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ApD Gender Analysis Report

NORTHEAST AND SOUTH DEPARTMENTS OF HAITI | OCTOBER 2023

Cover photo: Youth participant conducting hygiene training for fish vendors. Photo by CRS Staff

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Table of Contents

Acknowledgements.....	iv
Acronyms.....	v
Executive Summary.....	vi
Background.....	vi
Summary of High-Level Synthesized Findings and Recommendations.....	vi
1. Introduction.....	1
1.1 Background.....	1
1.2 Research Objectives and Questions.....	2
2. Research Methods.....	4
2.1. Research Tools	4
Literature Review	4
Survey Questionnaire.....	4
Participatory Group Discussions	5
2.2 Training of Field Researchers.....	5
Ethical Considerations	6
2.3 Data Transcription, Coding, and Analysis.....	7
2.4 Data Limitations.....	7
3. Findings: By Purpose	8
3.1. Participant Demographics	8
3.2. Purpose 1: Enhanced Sustainable Management of Natural Resources	9
3.3. Purpose 2: Increased Consumption and Utilization of Safe, Nutritious	
Foods, Especially By Women and Children	12
3.4. Purpose 3: Household Attainment of More Profitable Livelihoods	21
4. Recommendations: By Purpose.....	21
4.1. Purpose 1: Enhanced Sustainable Management of Natural Resources.....	21
4.2. Purpose 2: Increased Consumption and Utilization of Safe, Nutritious	
Foods, Especially By Women and Children	22
4.3. Purpose 3: Household Attainment of More Profitable Livelihoods	23
5. Cross-Cutting: Gender-Based Violence	24
6. Recommendations For Project Learning.....	25
7. Conclusions.....	26
8. APD Gender and Youth Action Plan	27
9. References	36
Annex A: Gender Analysis Tools	38



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Acronyms

ApD	Ayiti Pi Djanm
BHA	USAID Office of Humanitarian Affairs
CCPC	Commune Civil Protection Committees
CRM	Complaint response mechanism
CRS	Catholic Relief Services
FGD	Focus group discussion
FLC	Farmer learning community
GA	Gender analysis
GBV	Gender-based violence
HHD	Household dialogue
ICG	Integrated care group
IRB	Institutional review board
IYCF	Infant and young child feeding
LMIC	Low- and middle-income country
MC	Mombin Crochu
MO	Mont Organisé
NRM	Natural resource management
RAB	Roche-à-Bateau
SS	Sainte Suzanne
ToC	Theory of change



Executive Summary

Background

Ayiti Pi Djanm (“A Stronger Haiti”) is a five-year project funded by USAID Office of Humanitarian Affairs (BHA) which aims to reach nearly 90,000 participants and more than 17,000 households across 12 communes in the South and North-East departments of Haiti to improve food and nutrition security and resilience to shocks.

CRS hired a research team to conduct a gender analysis to inform the ApD gender strategy. This gender analysis employs USAID’s ADS 205 gender analysis domains as a guiding framework and also seeks to understand common triggers and determinants of gender-based violence. The gender analysis utilized a mixed-methods approach to answer the research questions, implementing a desk review, 120 survey questionnaires with married and partnered women, and 12 gender-stratified participatory group discussions.

Summary of high-level synthesized findings and recommendations

Key findings were synthesized and findings most relevant for the ApD gender strategy and action plan are outlined below. Critical recommendations are also summarized.

Women’s engagement in the farming sector is limited by gender norms, women’s domestic responsibilities, and limited access to land ownership.

- Invest in and distribute time-saving technologies for the most time-consuming tasks for women. Whenever possible, these tools should not rely on electricity, as many participants have unreliable access.
- Conduct HHD sessions on the benefits of gender equitable task-sharing. These sessions should employ a social norms approach, facilitating critical reflection on and discussion of existing gender norms (including the prototype of a “good man” as the financial breadwinner and the prototype of a “good woman” as the homemaker), the associated harms and benefits, and the benefits associated with gender equitable division of household labor, including improved marital stability, family functioning, and mental health. **(PRIORITY)**
 - Importantly, norms-based programming around shared decision-making may need to be more targeted and robust in the south.
- Household dialogue leaders should identify men who already hold more gender equitable attitudes and exhibit gender equitable behaviors with respect to intrahousehold responsibilities. These “first adopters” can be the entry point for critical reflection on what it means to be a man, which offers an opportunity for widening the definition to include non-financial support. **PRIORITY**
- Recognizing women’s limited availability as a result of childcare duties, when possible, provide childcare for HHD participants.

Although the likelihood of program activities triggering GBV is low, it should always be assumed that GBV is taking place.

- Prioritize women as the direct recipients of food vouchers. PRIORITY
- Train voucher distribution agents on sexual exploitation and abuse as per the Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery, focusing on the food security and agriculture, livelihoods, and nutrition sections (Inter-agency Standing Committee, 2015). PRIORITY
- Establish a Complaint Response Mechanism (CRM) where participants can report cases of GBV, and reports can be addressed.
- In partnerships with local women's organizations and collectives, conduct a GBV referral mapping and establish a referral pathway for each participating community. Continue to update GBV referral mapping and pathways bi-annually, to account for changes in availability and quality of services. PRIORITY
- Train ALL program staff, and HHD and ICG facilitators in particular, on gender issues to raise awareness and develop practical skills in the field in regard to GBV prevention and mitigation. PRIORITY
- Include at least one question each on gender-based violence victimization and sexual exploitation and abuse in annual monitoring and evaluation too in order to track trends in violence. Ensure referral pathways are in place in the case of disclosure. Disseminate results to key stakeholders and encourage them to adjust response patterns based on the results.
- Make community members aware of their rights to receive free humanitarian aid without risk of exploitation, complain about humanitarian aid-related processes, or report abuse (by aid or voucher distributors, near resource distribution centers, etc.) via the use of brochures, freephone numbers for reporting, suggestion boxes, notice boards, etc. (e.g., brochures/messages can be put into emergency non-food items or WASH kits. PRIORITY
- Should a natural disaster occur over the course of the program, CRS and other ApD partners—along with the Women's Ministry (Davoren, 2012)--should engage with the UN cluster system to learn about new or modified GBV referral pathways. Provide local staff with the Sphere Project Humanitarian Charter and Minimum Standards in Humanitarian Response standard training in Creole.
 - Particularly in recognition of heightened gender-based violence during natural disasters, a reporting mechanism should be put into place that is well advertised well ahead of any potential disaster.

A youth entrepreneur with a bicycle she purchased to increase her access to customers. Photo by CRS Staff




Introduction

1.1 BACKGROUND

Ayiti Pi Djanm (“A Stronger Haiti”) is a five-year Resilience Food Security Activity project funded by USAID Office of Humanitarian Assistance (BHA) which aims to reach nearly 90,000 participants and more than 17,000 households across 12 communes in the South and North-East departments of Haiti to improve food and nutrition security and resilience to shocks.

Gender inequality and inequality across other dimensions of identity in household responsibilities, decision-making, and access to resources, have been identified as key determinants of malnutrition and food insecurity across the globe and, as evidence is available, in Haiti (Padgett & Warnecke, 2011; Tayal, 2019; Alonso, Cockx, & Swinnen, 2018). In order to effectively engage women and girls and other marginalized groups in resource management, nutrition-related decision-making and agricultural activities, a greater understanding of the social norms and corresponding sanctions and rewards that sustain gender dynamics relevant to the program objectives is needed. A gender analysis was undertaken to explore how gender and other social and identity dimensions impact on nutrition, intrahousehold decision-making and responsibilities and agricultural livelihoods. The gender analysis examined the relationship between gender and socio-cultural issues and the persistent drivers of food insecurity in the North-East and South Departments of Haiti. The overall goal of the gender analysis is to inform the design, integration, implementation, and monitoring of gender-related ApD interventions (or interventions that may inadvertently interact with ongoing gender dynamics). For example, a project like ApD should first identify the degree to which men discourage or restrict women’s autonomous ownership of household assets and independent decision making. Failing to consider the gendered allocation of resources and resistance to women’s decision making within intervention design could have unintended consequences, such as increased risk of violence for women. A gender analysis can recognize potential unintended consequences of interventions that may increase experiences of marginalization and violence, thereby helping program designers to uphold the “do no harm” principle.

There is comparatively limited data on the influence of gender on food and nutrition security in Haiti, specifically. Previous gender analyses for food security and nutrition-related programming in Haiti have highlighted some of the ways in which gender roles and women’s autonomy contribute to food insecurity (see, for example, the gender analysis conducted for the food security program, Kore Lavi DFSA) but have not addressed key components for the design of behavior change strategies, such as who sets these norms, and what the rewards and sanctions are for adhering to or transgressing them (CARE, 2016). Understanding how these norms operate and are enforced is critical for ensuring the safe implementation of program activities; global literature points to the potential backlash women and girls may face when they transgress prescribed gender roles (Hynes et al., 2016). While data on these topics are limited at the national level in Haiti, there are even greater gaps in knowledge for the South and North-East departments, specifically, underscoring the need for a gender analysis specific to ApD program target communes. Further, the majority of studies looking at the intersection of gender and food security in



Haiti over the last decade have focused on the post-2010 earthquake or post-2016 hurricane context.

This gender analysis explored gender norms around decision-making, household roles and responsibilities, agriculture, and nutrition-related activities, in order to ensure program activities that may challenge these norms are carefully developed and accompanied by complementary programming on social norms as needed. The gender analysis also served to identify opportunities for the engagement of women and girls in these activities.

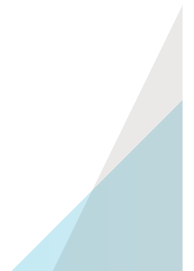
1.2 RESEARCH OBJECTIVES AND QUESTIONS

In consultation with project partners, four communities from the North East (Carice, Mombin Crochu (MC), Mont Organisé (MO), Sainte Suzanne (SS)) and two from the South (Chardonnières and Roche-à-Bateau (RAB)) were selected for inclusion in this gender analysis. The specific objectives of the ApD gender analysis are:

1. To better understand the social norms that sustain gendered household and nutrition-related decision-making, and household roles, responsibilities, and time and labor burdens, and how these norms perpetuate food insecurity in the North-East and South Departments, as guided by ApD's ToC.
2. To understand the descriptive norms (common forms and triggers of violence) and injunctive norms (justified types of violence, justified reasons for violence, and corresponding rewards and sanctions) around gender-based violence and examine how the anticipated project programming might interact with these norms so that planned program activities can be adapted effectively.
3. To support the refinement of ApD's ToC based on gender analysis findings and inform the design and implementation of gender transformative interventions in the North-East and South Departments.
4. To support the design and development of effective gender and social dynamics capacity building initiatives for ApD project participants and partners in North-East and South departments.
5. To facilitate effective gender and youth integration into ApD's Monitoring, Evaluation, Accountability and Learning (MEAL) frameworks, project planning and key program interventions.

Existing studies (published and grey literature, as outlined above) shed some light on the drivers of malnutrition in Haiti, food insecurity, and livelihoods, including gender and social dynamics, but data on the interplay of gender and other social dynamics, such as gender norms, affecting these outcomes in the North-East and South Departments of Haiti remain limited. As such, this gender analysis focused on examining the four primary research questions outlined below in six communities of the North-East and South Departments. These questions were selected based on identified gaps in the literature for these departments as well as a 4-day workshop conducted with members across the ApD consortium. These questions cut across ApD purposes generating findings and recommendations that link to the following themes: cultural norms and beliefs; gender roles, responsibilities, and time use; patterns of power and decision-making; and access to and control over assets and resources.

