



## BACKGROUND

Agriculture projects have been successful in increasing household incomes. However, this income is often controlled by the male head of the household, even if the woman is responsible for doing the work. In addition, the income is not used to purchase more diverse foods. Research shows that women are more likely to spend money on activities that improve nutritional status of the household. Hence it is critical that they have control or joint decision-making authority on spending their own income otherwise agriculture projects risk encouraging women to work harder for little to no personal benefit. Similarly, if women do not have the ability to control or make joint decisions on how to spend household income, they have little incentive to increase the productivity of their farms.

By empowering women to engage in household decision making and training men and women on the importance of budgeting (including income smoothing activities such as saving options or diversified incomes), agriculture projects contribute to improved household diet diversity.

## CONTRIBUTION TO AGRICULTURE-TO-NUTRITION PATHWAYS

A Social and Behaviour Change (SBC) training on household budgeting for diet diversity can contribute to each of the three main agriculture-to-nutrition pathways:

1. **Production pathway**: by increasing household's ability to manage finances and use income for productive resources.
2. **Income pathway**: by increasing household's ability to smooth income throughout the year.
3. **Women's empowerment pathway**: by enhancing women's ability to participate in household decision making.

## TARGET BENEFICIARIES

- Households
- Farmer associations, savings and loan groups, other groups

## OBJECTIVES

1. Enhanced household's ability to set financial goals, make a budget, and track monthly cash flow
2. Increased household awareness of dietary diversity
3. Equipped households to develop a food budget to include the purchase of healthy food options

## INDICATORS

1. Number of women and men trained (output)
2. Number of households developing food budgets (outcome)
3. Percent of women who feel equipped to participate in household decision making around money (outcome)
4. Household dietary diversity scores (outcome)

## ACTIVITIES

1. Conduct gender analysis to better understand the household and societal dynamics that impact intra-household decision making around spending. Questions could include the following:
  - How do different household members share information about income and make decisions about how to spend it?
  - Who in the household is responsible for managing the cash?
  - Who makes decisions in the household about what crops and/or livestock to sell and when?
  - Are there gender differences in typical expenditures? For example, are women more likely than men to spend money on household items, food and healthcare?
  - Are there gender differences in types of income? For example, are men more likely to gain income from casual labour?
2. Adapt training materials based on findings from gender analysis.
3. Conduct Training of Trainers using adapted training materials. Select the training model most conducive to the project context (e.g., cascade training conducted by lead farmers with farming households (men and women) and farmer associations).
4. Monitor trainings conducted by trainers (e.g., use of ACDI/VOCA's STICKS™ methodology for tracking trainings).
5. Develop, as needed, additional materials to support farmers in adopting key behaviours.

## POTENTIAL CHALLENGES

1. Addressing intra-household decision making requires a good understanding of the social and cultural dynamics at play. It is important for the project to conduct a thorough analysis prior to conducting the training to ensure that these dynamics are being addressed and mitigated. Refer to the [WEAI Intervention Guide](#) for more guidance.

## ADDITIONAL RESOURCES

[Family Business Management Training. Intervention Guide for the Women's Empowerment in Agriculture Index \(WEAI\).](#) CARE. ACDI/VOCA, 2016.  
[STICKS \(Scalable Tracker for Imparting Certified Knowledge and Skills\) Tool.](#) ACDI/VOCA.