girls through a transformative gender approach to reduce poverty
Girls Agro-Investing (Uganda)	Project goal: Out of school girls have sustainable livelihood options by 2015.	Project goal: Out-of-school girls have sustainable livelihood options by 2015.
Improved Rice-Based Rainfed Agricultural Systems Project (IRRAS) (India)	Project Goals: 1) Establish and implement an adaptive research pipeline addressing agronomic technologies for rainfed, rice-based agriculture in Bihar and 2) Establish a knowledge exchange network that converges knowledge exchange actors and facilitates their interaction with the adaptive research pipeline.	No specific gender objective/goal was set out at the start
Kahawa Bora ya Kivu (DRC)	To expand the high-value market opportunities for coffee and to reduce vulnerability to hunger and environmental degradation for smallholder farmers, particularly women farmers.	Increase women's participation in coffee cooperatives and their decision-making power
Livelihoods Recovery and	The goal of the project is more sustainable and resilient livelihoods as well as greater social cohesion	Outcome 2.1: Women and youth adopt sustainable development and management practices

Resilience Program (South Sudan)	through increased agricultural production, market access and access to sanitation and water facilities	
MAHON (Timor Leste)	Women in Liquisa feel safe at home	Cross Cutting Output: Change in prevailing perceptions and attitudes towards domestic violence in target areas
MAWA (Zambia)	To sustainably improve the food and economic security of 21,500 smallholder households	Improvement in women's roles and engagement in the agriculture sector across five domains including HH decision making around agricultural production, access to productive capital, control of income, individual leadership and influence in the community and time allocation
PRODUCE (Timor Leste)	Project objectives: 1) farmers increase yields of maize in target areas, 2) reduce post-harvest maize losses	No gender goal was specifically mentioned.
REAAP (Ethiopia)	Overall project goal – to sustainably increase resilience and reduce long term vulnerability to current and future climate change and climate-related shocks and stresses in communities of East and West Haraghe	REAAP will employ the following strategies to address gender considerations: • Addressing the domains of gender integration –roles and responsibilities of women and men, boys and girls; access and control of assets and resources; power and decision-making; work load and labor time; leadership and participation.
Rebuilding the Cocoa Value Chain (El Salvador)	Reactivate the cacao value chain in El Salvador while simultaneously promoting women's economic autonomy.	Promote women's economic autonomy through improved access to economic resources and increase women's participation in mechanisms of influence of the cocoa value chain.
RIVER (Afghanistan)	The proposed project will lead to improved livelihood security for rural families in Lal and Yakawlang by improving the availability and quality of their natural resources.	Cross cutting output 1.1.1/1.2.1 - Women in target areas are engaged in decision-making related to Water Resource Management
SOYA NI PESA (Tanzania)	Improve soybean production and increase smallholder farmer incomes	No gender goals or objectives were specified in the original project proposal
SUR1M (Niger and Mali)	Reduce long term vulnerability to current and future climate change and climate	Gender is highly integrated in all aspects of the project and a transformative approach is adopted working with local communities, local governments and relevant Ministries. Expected outputs are: Men and women strengthen livelihoods and prevent malnutrition; Women increase participation in decision-making and assume role as change agents
UBALE (Malawi)	Program Goal: To reduce chronic malnutrition and food insecurity and	Increase women's participation not only in terms of number of women

	build resilience among vulnerable populations in Blantyre, Chikwawa, and Nsanje districts of Malawi.	participating but also the extent to which they participate.
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Table 2. Gender Tools and Approaches in selected CRS Projects

Tools and Approaches	Project (Location)	Description	Strengths	Limitations
The Faithful Household (TFH) Approach	Amashiga (Burundi)	TFH is a self-sustaining approach to enhance couple's communication in light of traditional norms with regards to decision-making	Provides valuable information to program staff and helps them to modify their gender focused interventions in ways that adapt to and leverage couples' relationships and thus enhance overall program performance	Indicators from this tool suggest that joint decision-making (women participating) is considered the most desirable outcome. It remains unclear where sole women's decision-making is counted in the numerator
Couples Functionality Tool	Mahon (Timor Leste)	Collects valuable data on the degree of couple's functionality in key aspects such as parenting, reproductive health and financial decision-making in a given community	Provides valuable information to program staff and helps them to modify their gender focused interventions in ways that adapt to and leverage couples' relationships and thus enhance overall program performance	One issue to note is that the functionality score increases when couples exhibit more joint decision-making. This is at odds with some contexts, for instance, many societies in West Africa
Gender Transformative Approach	FtF Nigeria Livelihoods Project (Nigeria)	The Gender Transformative Approach goes beyond individual self-improvement	Correctly works on addressing the causes of gendered	The approach is very broad and could potentially include a large number of activities. May not be a

		among women and toward transforming the power dynamics and structures that serve to reinforce gendered inequalities	inequalities	specific enough tool for most agriculture/livelihoods projects
Adapted Modules from Care's WE-MEASR tool (such as the Gender Equitable Men Scale	UBALE (Malawi)	The Gender Equitable Men's Scale measures attitudes towards gender norms in intimate relationships or differing social expectations for men and women	This tool provides very specific information on the attitudes in intimate relationships and gender norms. This tool could provide projects with specific information regarding HDM and also engages men	Intended outcomes from this tool are not necessarily relevant for most agricultural/livelihoods projects (i.e. condom/contraceptive use or number of sexual partners) ⁴
Social and Behavior Change Approach/ Behavioral Change Communication	FtF Nigeria Livelihoods Project (Nigeria) SUR1M (Mali and Niger)	The social and behavior change approach is a strategy that utilizes multiple channels (radio, groups, committees, clubs, clinics etc.) and targets various audiences (men, women, youth etc.) to disseminate information related to economic empowerment, nutrition and gender	This approach is flexible so it can be adapted to various cultural contexts and was specifically designed to promote behavior change. The approach also allows for the engagement of men through the targeting of various groups.	This approach is very broad and it may not also be the most relevant for agricultural/livelihood projects since it was initially developed for public health projects/campaigns

⁴ <https://www.c-changeprogram.org/content/gender-scales-compendium/pdfs/4.%20GEM%20Scale,%20Gender%20Scales%20Compendium.pdf>