1. What are the descriptive and injunctive norms that sustain gendered household roles (including decision-making around household and natural resource management) responsibilities, and time and labor burdens, who enforces these norms, and what rewards and sanctions are used in response to compliance/non-compliance in the North-East and South departments?
 - How might the anticipated project programming interact with these norms in the twelve ApD communes?
 - Who will ApD program activities need to target to begin shifting these norms in the twelve ApD communes?
 - How do these gendered roles and responsibilities change across the life course for women/girls and men/boys?
 - What opportunities exist to redistribute chores to young men and young women equally?
2. What are the normative behaviors related to optimal nutrition within the household (including breastfeeding, diverse dietary composition, equitable intra-household food consumption, and ensuring maximal nutrition for women and children, and particularly adolescent girls), who enforces these norms, and what are the rewards and sanctions for compliance/non-compliance in the North-East and South departments?
 - Who makes decisions to and enforces prioritization of men and boys for food allocation?
 - What are the social and economic barriers to fathers' prioritizing time to practice IYCF behaviors)? Is there an age dimension to these barriers?
 - How do migration and COVID play into these norms and decisions?
 - How do domestic and other responsibilities for women hinder their ability to exclusively breastfeed?
3. What are the descriptive norms (common forms and triggers of violence) and injunctive norms (justified types of violence, justified reasons for violence, and corresponding rewards and sanctions) around gender-based violence?
 - How might the anticipated project programming interact with these norms in the North-East and South departments?
4. To what extent are women and adolescent girls willing and able to take risks on new/alternative livelihoods, and how supportive of these new ventures would male partners, as applicable, be in the North-East and South departments?



Research Methods

The gender analysis research protocol was submitted as part of a larger protocol for formative research to the Institutional Review Board (IRB) at Washington University in St. Louis and the National Bioethics Committee of Haiti for ethical clearance. This study employed three primary methods in order to answer the key research questions: a review of all relevant literature, a quantitative survey administered to women ages 18 and older, and participatory group discussions with both men and women. Findings across all three sources of data were considered together when drafting the present report and developing recommendations for ApD programming.

2.1. RESEARCH TOOLS

Literature review

A comprehensive desk review was conducted to explore existing studies and reports on the relationship between gender and malnutrition, food insecurity, and livelihoods in Haiti. The review also built on the initial literature review and scoping studies carried out during the proposal development stage; additional information and resources were sought from other development partners and relevant county and national government departments. Additional peer-reviewed resources were identified through a Google Scholar search process; the following Boolean search terms were used: Haiti AND (“Gender norms” OR “Gender dynamics” OR “Gender roles” OR “Gender stereotypes” OR Femininity OR Masculinity OR Patriarchy OR LGBT OR “Gender-based violence”) AND (Nutrition OR “Maternal health” OR “Child health” OR Livelihood OR Breastfeeding). Peer-reviewed articles were documented and reviewed until saturation of findings related to the study research questions had been reached. Fifty-three resources were reviewed in total, including peer-reviewed articles, organizational reports, and other sources of grey literature.

Findings from the literature review were used to identify evidence gaps, develop the key research questions, and develop the data collection tools. Findings from the review have also been triangulated with results from the primary data collection activities in order to inform recommendations.

Survey questionnaire

Following identification of the research questions, a quantitative survey tool was developed to better understand relationship and gender dynamics around household responsibilities, decision-making, agricultural practices, and nutrition. Subsets of questions from three modules of the CRS’ Couples Functionality Assessment Tool were selected for inclusion in the survey: the decision-making scale from Module B, Module H (Agricultural livelihoods) and Module K (Nutrition and food security) (see Annex B for the survey tool). Three questions on relationship quality were also included.

Survey questionnaires were administered to 20 women in each of the six communities. Several factors were considered when selecting survey participants in order to ensure a range of identity dimensions, whenever possible, were represented in the sample. Enumerators were prompted to purposively recruit participants to

reflect variation across age, number and age of children. However, all participants were required to be at least 18 years of age and to either be married or living with a man as if married. While enumerators were also encouraged to identify participants representing variation in disability status, the substantially condensed period of data collection and reduced sample size made this difficult to carry out in practice (see limitations below for more details). Surveys were administered by a data collector, with the data collector reading questions and response options (when appropriate) aloud to the participant. Data were collected using pen and paper and entered into Redcap, a quantitative data collection and management software. All data were deidentified.

Participatory group discussions

Participatory group discussions represent a form of qualitative data collection that promotes participant engagement and generates rich insights. The participatory group discussions for this gender analysis were guided by a modified version of Oxfam's Social Norms Diagnostic tool (Learning Collaborative to Advance Normative Change, 2019; Parvez et al., 2019). The Social Norms Diagnostic Tool facilitates group discussion and consensus building on a range of household tasks as well as who is responsible for these tasks, how these responsibilities may change throughout the life course, who upholds the norms around these gendered responsibilities, and what rewards and sanctions exist for adhering to or transgressing these norms. An additional adapted version of the tool (please see Table 2 in Annex B) was developed to elicit similar normative insights on gendered decision-making processes, including those related to agricultural activities and livelihoods. In summary, two versions of the Oxfam tool were employed in group activities in order to generate a greater understanding of gender norms around: (1) tasks within the household and corresponding time burdens, and (2) intrahousehold decision-making related to nutrition, resource management, and natural resource management.

In each of the six communities selected, two participatory group activities were conducted: one with married men (or men living with a spouse as if married) with children and one with married women (or women living with a spouse as if married) with children. Male and female facilitators were assigned to the men's and women's groups, respectively. Each group comprised approximately 6-10 participants. Similar to participant selection for the survey questionnaire, various factors were considered when selecting group participants in order to maximize identity dimensions in each group, including age and number and age of children. All discussions were audio-recorded, transcribed, and translated into English for analysis. All data were deidentified.

2.2 TRAINING OF FIELD RESEARCHERS

Local data collectors were hired through Université Publique du Nord au Cap Haïtien, to support data collection. The training of data collectors took place over the course of two and a half days in December 2022 and covered data collection for all four streams of formative research (as opposed to the gender analysis only). Seven female and seven male data collectors participated in the training, with eight data collectors and one supervisor assigned to the North-east and four data collectors and one supervisor assigned to collect data in the South. Three research team members from Washington University and a team member from CRS led the training. Data collectors were trained on the overall purpose of the formative research, including for the gender analysis specifically, as well as best practices for

data collection, the research tools, research ethics, and inputting hand-collected data into excel. Data collectors also conducted practice data collection activities with mock participants in order to receive detailed feedback from the research team.

Ethical considerations

Due to the potential sensitivities around the topics included in these research methods, significant attention was given to mitigation strategies during the training. The data collectors received training on researching sensitive subjects, including GBV. The training covered the importance of never forcing a participant to take part in activities, avoiding questions that place a participant in danger or expose them to humiliation, and being mindful of the possibility that a question could reactivate a participant's pain. The training also discussed how to probe on sensitive information, monitor participants' body language, stop a research activity to check on the wellbeing of a participant, and make a safe referral. In the event that a participant becomes angry, shows signs of mental distress, or discloses a case of violence, training participants were advised to stop the discussion and ask the respondent how they are feeling and whether they would like to continue with the research activity. Training participants were also advised to ask these questions in a private area, if appropriate. Any participant that did not want to continue would be guided to a quiet area. None of these instances took place during the data collection for this study. Ethical training also focused on confidentiality and privacy, including how to switch a sensitive line of discussion to an innocuous topic, should someone enter a space where a research activity is taking place at that time. The research team had decades of experience working on GBV in Haiti and settings like Haiti, and team members able to impart to training participants how to conduct this work in a survivor-centered manner.

The ethical considerations outlined below were adhered to during the gender analysis:

- The study did not move ahead until ethical approval had been obtained by the Washington University in St. Louis Institutional Review Board and the National Bioethics Committee of Haiti.
- Confidentiality and privacy were upheld at all times throughout the study
- Informed consent was obtained from all participants.
- Culturally meaningful approaches to informed consent processes were used in order to provide information on risks and benefits of participation in the study.
- Voluntary participation without coercion and confidentiality of data was ensured.
- As per protocol under human subjects' research, a referral system was established for the healthcare and gender-based violence system should data collectors encounter any participants needing immediate medical attention.
- The cultural traditions of study populations and communities were respected.

Data collectors also shared information on the accountability mechanisms of ApD so that study participants would have accessible pathways to report any concerns (free phone line, suggestion boxes, commune-based staff, community meetings, etc.).

2.3. DATA TRANSCRIPTION, CODING, AND ANALYSIS

Audio recordings of the group participatory discussions were transcribed and translated into English. Three members of the research team read through the transcripts and engaged in memoing, a process whereby researchers write down their reactions, interpretations, and potential biases as they read through qualitative data. The research team then met to discuss their memos and develop an initial codebook. Following the approach outlined in Deterding and Waters (2021), the team employed both an inductive and deductive approach to codebook development (Deterding & Waters, 2021). The team of three applied the codebook to a subset of the data and discussed discrepancies in coding application. The team then continued to modify, remove and add codes as needed through another round of practice coding until consensus was reached on a final codebook. Two of the research team members then coded the full dataset using the Dedoose software. Themes were identified as they related to the primary research questions of the gender analysis as well as the three purposes in ApD's ToC.

Descriptive statistics were estimated for all survey questions and variables of interest and differences in these outcomes between the North-East and South departments were estimated using chi-squared or t-tests, as appropriate. Some outcomes, as relevant to ApD programming, were also estimated for women 24 years older and younger; however, given the small sample size for this age bracket (please see Data Limitations, below), statistical differences in outcomes between those 24 and under and those older than 24 years were not tested. All quantitative analysis was conducted using Stata16.

2.4 DATA LIMITATIONS

Due to various security and logistical concerns within Haiti during the originally planned window of data collection (summer and fall 2022) – such as the fuel crisis, internal conflict, etc. – data collection and analysis were substantially delayed. As a result of these significant security-related delays, and in conjunction with the need to adhere as much as possible to the overall project's timeline, a substantially condensed window of time remained for data collection. As such, there are several limitations that should be taken into account when interpreting findings from this analysis. The research team was limited to a two-day window during which to train data collectors on data collection tools and activities. Given the limited available time for data collection to take place, the research team had to remove stakeholder interviews from the planned activities. Further, the originally planned sample sizes were reduced for both the survey and participatory group discussions; in addition to an overall smaller sample from which to draw data, the reduced sample limited the research team's ability to recruit participants across a range of identity dimensions, such as age group, disability or LGBTQ+ status. The resulting lack of data on youth is a particularly notable limitation. This gender analysis is unable to present findings as they relate specifically to adolescent (18-24 years old) girls v. boys, nor to generate recommendations as they relate to specific experiences at the intersections of gender and age.

Finally, it is important to note that the survey questionnaire was administered only to married women (or women living with a partner as if married) and not to men. The modules included in the survey questionnaire were obtained from the CFAT, which was initially developed for administration with both the man and woman in a heterosexual couple to measure a couple's relationship quality and functionality. When developing program activities that may interact with existing gender norms

and dynamics, collecting data on relationship functionality from both women and men is critical. As such, the female-only sample for the survey questionnaire is a notable limitation of this study as it fails to include men's perspectives on their current relationship quality and decision-making dynamics. However, this study did engage both men and women for the participatory group activities, which were used to collect information on gender roles, responsibilities, and norms; as such, men's perceptions of normative and expected gendered behaviors are included in the findings below and were critical considerations when developing the recommendations.

Findings: By Purpose

3.1. PARTICIPANT DEMOGRAPHICS

Participant demographics for the survey sample (n=120) can be found in Table 2. On average, women participants were 37.9 years old. As noted above, a limitation of the quantitative data includes the small sample size of women 24 years and under; only 12 women fall into this age bracket. The average respondent had 3.4 children; 64% of women in the full sample had at least one child two years old or younger. More than 37% of women in the sample had received no education, with women in the North-East significantly more likely to have not received any education (44%) as compared to women in the South (26%). Approximately 27% of the sample had at least a secondary level education. While 35% of the sample reported being married, the remaining 65% reported living with a male partner.

Table 2. Demographic characteristics, female survey respondents

	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Age	37.9	39.1	35.9	0.193
Number of children	3.4	3.6	2.9	0.063
Number of adults in household	2.1	1.9	2.7	0.007**
Has at least child 2 or younger (%)	64.17	65	62.5	0.79
Education level (%)				0.022*
No education	37.82	43.75	25.64	
Primary school	35.29	37.5	30.77	
Secondary school	23.53	17.5	35.9	
Higher education	3.36	1.25	7.69	
Marital status (%)				0.619
Married	34.75	36.25	31.58	
Living with a man as if married	65.25	63.75	68.42	

Note: Differences between the north and south regions are statistically significant at *p<0.05; **p<0.01; and ***p<0.001.


3.2. PURPOSE 1: ENHANCED SUSTAINABLE MANAGEMENT OF NATURAL RESOURCES

The literature review revealed that Haitian women seldom own or control land, experience difficulty in obtaining legal titles, and often farm smaller plots of land belonging to their male relatives. No comprehensive land tenure system exists in Haiti (Kelly et al., 2019). According to the Haitian Civil Code and the Haitian Rural Code, both men and women have equal rights to own, inherit, and use land (Kelly et al., 2019). Nonetheless, multiple interacting social, cultural, and historical factors contribute to gendered land ownership patterns in Haiti. Land inheritance, and therefore land ownership, mostly reside with men. A long history of disadvantage when it comes to land ownership was made more acute in the aftermath of the 2010 earthquake, when policies aimed at “building back better” fueled appropriation and dispossession of land previously under informal / community control, with women among the most vulnerable (Steckley & Steckley, 2019). National data from 2017 demonstrated that only 7% of women owned land and only 22% of land managers were women (République d’Haïti Ministère de La Santé Publique et de La Population (MSPP)-Haïti., 2018).

Surveys conducted by the USAID Reforestation Project in the North and North East Departments between 2018 and 2021 found that women were involved at various agricultural production stages, including soil preparation, seed planting, seedling maintenance, harvest, post-harvest activities, and livestock management (e.g., cattle keeping). However, although Madan Saras—the term used to describe women intermediaries between the production and sale of produce—are central traders of locally produced staple foods, the role of women in agriculture is generally relegated to oversight of lower earning crops and production for household consumption

Women in Haiti who do own land face disadvantages as compared to their male peers. The literature shows that female-headed households that own land have smaller farms, on average, as compared to male-headed households (Arias et al., 2013; World Bank, 2014); and, although many women have access to land through their husbands or partners, they are rarely involved in purchasing or renting out the land. Some of these disadvantages are due to the fact that women are “often unable or unwilling to enforce their land rights in the legal system because of the prohibitive cost and the cultural norm that family-based conflict is handled at home” (Kelly et al., 2019, p. 730). The participants in our group discussions offered an additional explanation for the gendered inequity in land ownership, with some participants attributing this gendered inequity to men having a greater understanding of land prices, without necessarily tying men’s increased knowledge to the fact that they have had nearly sole ownership of land historically. As noted by one woman in the RAB group discussion, “*When the men rent the land, they know the price and if someone asks him the price, he knows which price it is to rent the land and work on it. The women don’t know the price to give.*”

Access to land confers a degree of autonomy and security for women. Literature from Haiti suggests that in addition to its value for agricultural production, land ownership may enhance economic outcomes through several pathways. First, land ownership equips women with a valuable asset that can be used to trade for more valuable land or other investments. Second, formal access to land may allow women to transition their income-generating efforts from the informal to formal markets. Third, women landowners may be more likely to invest in new agricultural technologies and resources if they have a guarantee of continued rights to their land (Kelly et al., 2019). A similar barrier prevents women who own very small plots of land in Haiti from participating in agriculture extension services; they cannot undertake the risk because “even a very small adverse change in productivity could



be disastrous” (Moore et al., 2021, p. 73). Finally, land ownership can support the accumulation of capital; without land to use as collateral, women are unable to access loans or credit, further hindering their opportunities to transition to other productive economic sectors (Steckley & Steckley, 2019). No land ownership may also mean women are dependent on the market to purchase food and other goods. Moreover, female land ownership has also been linked to improved economic and health outcomes for the household, including child nutrition (Kelly et al., 2019).

For women living in male-headed, farm-owning households, roles on the farming supply chain are dictated by a preference for maintaining the status quo and perceived gender-specific strengths. As revealed through our participatory group discussions, participants shared that farming tasks related to planting and harvesting are the man’s responsibility because farming *“is not the work of the woman, because it is hard work”* (Male participant in Chardonnières). This finding was echoed in the literature; some women may engage in planting and harvesting, but the majority of women working in the agriculture sector work as machann, or market women, and are responsible for marketing and selling harvest (Quellhorst et al., 2020; Steckley & Steckley, 2019). Both women and men in the group discussions agreed that women are better suited to sell the harvest because they *“know how to do it”* (female participant in RAB). Participants often spoke about this gendered division of agricultural labor in a matter of fact and tautological manner; men farm because they know how to farm and women sell because they know how to sell. A male participant in SS, referencing the agricultural division of labor in his relationship, said *“when I plant and I go to harvest, I can send her to the market and when she gets there, she can sell all of the items.”*

The quantitative survey data collected suggest that men may be open to their wives engaging in the earlier end of the supply chain. As shown in Table 3, more than 75% of women in the full survey sample reported that their husbands encourage them to participate in agricultural extension meetings. A recent study from the literature review on farmer’s associations in Haiti noted that these associations have the potential to include women or focus on women’s issues; and, in 22 of 30 associations studied, women made up a sizeable 20 to 40%. However, even in associations aimed primarily at addressing women’s concerns, men often occupied leadership positions, and women received fewer benefits than men did (Moore et al., 2021). The authors of this study pointed to the importance of fostering the development and support of 100% women farmer associations, where all resources would go to supporting women’s access to information and resources around land ownership, farming practices, and market strategies. Further, providing training in agricultural production or access to credit for women (Desai & Joshi, 2014) might allow women to overcome the lack of resources that lead to relying on men leaders for women’s groups, as has been shown in other contexts.

Further, agricultural decision-making, in contrast with labor, was found to be more gender equitable. Nearly three-quarters of the female survey sample reported discussing the division of farm work with their husbands or partners. Joint decision-making on farm activities can be beneficial for farm productivity, with recent research showing that Haitian households that made joint decisions on peanut farming were more likely to adopt new farming technologies and enjoy greater food security (Kostandini et al., 2021).

Finally, while agriculture livelihoods are statistically significantly more common in the North-East than the South for both men and women, there are no differences between the two regions with respect to gendered decision-making or division of farm labor.

Table 3. Agricultural division of labor, quantitative results from women(%)

	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Agriculture livelihoods				
Respondent works in agriculture	70.3	81	48.7	<0.001***
Partner/husband works in agriculture	86.4	96.2	66.7	<0.001***
I usually ask my husband/partner for advice when facing a problem in farm work				0.418
Strongly disagree/disagree	11.54	6.67	18.18	
Neutral	11.54	13.33	9.09	
Agree/Strongly agree	76.92	80	72.73	
My husband/partner encourages me to participate in ag extension meetings				0.855
Strongly disagree/disagree	18.87	16.67	21.74	
Neutral	5.66	6.67	4.35	
Agree/Strongly agree	75.47	76.67	73.91	
My husband/partner encourages me to adopt new ag practices and technology				0.429
Strongly disagree/disagree	25.00	20	31.82	
Neutral	15.38	20	9.09	
Agree/Strongly agree	59.62	60	59.09	
My husband/partner and I usually discuss division of farm work together				0.325
Strongly disagree/disagree	21.57	20.00	23.81	
Neutral	5.88	10.00	0	
Agree/Strongly agree	72.55	70.00	76.19	
My husband/partner supports that I work outside the home farm				0.369
Strongly disagree/disagree	45.54	43.06	51.72	
Neutral	3.96	5.56	0	
Agree/Strongly agree	50.5	51.39	48.28	

Note: Differences between the north and south regions are statistically significant at *p<0.05; *p<0.01; and ***p<0.001.



Although disadvantaged in terms of land ownership (as noted above), **women are nonetheless critical players in Haiti’s food supply chain in their role as market “intermediaries”, a role nearly exclusively held by women** (Moore et al., 2021; Steckley & Steckley, 2019). At the marketing end of the food supply chain, men are commonly engaged in physically demanding tasks such as transporting, loading, and unloading harvest and produce, but it is the women who negotiate the prices, control the money, travel to the markets to conduct commerce, and manage the business relationships (Moore et al., 2021).

As per the literature review, the opportunities and challenges market women (machann) face vary by their economic status, the types of goods they sell, as well as the markets they target. For example, in the Southeast, market women are typically categorized as ti madam sara (little madam sara) or gwo madam sara (big madam sara) (Schwartz, 2012). Although both big and little madam sara purchase their own goods or sell goods from their home farms, Gwo madam sara often have greater access to capital. Nationally, madam sara either own (82%) or rent (18%) land (Moore et al., 2021). Madan Sara sometimes work together in highly organized groups to improve their access to resources, and also commonly work through and with “trusted men” to overcome barriers. Beyond just the disadvantages that women face compared to their male peers, it is important to understand the disadvantages that lower status women (and men) face compared to higher status women (and men) and their underlying causes.

3.3. PURPOSE 2: INCREASED CONSUMPTION AND UTILIZATION OF SAFE, NUTRITIOUS FOODS, ESPECIALLY BY WOMEN AND CHILDREN

Intrahousehold distribution of and decision-making around food

The quantitative data revealed profound food insecurity in the survey sample, with only 22% of the full sample agreeing that there is enough food in their household (see Table 4). Food insecurity appears to be more exacerbated in the South, with only 5% of the respondents in this region reporting having enough food.

Gender inequity in Haiti is a driving force for food insecurity both at the community and household levels in Haiti. For example, the gender analysis conducted for the food security program, Kore Lavi Development Food Security Activity (DFSAs), highlighted that the burden of ensuring food security falls predominantly on women and that women’s lack of control over their reproductive health can indirectly contribute to food insecurity through larger family sizes (CARE, 2016). Gender norms may also prioritize men and boys for intrahousehold food allocation, sometimes leaving women and girls hungry in the absence of enough food (Padgett & Warnecke, 2011). A rapid analysis conducted at the beginning of the COVID pandemic, for example, found that women were more likely than men to skip meals as a result of COVID-related income loss (CARE, 2020). For the most part, in the survey sample, intrahousehold food distribution in times of scarcity tended to be gender equitable (see Table 4); however, although 70.6% of respondents agreed or felt “neutral” about the statement—*when food is scarce, it is more important that my husband have enough to eat than it is that I have enough to eat*—29.4% of

women respondents agreed with this statement. Importantly, 33% of respondents in the south (compared to 14% of respondents in the north) agreed that male children should be given more food than female children.

A formative evaluation of a nutrition program targeting adolescent girls in low- and middle-income countries (LMICs) drew attention to the reality that in some contexts men decide what to eat and purchase, regardless of other family members or programming, and that in certain communities, girls are discouraged from eating certain meats or animal parts (Arasimowicz, 2020). Nutrition programming has also been found to reinforce traditional gender roles of women/girls, further entrenching traditional conceptions of motherhood among girls, despite a focus on empowerment (Dyke et al., 2021). Traditional gender norms may also serve as a barrier in engaging family members in nutrition programs targeting maternal, child, and adolescent nutrition. For example, nutrition programs can sometimes inflict unintended harm when other family members are engaged; fathers may stigmatize other fathers for doing “women’s work”, mothers-in-law may mandate alternative behaviors, and there may be an increase in men’s dominance and risk of perpetrating gender-based violence (Lowery et al., 2022; Martin et al., 2020). It is critical that activities to address intrahousehold decision-making on nutrition move beyond solely focusing on individual-level solutions to also include targeting social and gender norms (Lowery et al., 2022).

Table 4. Nutrition, quantitative results from women (%)

	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Nutrition and food security				
There is usually enough food in the household.				<0.001***
Disagree/strongly disagree	57.98	57.5	58.97	
Neutral	20.17	12.5	35.9	
Agree/Strongly agree	21.85	30	5.13	
When food is scarce, it is more important that my husband have enough to eat than that I have enough to eat.				0.777
Disagree/strongly disagree	59.66	58.75	61.54	
Neutral	10.92	10	12.82	
Agree/Strongly agree	29.41	31.25	25.64	
When food is scarce, my husband/ partner and I are able to talk about the situation.				0.953
Disagree/strongly disagree	26.89	26.25	28.21	
Neutral	5.88	6.25	5.13	
Agree/Strongly agree	67.23	67.5	66.67	
Who decides what respondent eats				0.145
Respondent	38.66	45	25.64	
Husband/partner	13.45	10	20.51	
Jointly	44.54	41.25	51.28	
Other	3.36	3.75	2.56	
It is mostly my husband/ partner's job to make sure the children are not hungry.				0.340
Disagree/strongly disagree	23.08	21.52	26.32	
Neutral	7.69	10.13	2.63	
Agree/Strongly agree	69.23	68.35	71.05	
Male children should be given more food than female children.				0.005**
Disagree/strongly disagree	66.1	75.95	46.15	
Neutral	13.56	10.13	20.51	
Agree/Strongly agree	20.34	13.92	33.33	

Note: Differences between the north and south regions are statistically significant at *p<0.05; *p<0.01; and ***p<0.001.

Breastfeeding and pregnancy

A recent study from rural Haiti found that 76% of new mothers reported early initiation of breastfeeding and 39% reported exclusive breastfeeding (Walsh et al., 2019). The literature suggests that factors that influence breastfeeding decisions in Haiti include social networks, traditional beliefs, financial circumstances, and the interaction between these determinants. Research from Haiti also points to poverty, minimal social support, and time constraints as barriers to exclusive breastfeeding (Lesorogol et al., 2018). Women in our discussion groups frequently referenced the time burden of breastfeeding, with some reporting it takes up to five hours per day. Although the majority of women do not exclusively breastfeed for the first six months, they did reference the health benefits of the practice: *“If you don’t want the child to be sick, then you should exclusively breastfeed, so they aren’t sick”* (female participant in RAB).


Importantly, both men and women in the participatory group discussions agreed that women are almost exclusively responsible for breastfeeding decisions.

However, in some locations, women spoke about fathers helping to feed babies with expressed breastmilk: *“Yes when they are exclusively breastfeeding; he can help. The mom will express and leave it at the house for the father to give it. If the mothers aren’t there, then the father can give the milk in a bottle. We put it and show the father how to give it”* (female participant in RAB). Participants in the men’s discussion group in RAB also recalled their experiences with bottle-feeding breastmilk to their babies.

Existing literature suggests that some pregnant and breastfeeding women may face decreased dietary diversity due to food taboos in certain parts of the country. A recent study conducted in two departments in Haiti, including the South, identified over 100 food taboos in the study population, including foods that are to be avoided during pregnancy and breastfeeding (Arasimowicz, 2020). In focus group discussions conducted in the South, Arasimowicz (2020), found that women discussed avoiding cornmeal, rice, and black beans during pregnancy in order to protect their own health, and avoiding lobster to reduce the risk their child would be unable to walk or be born preterm. Participants in the department also shared abstaining from certain foods while breastfeeding. Pigeon peas, yellow yam, and cabbage were thought to give the baby gas or diarrhea; malanga was believed to cause oral thrush; and watercress and icy drinks were believed to give the baby a cold. While the majority of the foods avoided while breastfeeding were thought to harm the baby, some women shared the belief that consuming tomatoes while breastfeeding could be harmful to a woman’s uterus (Arasimowicz, 2020). Alternatives exist for all of these taboo foods and can be overcome with careful, targeted messaging.

Gendered division of household labor

Participatory group discussions revealed that household responsibilities are highly gendered, whereby men are considered responsible for income generation and women are tasked with completing all domestic responsibilities and managing the majority of the household’s finances. Across all groups, both with



men and women, a “good woman” was described as one that cleans, cooks, and takes care of the children. These duties are upheld by normative expectations, with participants noting that a woman who does not carry out these tasks will not “get a good husband.” As one male participant in SS answered when asked what happens if a wife decides not to cook: “she can’t decide this.” Women echoed this sentiment: *“She must do [these chores]. This is why a man looks for a wife, to make food and clean. He looks for a woman to use her.”*

As noted in Table 5—which summarizes gendered tasks from the literature review and this study’s primary data collection—specific tasks deemed to be the **woman’s responsibility include: washing the dishes, cleaning the house, cooking, doing the laundry, purchasing food at the market, and managing money (Steckley & Steckley, 2019)**. As noted by one male participant in the Chardonnières discussion group, *“the kitchen is for women, so when they are there, we shouldn’t go in.”* As noted previously, participants in both the South and the North-East agreed that women are also responsible for selling the family’s harvest at the market. Importantly, purchasing food was viewed as linked to selling the harvest in that both men and women felt women were more effective and “patient” than men when it came to negotiating in the market. One woman in Roche-a-Bateau stated simply: *“We can get a better price.”*

The participatory discussions also highlighted that a man’s primary role is to generate income, a role that is sustained by normative expectations among both men and women; participants frequently **referenced a “good man” as one that can provide for and take care of his family, ensuring they have enough food and money**. Male participants, in particular, shared that a “good man” is a reliable figure for the household. As noted by one male participant in Saint Suzanne, when asked what makes a “good man:” *“When his wife can believe in him 100%.”* Men in some group discussions internalized this expectation, expressing lower self-worth when they were unable to provide for their families. In Carice, a male participant reflecting on what it means to be a “good man,” shared, *“I don’t have the means to care for her as she should be. I have children, I don’t have the means to care for them too. According to me, I am not a good man.”*

Household duties deemed to be the man’s responsibility in the discussion groups include collecting firewood and building the home. **Participants, both male and female, often attributed men’s lack of contribution to domestic chores as a result of men not knowing how to engage in these household tasks:** *“cleaning and cooking is the women’s job, because we don’t know anything about this”* (Male participant from Chardonnières).

Table 5. Gendered division of household tasks, as per male and female perspectives

WOMEN'S HOUSEHOLD DUTIES	MEN'S HOUSEHOLD DUTIES	SHARED HOUSEHOLD DUTIES	NO CLEAR NORM
<ul style="list-style-type: none"> • Washing the dishes • Cleaning the house • Cooking • Doing the laundry • Purchasing food at the market • Managing money • Building the home 	<ul style="list-style-type: none"> • Collecting firewood • Building the home 	<ul style="list-style-type: none"> • Caregiving 	<ul style="list-style-type: none"> • *Collecting water

*Many participants noted that children often also help with water collection

“My husband and I usually discuss the division of household chores.”

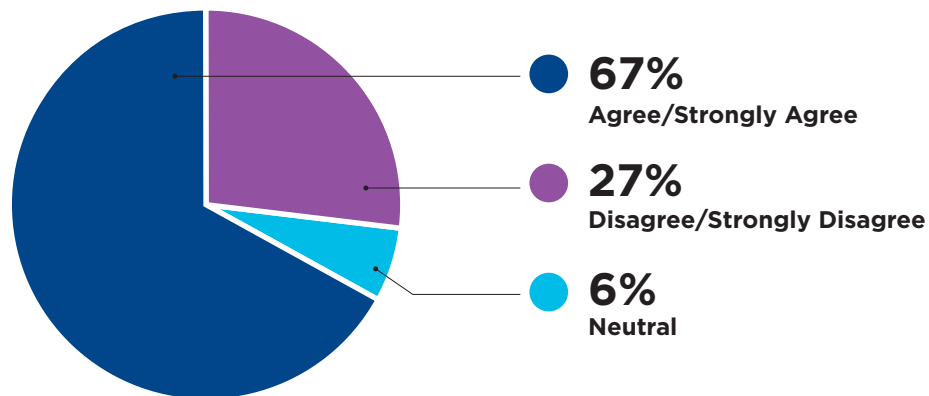


Figure 1.

As shown in Figure 1, two-thirds of the survey sample agreed or strongly agreed with the statement, “my husband and I usually discuss the division of household chores.” Although discussing the division of labor does not necessarily ensure that all parties are satisfied with the results, many discussion participants conceptualized the gendered division of labor as a way to maintain respect and order in a household:

We live in a house together and respect each other and live with each other. You know my role and you know your role too and your role in the house. Make food for me, wash my clothes for me, iron my clothes for me, love me. Everything will be well for us because of this. My work is to work for you, do all I can for you, and you do all you can for me.-- Male participant in SS

While both male and female participants noted exceptions to the gendered distribution of household tasks—for example, participants shared that men may help their wives when they are pregnant or ill—there were clear gendered differences in perceptions around task-sharing. Although men discussed that they help their wives with tasks day-to-day, women generally shared that their husbands did not help with



chores. As noted by a female participant in Carice: “The men might wake up and do the first sweep, but he will not bend over to sweep under the bed. The men don’t take time to sweep for us.” In most communities, men expressed appreciation and respect for their wives and all that their wives do, particularly with respect to taking care of the elderly and sick. This finding was echoed in the quantitative data, with 71% of women in the full quantitative sample reporting receiving at least moderate emotional support from their husband or partner.

Opportunities for gender-equitable task-sharing

The participatory group discussions revealed that caregiving responsibilities are not as rigidly prescribed to women as are other household tasks. While women are predominantly responsible for taking care of the children, fathers also engage in childcare (e.g. feeding children) and discussions suggest that both men and women pick children up from school. In fact, in Chardonnières, some women noted that, while they can take their children to and from school if their husband is busy, “normally he does this.”

A few male participants in the group discussions proclaimed that they assist their wives with daily household chores, even when it was clear that such support was not the norm within the group. For example, one male participant in Saint Suzanne, countering the sentiments shared by his peers, claimed, “For me, the responsibility is for both of us. The house is for both of us, if the woman can’t then I can help.” Another male participant in Carice shared, “The woman has 10 fingers, I have 10 fingers. Why can’t I wash?” Although the majority of the men in the participatory group discussions did not express these attitudes, identifying men who are willing to transgress prescribed gender roles can serve as potential agents of change and opportunities for shifting gender norms. Further, in most communities, men expressed appreciation and respect for their wives and all that they do for the household. This finding was echoed in the quantitative data, with 71% of women in the full quantitative sample reporting feeling emotional support from their husband or partner at least sometimes (see Figure 2).

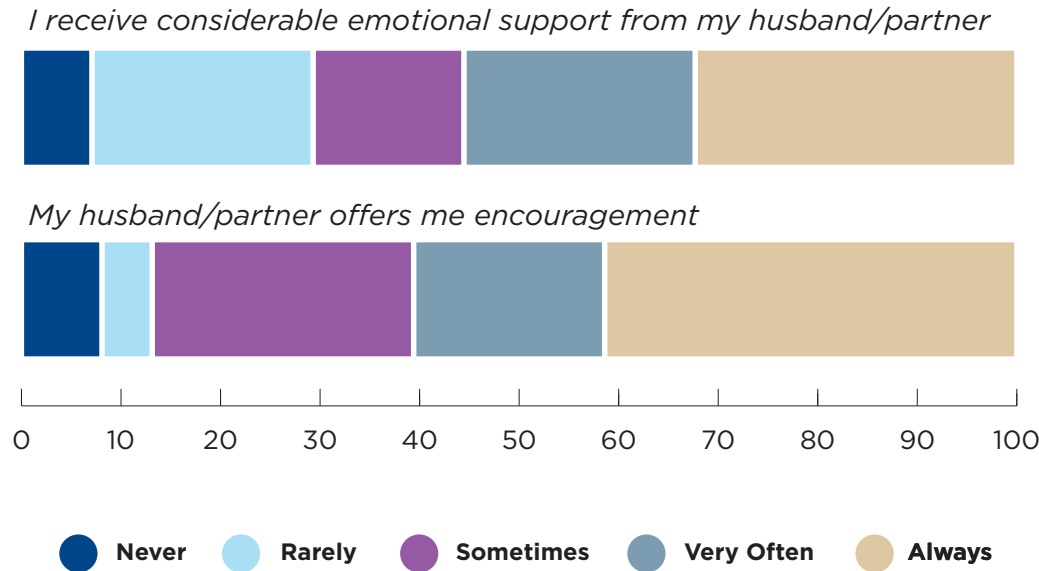


Figure 2 Relational support

Decision-making

Findings suggest that decisions around household finances are predominantly made by the wife/female partner or jointly by both partners. In our quantitative sample, 88% of women reported that decisions about daily household needs are made either by the respondent only or jointly with her husband (see Table 6). Both men and women who participated in the group discussions echoed this finding. A man in Mombin Crochu explained why he makes decisions jointly with his wife:


“If I make the decision then the woman might say that the decision I made is not good, but if I decide alone, she might say “oh what you did, I would not do”. I can only say, when the money comes in, I could say “oh, I will use this to buy 5 cans of beans” but she would say that’s not what I would buy. Maybe she’d buy a goat. For example, if the money comes in and we sit together and talk we can decide what’s good. We share.”

Many men in the group discussions noted that their wives lead the decision-making around money management. A man in Carice shared, “[My wife] knows what to buy and how to use it. That means it will not be lost quickly because [women] know how to manage [money] better than men.” A fellow participant in this discussion group even shared that he leaves the financial decision-making to his wife because “if I have money in my hand... I will waste it.”

Importantly, the quantitative data highlight a few differences in domestic decision-making between respondents in the north as compared to the south. For example, while 95% of respondents in the north reported making decisions about major household purchases either alone or jointly with their husbands, only 72% of respondents in the south reported the same.

Table 6. Decision-making, quantitative results from women (%)

	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Decision-making				
Respondent works for cash	4.0	6.0	0	0.110
Husband/ partner works for cash	19.0	19.0	19.0	0.893
Who decides how money will be used				0.562
Respondent	9.52	14.29	0	
Husband/ partner	28.57	28.57	28.57	
Jointly	61.9	57.14	71.43	
Other				



	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Makes decisions about respondent's healthcare				0.225
Respondent	21.19	26.58	10.26	
Husband/ partner	23.73	22.78	25.64	
Jointly	53.39	49.37	61.54	
Other	1.69	1.27	2.56	
Makes decisions about major household purchases				<0.001***
Respondent	48.31	60.76	23.08	
Husband/ partner	12.71	5.06	28.21	
Jointly	38.14	34.18	46.15	
Other	0.85	0	2.56	
Makes decisions about purchases for daily household needs				0.001***
Respondent	52.54	64.56	28.21	
Husband/ partner	11.86	10.13	15.38	
Jointly	35.59	25.32	56.41	
Makes decisions about visits to family or friends				0.091
Respondent	29.91	27.85	34.21	
Husband/ partner	7.69	5.06	13.16	
Jointly	55.56	56.96	52.63	
Other	6.84	10.13	0	

Note: Differences between the north and south departments are statistically significant at * $p < 0.05$; * $p < 0.01$; and *** $p < 0.001$.

The primary data collected as part of this gender analysis came from men and women who were married or living with a partner as if married. However, some women in Haiti are in relationships with men who are already married to another woman and have children. The cultural expectation in Haiti is that men are responsible for contributing to the household income to support their families (Steckley & Steckley, 2019). However, the expectation tends to prioritize men's formal relations and so women having children outside of marriage are extremely financially vulnerable. Women, especially those in informal relationships, support their children from their own earnings. Although women tend to be constrained in terms of the economic sectors in which they can work, they "hold considerable decision-making power and autonomy over their earnings, whereas a Haitian man typically cannot lay claim to the capital earned by his partner through commerce" (Steckley & Steckley, 2019, p. 57).

3.4. PURPOSE 3: HOUSEHOLD ATTAINMENT OF MORE PROFITABLE LIVELIHOODS

Working outside of agriculture was found to be relatively less common in our study communities, with only 44% of women in the survey sample having ever worked outside the home farm. Engaging in non-farming livelihoods was substantially lower in the S (29%) than in the NE (51%). Further, non-farming livelihoods were substantially lower among women than men, with 86% of women in the full sample reporting that their husbands currently work outside the home farm. Finally, only 17% of adolescent girls aged 18-24 years old reported working outside the home farm.


Table 6. Work outside of home farm, quantitative results for women

	FULL SAMPLE (N=120)	NORTH-EAST (N=80)	SOUTH (N=40)	P-VALUE
Ever worked outside the home farm	43.52	50.68	28.57	0.030*
Husband/ partner currently work outside the home farm	86.44	96.20	66.67	***<0.01

Recommendations: By Purpose

4.1. PURPOSE 1: ENHANCED SUSTAINABLE MANAGEMENT OF NATURAL RESOURCES.

- Generally, organize FLCs to be mixed-gender in order to promote cross-gender sharing of knowledge and best practices and to normalize women's participation in planting and harvesting activities.
 - However, periodic meetings for women should be held to provide information and resources around access to credit and land use and ownership rights for women. These women-only meetings should not replace the broader mixed-gender FLCs, but rather serve as a mechanism to link women farmers and provide key information. They may also be used to facilitate the creation of



women's farmer associations, which would be focused on supporting female leaders and investing in access to information and resources around land ownership, farming practices, and market strategies for women.

- Given that engagement in and decision-making related to planting and harvest are normatively male roles in this context, it is important to ensure women are appointed to hold leadership positions both in FLCs and future women's farming associations in order to model female leadership, women's participation in farming, and their adoption of new agricultural technology.
- Include content on land right laws and land price negotiation, informed by existing legislation and community practices in FLCs, particularly for women.
- Given women's limited availability due to household and market responsibilities, it is recommended that dates for training female leaders of FLCs and FLC sessions are scheduled to accommodate women's schedules. For example, sessions should not be held when the majority of the women go to the market to sell harvest (Plantin, 2021).
- Recognizing women's limited availability as a result of childcare duties, when possible, provide childcare as needed to ensure women's participation in FLCs and NRMCCs.
- Collect gender and other identity dimensions (such as LGBTQ+ status, disability status, etc.) in knowledge-attitude-practice assessments for FLC members. Baseline results can be used along with FGD findings to inform gender-specific content for the FLCs, as well as to measure gender-specific changes over the course of the program.
- Sex-disaggregated data should also be collected whenever possible to ensure targets for women's participation are being met as well as to assess differences in outcomes across sexes.

4.2. PURPOSE 2: INCREASED CONSUMPTION AND UTILIZATION OF SAFE, NUTRITIOUS FOODS, ESPECIALLY BY WOMEN AND CHILDREN

- In the ICG sessions, facilitate critical reflection on and discussion of gender norms that discourage men from caregiving. Drawing on the current prototype of "good men" as those that provide for their family, discuss other pathways through which men can support their family, including caregiving.
- During ICG home visits, ICG leads should assess gender-equitable food distribution within the household and reinforce messaging around the importance of gender-equitable distribution.
- To ensure women receive adequate and quality nutrition to accommodate certain food taboos, include in the ICG curriculum information on the importance of consuming foods from all three macronutrient groups, particularly for women, girls, and pregnant/breastfeeding individuals.
- In areas with access to refrigerators or other means of preservation, demonstrate how men can support breastfeeding through breastmilk bottle feeding.

- For the appropriate social mobilization activities, include messaging on children's nutritional needs, with a focus on gender equity and intrahousehold distribution of food. Efforts to distribute this nutritional information may need to be greater in the South.
- Messaging around mitigating cholera risks should target women and girls, in addition to men and boys, given that women and girls are more likely to collect water.
- Program activities aimed at engaging women in new or more time-consuming income-generating activities must be accompanied by efforts to reduce their time burden within the domestic sphere. Minimizing women's time and labor burden may be addressed by investing in time-saving technologies and/or promoting gender equitable task sharing within the household:
 - For all women: Investment in and distribution of time-saving technologies for the most time-consuming tasks for women (namely, laundry, cleaning, and cooking). Whenever possible, these tools should not rely on electricity, as many participants have unreliable access. A few examples of time-saving technology that would alleviate women's burden in the home could include a mop for cleaning, a manual washing machine, and clean cookstoves (which would both save women's time and present fewer environmental risks). Additional time-saving solutions that are not tech-based may also be considered; please see the time use report for more information.
 - ICG sessions on the benefits of gender equitable task-sharing. These sessions should employ a social norms approach, facilitating critical reflection on and discussion of existing gender norms (including the prototype of a "good man" as the financial breadwinner and the prototype of a "good woman" as the homemaker), the associated harms and benefits, and the benefits associated with gender equitable division of household labor, including improved marital stability, family functioning, and mental health (Lee, 2011; Sear, 2021).
- HHD leaders should identify men who already hold more gender equitable attitudes and exhibit gender equitable behaviors with respect to intrahousehold responsibilities. These "first adopters" can be the entry point for critical reflection on what it means to be a man, which offers an opportunity for widening the definition to include non-financial support.
- Recognizing women's limited availability as a result of childcare duties, when possible, provide childcare for HHD participants.
- Importantly, norms-based programming around shared decision-making may need to be more targeted and robust in the south.

4.3. PURPOSE 3: HOUSEHOLD ATTAINMENT OF MORE PROFITABLE LIVELIHOODS

- Provide financial literacy education for women SILCs, to include information on credit and loans, discussion of ways in which women might acquire collateral, and negotiation strategies (which may be used for land purchases, terms of a loan, etc.).



Cross-Cutting: Gender-Based Violence

The prevalence of GBV was already high prior to the natural disasters that have plagued Haiti over the last 15 years (Campbell et al., 2016) and the risk factors for GBV were only exacerbated in the aftermath of these disasters (Bermudez et al., 2019). Humanitarian disasters across the globe have been shown to increase risks of GBV through heightened stressors, disruption in social networks and support, a loss of actual or perceived control among men, and exacerbated inequitable gender norms (Bermudez et al., 2019). For groups in Haiti that face compounded marginalization due to other dimensions of identity—such as persons with disabilities and those who identify as LGBTQ+—risk of violence may be further elevated by discrimination and social isolation (International Gay and Lesbian Human Rights Commission/SEROVie, 2011).

Although ApD does not include any program activities directly targeting the prevention of or response to GBV, all CRS programs are committed to following the do no harm principle. In addition to supporting the overall aims of ApD, many of the recommendations above were informed by the Do No Harm principle and aim to avoid (or at least minimize) the possibility that program activities would increase intimate partner conflict or put women and girls at risk of violence through social norms transgression. Nonetheless, GBV and sexual abuse and exploitation are always occurring and there are also several recommendations ApD can follow to further minimize risk as well as ensure survivors have access to quality support:

- Establish a Complaint Response Mechanism (CRM) where participants can report cases/reports can be addressed.
- In partnerships with local women's organizations and collectives, conduct a GBV referral mapping and establish a referral pathway for each participating community, to the extent services are available. Continue to update GBV referral mapping and pathways bi-annually, to account for changes in availability and quality of services.
- Train ALL program staff, and HHD and ICG facilitators in particular, on gender issues to raise awareness and develop practical skills in the field in regard to GBV prevention and mitigation.
- Include at least one question each on gender-based violence victimization and sexual exploitation and abuse in monitoring and evaluation tools in order to track changes in violence. Ensure referral pathways are in place in the case of disclosure.
- Make community members aware of their rights to receive free humanitarian aid without risk of exploitation, complain about humanitarian aid-related processes, or report abuse (by aid or voucher distributors, near resource distribution centers, etc.) via the use of brochures, freephone numbers for reporting, suggestion boxes, notice boards, etc. (e.g., brochures/messages can be put into emergency non-food items or WASH kits)
- Should a natural disaster occur over the course of the program, CRS and other ApD partners—along with the Women's Ministry (Davoren, 2012)—should engage with the UN cluster system to learn about new or modified GBV referral pathways.

Provide local staff with the Sphere Project Humanitarian Charter and Minimum Standards in Humanitarian Response standard training in Creole.

- Particularly in recognition of heightened gender-based violence during natural disasters, a reporting mechanism should be put into place that is well advertised well ahead of any potential disaster.
- Train voucher distribution agents on sexual exploitation and abuse as per the Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery, focusing on the food security and agriculture, livelihoods, and nutrition sections (Inter-agency Standing Committee, 2015).
- Create and market a reporting mechanism to ensure voucher recipients (and others) can safely report sexual exploitation and abuse experienced at the hands of program staff.

Recommendations For Project Learning

- Minimal evidence exists around social behavior change as it relates to gender norms in Haiti. Resources should be dedicated to generate learning around which strategies are most effective for changing both attitudes and norms around gender equitable decision-making and intrahousehold responsibilities.
- Given negligible data available in the literature on two key groups of interest—the LGBTQ+ and disabled populations—in Haiti, there is an opportunity for learning whenever these populations are included in programming.
 - Key questions to focus throughout the program might include: What are the demand- and supply-side barriers people with living with disabilities face in accessing land, credit, loans, and livelihood opportunities? Is there an interaction effect between gender and disability for these barriers? To what extent is intrahousehold food distribution affected by members living with disabilities?
- Although programming promoting a more equitable distribution of household labor aims to target men and women (as is the case in the ICGs and HHDs, for example), evaluation efforts may usefully explore to what extent adolescent girls and boys also adopt a more equitable division of labor within the household.
- For purposes of addressing the data gap on youth as well as program adaptation, program implementers in the field should stay alert to and document any barriers to entry for non-farming livelihoods observed for adolescent girls as compared to women (and for adolescent girls as compared to adolescent boys).



Conclusions

The following conclusions reflect key findings, synthesized across all three purposes. They are the most crucial for ApD to address in their gender strategy and gender action plan for all program activities.

Food insecurity is a critical issue among ApD target households and findings suggest some women and girls may face greater food insecurity in times of food scarcity. ICG and other relevant curricula must include targeted messaging on the importance of gender equitable food distribution and the nutritional needs of both boys and girls. Food vouchers offer an opportunity for households to increase their food consumption, particularly if voucher distribution is targeted toward women, who are the primary purchasers of food across all sites. However, as previous food voucher programs across the globe have put women and girls at risk of sexual exploitation and abuse, rigorous training of program staff on mitigating these risks and ensuring accountability is crucial.

Women's time burden—influenced by existing gender norms—serves as a key barrier to women's engagement in farming and other income-generating activities. Participants across all group discussions spoke to the time burden placed on women for domestic responsibilities, including cooking, cleaning, laundry, purchasing food, and caregiving, among other tasks. Efforts to engage women in new and existing livelihoods must be accompanied by complementary activities to reduce the time burden placed on women. These activities must employ a gender transformative lens aimed not only at reducing women's time burden through access to time-saving technologies, but also at transforming gender role norms that preclude men from supporting household responsibilities. This social norms approach, whereby both men and women are prompted to reflect on, discuss, and challenge existing scripts for the prototype of a “good man” and a “good woman,” must be incorporated into both ICG and HHD curricula. Importantly, buy-in from women and men who already exhibit more gender equitable attitudes and behaviors within their households may increase opportunities for norms change and diffusion.

The prevalence of gender-based violence in Haiti is high and risks are elevated for women and girls following natural disasters. ApD staff must operate under the assumption that there is always a risk of GBV for women, girls, and other marginalized groups. Complaint Response Mechanisms (where program participants can report cases of GBV) and referral mappings for GBV services can support survivor's access to timely and effective services. In addition to ensuring that sex-disaggregated data are collected as part of all monitoring and evaluation activities, data on experiences of violence should also be collected to measure and address any unintended harms of ApD.

ApD Gender and Youth Action Plan

The development of the Gender and Youth Action Plan was delayed until the end of PY2. This is largely due to delays caused by the local context (security). Based on this reality, ApD made the strategic decision to begin incorporating the preliminary findings of this research into their work planning in early 2023. The first strategic opportunity for reflection and integration occurred as part of the Culmination Workshop. The preliminary findings and recommendations that were reviewed in this workshop are from the following studies being conducted by Washington University which include: Optimizing the nutritional quality of blended foods; Time and Labor Saving Study; Assessing and Adapting Integrated Care Groups; and Gender Analysis. The preliminary findings and recommendations were also included from the CRS-led Farmer Learning Community Pilot.

The Gender and Youth Action Plan has incorporated recommendations and actions for both Gender and Youth. Due to the delays mentioned previously, it includes a mix of actions that are already being implemented as well as commitments to future actions. It includes recommendations and actions from preliminary research findings, previous workshops, and the final Gender Analysis findings and recommendations. The Action Plan also includes data collected by ApD through community consultations, Key Informant Interviews, and regular project monitoring, among others.

ApD Gender and Youth Priority Areas

The Management Team developed the Action Plan through a participatory process, taking into account the ApD Gender Strategy and Youth Engagement Strategy. The Action Plan includes six high priority areas that will be used to reflect upon and adjust the implementation of the gender strategy and youth engagement strategy over the life of the award. The high priority areas (HPAs) were defined by the Management Team based on projected Impact, Relevance (Local Context), Efficiency (Resources-Staffing and Budget), and Sustainability.

Gender Strategy and High Priority Areas

ApD's gender strategy has four cross-cutting gender interventions:

- Equitable and shared decision-making at the household level through the Household Dialogue approach, and at the community level through FLCs;
- Increased participation of fathers and male caregivers through Integrated Care Groups; reduced time burden for women and girls through more equitable sharing of household work and more control over time for IYCF and self-care;

- Empowerment of adolescent girls and young women through SSCs for life skills, nutrition and health education, mentorship, and links to employment and leadership opportunities; and
- Addressing GBV through training of frontline staff to recognize, support and refer survivors.
- The Action Plan includes four Gender HPAs that have been organized by purpose. They include:
 - FLCs and Community Associations – Female Participation and Leadership (Purpose 1)
 - Male Engagement (Cross Cutting and Purpose 2)
 - Increased consumption of safe and nutritious foods, especially by women and children (Purpose 2)
 - Entrepreneurship – Youth and Women (Purpose 3)
 - Gender Based Violence (Cross Cutting)

Youth Engagement Strategy and High Priority Areas

The ApD youth engagement strategy works to mobilize young people to actively participate in food security and resilience activity as agents of change for their communities. This will be done through:

- Capacity building and leadership of young people;
- Targeted actions for adolescent girls and young women (AGYW) to ensure their participation and access to opportunities;
- Integration of social cohesion and resilience actions into positive youth development activities by and for youth; and
- Community approach and participatory planning through implementation of community service projects.

The Action Plan includes two youth engagement HPAs that have been organized by purpose. They include:

- FLCs and Community Associations – Youth Apprentices (Purpose 1)
- Entrepreneurship – Youth and Women (Purpose 3)

Gender and Youth Action Plan

- ApD has organized the GAYA Action Plan by project Purpose recommendations, actions, and indicators with a mapping of each activity to the ToC. The following table is a summary of the HPAs. They have been extracted from a larger excel document that consolidated findings from the gender analysis together with the findings from other learnings during the Refine year and steps planned during the design phase of the program to promote gender and youth inclusion. In the table below, actions have been noted as (NEW) or (SUPPORTED) to differentiate between actions that were added to the plan based on the gender analysis and those that were previously identified to address gender and youth specific needs.
- Gender norms, roles and stereotypes is a cross cutting theme for the action plan and will appear in a variety of ApD proposed actions. These directly link to the implementation of the ApD SBC strategy. These actions have been identified as CROSS CUTTING – SBC STRATEGY.

RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
FLCs and Community Associations – Female Participation and Leadership (Purpose 1)			
Haitian women seldom own or control land, experience difficulty in obtaining legal titles, and often farm marginal lands belonging to their male relatives.	Assess the integration of the SILC methodology with FLCs to build female financial literacy. Ensure inclusion of modules on financial literacy, budgeting, and loan management. (NEW)	C6 : Number of individuals trained and mentored # disaggregate by sex	O1.1.1.1 O3.2.1
Facilitate focus group discussions with women (to identify gaps in knowledge and barriers to resources for women farmers); and men (to examine attitudes toward women's land ownership and participation in farming).	CROSS CUTTING – SBC STRATEGY: Develop messaging about gender roles and norms to be used across project activities. Use these messages to promote female participation and also male support for female participation. Develop messages that expand the traditional definition of the "good man" and the "good woman". (NEW) Improve FLCs capacity to manage their meetings - to make them more efficient and minimize the time burden. (NEW)	PM13 : Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training # disaggregate by sex # FGD Discussions	O1.1.1.3
Organize FLCs to be mixed-gender in order to promote cross-gender sharing of knowledge and best practices and to normalize women's participation in planting and harvesting activities. Women-only FLC meetings should be held to provide information and resources around access to credit and land use and ownership rights for women.	CROSS CUTTING – SBC STRATEGY: Normalize male and female participation in FLC, HHD, ICG, and SILC Groups. ApD will consider the best strategy for developing female only focus group discussions during implementation across these groups. (SUPPORTED)	PM13 : Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training # disaggregate by activity # disaggregate by sex # disaggregate by age	O1.1.1.3

RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
Ensure women are appointed to hold leadership positions both in FLCs and future women's farming associations in order to model female leadership, women's participation in farming, and their adoption of new agricultural technology.	<p>Prioritize the intentional positioning of women as FLC subject leaders when appropriate. (NEW)</p> <p>Continue working with Religious Leaders on the topic of female participation and leadership. (SUPPORTED)</p> <p>Conduct reflection sessions before the recruitment of new cohort participants for each new cohort. FLC staff will identify specific actions that focus on the recruitment of women. (NEW)</p> <p>Identify actions to position women for leadership positions in farming associations, NRM Community Committees and other community organizations. (NEW)</p>	<p>PM13 : Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training # of women in leadership positions</p> <p>PM37: Percentage of community members participating in collective action around NRM # of women in leadership roles</p>	<p>O1.1.1.3</p> <p>IO1.2.1</p>
Schedule dates for training female leaders of FLCs and FLC sessions to accommodate women's schedules. For example, sessions should not be held when the majority of the women go to the market to sell harvest (Plantin, 2021)	Ensure that FLCs schedule appropriately to maximize both male and female participation. (SUPPORTED)	PM13 : Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training # disaggregate by sex	O1.1.1.3

FLCs and Community Associations – Youth Apprentices (Purpose 1)

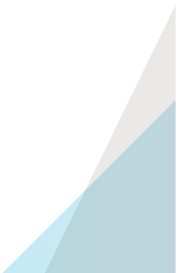
<p>Market opportunity and prices fluctuations – Youth, in particular, identified the market as a main issue/barrier to the development of the agriculture activities. Price fluctuations is complicated by security conditions around key ag markets.</p> <p>Youth camp surveys showed an overwhelming interest in self-employment and multiple requests for capacity strengthening and mentorship to start a business.</p>	<p>Train Youth Apprentices to provide extension services to local farmers with a focus on resilience to climate change. (SUPPORTED)</p> <p>Assess potential to train youth apprentices to measure farmer resilience to climate change. (SUPPORTED)</p> <p>Identify the types of extension services these youth will be able to provide after completing their two-year apprenticeship. (SUPPORTED)</p> <p>Target Youth Apprentices for financial literacy training as part of SILC activities. (Purpose 3) (SUPPORTED)</p>	<p>PM13 : Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training</p> <p># of youth apprentices</p> <p>Changes in DRR/NRM competencies of youth over time (KAP)</p> <p>Application of Pre and Post KAP surveys for FLC participants</p>	O1.1.1.3
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RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
Increased consumption of safe and nutritious foods, especially by women and children (Purpose 2)			
Prioritize women as the direct recipients of food vouchers.	<p>CROSS CUTTING – SBC STRATEGY: Develop campaigns for healthy eating habits with the Ministry of Health and local health posts. Target participants across all project activities. (ICGs, FLCs and SILC) (SUPPORTED)</p> <p>Prioritize vulnerable households with children under the age of 5 and/or lactating mothers. (SUPPORTED)</p> <p>Support participants to cover consumption gaps through the provision of vouchers for fortified commodities. (SUPPORTED)</p>	<p>C16: Volume of fortified or blended food manufactured and/or introduced to the market (MT)</p> <p>C1: Percentage of individuals who have to limit portion size at mealtimes when they did not have enough food or money to buy food (RCSI)</p> <p>ApD will review opportunities to conduct a KAP review HH behaviors: Healthy Eating Habits</p>	O2.1.2.1.2
<p>Improve content of blended food ingredients while also improving food packaging to show food ingredients and preparation</p> <p>Conduct Health messaging campaign for balance and variety of healthy foods for health. The campaign should highlight child developmental stages, the importance of vitamins and minerals, and discourage the use of excess sugar.</p> <p>Messaging for families that blended foods have the potential to save mothers time and labor.</p>	<p>CROSS CUTTING – SBC STRATEGY: Include key messages for the benefits of blended foods as part of food voucher distributions. (SUPPORTED)</p> <p>Support private sector with data about fortified foods, health impacts, and market/participant preferences. (SUPPORTED)</p> <p>Develop improved packaging to clearly communicate ingredients, preparation, and shelf life. (NEW)</p>	<p>C1: Percentage of individuals who have to limit portion size at mealtimes when they did not have enough food or money to buy food (RCSI)</p> <p>Ongoing formative research Optimizing the nutritional quality of blended foods will provide additional inputs for these key messages</p>	O2.1.2.1.2

RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
Male Engagement (Cross Cutting and Purpose 2)			
Household dialogue leaders should identify men who already hold more gender equitable attitudes and exhibit gender equitable behaviors with respect to intrahousehold responsibilities. These “first adopters” can be the entry point for critical reflection on what it means to be a man, which offers an opportunity for widening the definition to include non-financial support.	<p>CROSS CUTTING – SBC STRATEGY: Integrate messaging about gender roles and norms across project activities with the goal of expanding the traditional definition of the “good man” and the “good woman”. (NEW)</p> <p>Review the SBC Strategy to integrate messages that may create “positive competition” between men about their role at home. (NEW)</p> <p>Review messages to include specific tasks that men can support in the HH. (NEW)</p> <p>Continue work with Church Leaders to establish an entry point and identify “first adopters”. (SUPPORTED)</p>	<p>C11: Number of key influencers promoting prioritized behaviors.</p> <p>ApD will review opportunities to conduct a KAP review on the change in behaviors as part of the first ICG cohort as well as with HHD pilot groups</p>	O2.1.1.3.1
<p>ApD target households face significant food insecurity; in some cases, women and girls face even greater food insecurity within their households, as compared to the men and boys.</p> <p>During ICG home visits, ICG leads should assess gender-equitable food distribution within the household and reinforce messaging around the importance of gender-equitable distribution.</p>	<p>CROSS CUTTING – SBC STRATEGY: Messaging for equitable HH food distribution will be disseminated in all project activities (ICGs, FLCs and SILC). (NEW)</p> <p>Determine appropriate strategy for conducting regular HH assessments of food distributions (SUPPORTED)</p>	<p>C1: Percentage of individuals who have to limit portion size at mealtimes when they did not have enough food or money to buy food (RCSI) # disaggregate by sex with comparison by sex</p> <p>ApD will review opportunities to include KAP Monitoring for ICG groups: Equitable Food Distribution</p>	O2.1.1.2.3

RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
Entrepreneurship – Youth and Women (Purpose 3)			
<p>Market opportunity and prices fluctuations – Youth identified the market as a main issue / barrier to conduct ag activities. Price fluctuations is complicated by security conditions around key ag markets.</p> <p>Conversations from the GAYA workshop identified the importance of networks; between entrepreneurs and local businesses as well as with the local community actors.</p> <p>Youth camp surveys showed an overwhelming interest in self-employment and capacity strengthening to start a business.</p>	<p>Develop an additional module to include training young people on risk mitigation and contingency planning. (SUPPORTED)</p> <p>Develop a Mentors program and pair successful business owners with female and young entrepreneurs. These business owners will participate in entrepreneurial trainings. (SUPPORTED)</p> <p>Assess the potential for youth apprentices to become paid Private Service Providers for farmers. (SUPPORTED)</p>	<p>PM34: Percent of participants in USG-assisted programs designed to increase access to productive economic resources who are female</p> <p>PM35: Percent of participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) who are youth (15-29)</p> <p>C6: Number of individuals trained and mentored</p>	<p>O3.3.2.2</p> <p>O3.3.3</p> <p>O3.3.4</p>
<p>Businesses struggle to access capital to invest, hampered by low financial literacy. The few financial institutions that serve rural areas often have prohibitive loan requirements and informal lenders can have exploitative terms.</p> <p>KII and Community Consultations also reveal that farmers have not organized themselves well enough to collectively negotiate prices with aggregators or processors. Where associations exist, negotiation skills are lacking.</p> <p>Post-harvest losses remain a major threat, as current conservation methods have not proven effective. APD should prioritize building competencies in networking, negotiation, advocacy and post-harvest conservation techniques for these solidarity group participants.</p>	<p>Review the curriculum for FLC, SILC, and ICG groups with an increased focus on building the management capacity of these groups to capitalize on their bargaining power and improve coordination for post-harvest crops management. (SUPPORTED)</p> <p>Review opportunities to expand financial literacy to include modules for understanding business planning and return on investment. (NEW)</p>	<p>PM34: Percent of participants in USG-assisted programs designed to increase access to productive economic resources who are female</p> <p>PM35: Percent of participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) who are youth (15-29)</p>	<p>O3.3.1.1</p> <p>O3.1.1.1.1</p> <p>O1.1.1.1</p>

RELEVANT STUDY FINDING, CONCLUSION, OR RECOMMENDATION	ACTIONS	INDICATORS	TOC MAPPING
Gender Based Violence (Cross Cutting)			
By age 19, more than 20% of girls have had a child, due in part to the high incidence of GBV, including transactional sex and rape. Many adolescent girls do not consume an adequate diet, which is one reason that their children tend to have lower birth weights, higher rates of malnutrition and higher risk of illness and death than those born to women over age 20. Adolescent girls are at greater risk of being underweight (19%) than women 20-29 (11%) or 30-39 (5%).	<p>Open Safe Spaces Clubs (Lakay Pa m) to adolescent girls (SUPPORTED)</p> <p>ICGs and Safe Spaces Clubs provide reliable Health information to women and adolescent girls. They participate in empowerment classes. (SUPPORTED)</p> <p>Women and adolescent girls are linked to relevant mental health services. (SUPPORTED)</p> <p>Develop and implement SGBV prevention modules for participants (SUPPORTED)</p>	<p>C6 : Number of individuals trained and mentored</p> <p>C16: Percentage of women and adolescent girls reporting a decrease in physical stress and illness as a result of APD activities</p> <p>C17: Percentage of women who reported a decrease of SGBV within the community as a result of APD activities</p>	IO2.1.3
In partnerships with local women's organizations and collectives, conduct a GBV referral mapping and establish a referral pathway for each participating community. Continue to update GBV referral mapping and pathways bi-annually, to account for changes in availability and quality of services.	Update the existing list on an annual basis. (SUPPORTED)	Review the possibility for making this mapping available online with geolocation. A final decision will be made based on accessibility to participants and cost.	O2.1.3.4
Train ALL program staff, and HHD and ICG facilitators in particular, on gender issues to raise awareness and develop practical skills in the field in regard to GBV prevention and mitigation.	ApD will conduct a review of their staff training to ensure inclusion of risk factor behaviors for IPV, strengthen the related curriculum, and help staff document these moments. (SUPPORTED)	Define mechanism for reporting identified risk factor behaviors and linking cases to referral services.	O2.1.3.1.2
Include at least one question each on gender-based violence victimization and sexual exploitation and abuse in monitoring and evaluation tools in order to track changes in violence.	This data is collected annually as part of the Beneficiary Based Survey (SUPPORTED)	C19 (GNDR-7) Percentage of participants that view Gender-Based Violence (GBV) as less acceptable after participating in or being exposed to USG programming	O2.1.3.1.2





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Annex A:

Gender Analysis Tools

Gender Survey Questionnaire

Module A: Demographics			
QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
1	Are you currently married or living together with a man as if married? [May be modified.]	<ul style="list-style-type: none"> • 1 = Yes, currently married • 2 = Yes, living with a man • 3 = No, not in union 	
2	Is your husband/partner living with you now or is he staying elsewhere?	1 = Living here 2 = Staying elsewhere	
3	What is the highest level of school you attended?	1 = Primary 2 = Secondary 3 = Higher education 4 = No education	
4	In what month and year were you born? (enter numeric value; leave blank if doesn't know)	Month: Year:	
5	How old were you on your last birthday?	_____ years (check for consistency with Q4)	
6	Have you ever given birth?	0 = No 1 = Yes	
7	How many children (under 18 years of age) live in your household that you are caring for and feeding every day?	_____	
8	What are their ages (at last birthday)? (Fill in ages for up to 10 children, starting with youngest. Code children <1 as 0.)	_____ _____ _____	
9	How many adults (people over 18 years of age) live in your household, besides you and your husband/partner?	_____ adults	

Module B: Relationship Quality Assessment

Interviewer read: Now I would like to ask you some questions about various parts of your relationship or marriage. Remember that there is no right or wrong answer, and you don't have to answer any questions that make you feel uncomfortable. Everything you say today will be kept completely confidential.

INTIMACY INTERVIEWER READ: I WOULD LIKE YOU TO TELL ME HOW MUCH THESE FOLLOWING STATEMENTS ARE TRUE ABOUT YOU.

QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
1	I receive considerable emotional support from my husband/partner.	1= Not at all 2= Somewhat 3= Moderately 4= Quite 5= Very much	
2	I experience great happiness with my husband/partner.	1= Not at all 2= Somewhat 3= Moderately 4= Quite 5= Very much	

Support

QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
3	Offers me encouragement.	1= Not at all 2= Somewhat 3= Moderately 4= Quite 5= Very much	

Interviewer read: Please tell me how often your husband/partner engages in each of the following.

Decision Making Subscale

QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
4	Do you do any work for which you are paid cash?	0= No (if 0 -> Q6) 1= Yes	
5	Who usually decides how the money you earn will be used: mainly you, mainly your husband/partner, or you and your husband/partner jointly?	1= Respondent 2= Husband/partner 3= Jointly 4= Other	
6	Does your husband/partner do any work for which he is paid cash?	0= No (if 0 -> Q8) 1= Yes	



7	Who usually decides how your husband's/ partner's earnings will be used: you, your husband/partner, or you and your husband/partner jointly?	1= Respondent 2= Husband/partner 3= Jointly 4= Other	
8	Who usually makes decisions about health care for yourself: you, your husband/partner, you and your husband/partner jointly, or someone else?	1= Respondent 2= Husband/partner 3= Jointly 4= Someone else 5= Other	
9	Who usually makes decisions about making major household purchases: you, your husband/ partner, you and your husband/partner jointly, or someone else?	1= Respondent 2= Husband/partner 3= Jointly 4= Someone else 5= Other	
10	Who usually makes decisions about making purchases for daily household needs: you, your husband/partner, you and your husband/partner jointly, or someone else?	1= Respondent 2= Husband/partner 3= Jointly 4= Someone else 5= Other	
11	Who usually makes decisions about visits to your family or relatives: you, your husband/partner, you and your husband/partner jointly, or someone else?	1= Respondent 2= Husband/partner 3= Jointly 4= Someone else 5= Other	

Module C: Agriculture Livelihoods

Interviewer read: Now I am going to ask you some questions about your agricultural practices, and how you and your husband or partner interact.

QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
1	Do you work in agriculture?	0=No 1=Yes	
2	Is your husband/partner living with you now or is he staying elsewhere?	0=No 1=Yes	
3	Have you ever worked outside the home farm?	0=No 1=Yes	
Interviewer: If neither respondent nor husband/partner works in the farm, skip to Q8.			
4	My husband/partner encourages me to adopt new agricultural practices and technologies.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	
5	Does your husband/partner work in agriculture?	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	
6	I usually ask my husband/partner for advice when I am facing a problem or challenge in my farm work.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	
7	How many children (under 18 years of age) live in your household that you are caring for and feeding every day?	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	
8	My husband/partner encourages me to participate in agriculture extension meetings.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	
9	How many adults (people over 18 years of age) live in your household, besides you and your husband/partner?	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree 6= Not applicable	

Module D: Nutrition and Food Security

Interviewer read: NNow I am going to ask you some questions about eating habits in your household.

QUESTION NUMBER	QUESTION	RESPONSE OPTION	RESPONSE
1	There is usually enough food in my household.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	
2	My husband/partner works hard to make sure that everyone in the household has enough food to eat.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	
3	When food is scarce, it is more important that my husband have enough to eat than that I have enough to eat. (R)	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	
4	When food is scarce, my husband/ partner and I are able to talk about the situation.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	
5	Who usually decides what you eat: you, your husband/partner, you and your husband/ partner jointly, or someone else?	1= Respondent 2= Husband/partner 3= Jointly 4= Someone else 5= Other	
6	Is respondent caring for any children (0-18 years) in her household [refer to Q7]	No= go to end of module Yes	
7	It is mostly my husband/ partner's job to make sure the children are not hungry. (R)	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	
8	Male children should be given more food than female children. (R)	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	

Participatory Group Discussion

Facilitator: Welcome participants to the activity and explain the purpose and ground rules. Have each participant introduce themselves and indicate their age before beginning with the activity.

Activity #1

The objective of this activity is to develop an understanding of the gendered roles, responsibilities, and time burdens. Participants will discuss each task in order to explore the gender dynamics, expectations, and roles present within each by answering the questions in each column of the following table.

Facilitator Instructions:

1. Ask the participants to think about someone who the community would say is a 'good' woman or a 'good' girl, and someone who the community would say is a 'good' man or a 'good' boy.
2. Ask participants to list characteristics of 'good' women/girls and 'good' men/boys. Ask them to list the roles and responsibilities that 'good' women/girls and 'good' men/boys are expected to perform. Add any tasks to the table that are not currently listed.
3. Explain to participants that now they will work together to complete the following table.
 - A. Starting with the "meal preparation" row, complete each corresponding column of the table.
 - I. Consider who is responsible for this task (boys, girls, women, men)?
Note: Multiple people can be listed. Additionally, encourage participants to be specific; for example, are all women responsible for the task, or only those of a certain socioeconomic status?
 - II. Does the person or role who is responsible for this task change with alterations in life stage, such as age, marriage, or parenthood? Is it just women that are responsible for this task, or girls too?
 - III. How do you know that women/girls and men/boys should complete this task?
 - IV. What happens if the person/people responsible for this task don't complete it? What are the benefits of the responsible person/people completing the task? What are the consequences if that person/people don't complete the task? What happens if someone else tries to complete the task?
 - V. Finally, how many hours per week would the person responsible spend on this task on average?
 - B. Repeat questions i-v. for each task listed in the subsequent rows of the table (firewood collection- feeding children).
 - C. Ask the participants if there are other household tasks related to food or nutrition that they can think of. If so, list these in the blank rows of the table and repeat questions i.-v. from above to complete the corresponding columns for each new task.
4. Thank participants for their efforts in completing this table together.

Table 1. Gendered roles and responsibilities

TASKS	WHO IS RESPONSIBLE FOR THIS?	CHANGE WITH AGE/ MARRIAGE/ PREGNANCY/ MOTHERHOOD AND/ OR AT CERTAIN TIMES OF THE YEAR?*	WHY?	BENEFITS/ CONSEQUENCES	HOURS PER WEEK
Purchasing food					
Meal preparation					
Feeding children					
Doing the dishes					
Washing clothes					
Cleaning					
Firewood collection					
Water collection					
Caring for the sick					
Picking up/taking children to/ from school					

*For example, is this seasonal task or one that is a greater burden when school is in session.

Note: This table was modified from the Oxfam Social Norms Diagnostic Tool,
<http://weee.oxfam.org/profiles/blogs/diagnostic-tool-on-social-norms-tested-in-bangladesh>

Activity #2

The objective of this activity is to develop an understanding of gendered decision-making structures with respect to key nutrition, income, and natural resource management activities. Participants will discuss each decision type in order to explore the gender dynamics, expectations, and roles present within each by answering the questions in each column of the following table.

Facilitator Instructions:

1. Ask the participants to think about all the decisions that are made on a daily or weekly basis within households.
2. Explain to participants that now they will work together to complete the following table.
 - A. Starting with the “food purchases” row, complete each corresponding column of the table.
 - I. Consider who is responsible for making this decision (boys, girls, women, men)? Note: Multiple people can be listed.
 - II. Does the person or role who is responsible for making this decision change with alterations in life stage, such as age, marriage, pregnancy or parenthood? Is it just husbands that make the decision or can boys also decide?
 - III. Why do you think that women/girls and men/boys are the ones who make these decisions?
 - IV. What happens if someone else in the household were to make this decision? What are the consequences if that person/people make(s) the decision (be specific about who)?
 - B. Repeat questions i.-iv. for each decision listed in the subsequent rows of the table.
 - C. Ask the participants if there are other key decisions that they believe are gendered within a household. If so, list these in the blank rows of the table and repeat questions i.-iv. From above to complete the corresponding columns for each new decision.
3. Thank participants for their efforts in completing this table together.

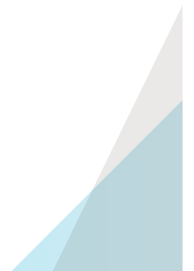
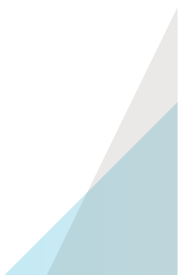


Table 2. Decision-making

DECISIONS RELATED TO:	WHO MAKES THESE DECISIONS?	CHANGE WITH AGE/ MARRIAGE/ MOTHERHOOD/ ECONOMIC STATUS, EDUCATION LEVEL?	WHY?	BENEFITS/ CONSEQUENCES
Income spending on:				
Food purchases				
Healthcare				
WASH necessities				
Overall income spending				
Use of food produced/ harvested				
Sale/ marketing of food produced/ harvested				
Breastfeeding				
Land rental				

** Modified from Oxfam Social Norms Diagnostic Tool,
<http://weee.oxfam.org/profiles/blogs/diagnostic-tool-on-social-norms-tested-in-bangladesh>





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