

Can Trainings on Women’s Voice and Agency Raise Women’s Aspirations, Entrepreneurial Activities, and Well-being? Evidence From Rural Nigeria*

Pre-Analysis Plan

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Abstract

Do training interventions designed to strengthen women’s individual and collective efficacy and political participation influence their economic behaviors and outcomes—specifically, their aspirations, entrepreneurial activities, and well-being? What, if any, additive effects do training interventions intended to improve husbands’ allyship in women’s empowerment and gender equality play? We will answer these questions with a randomized control trial to be implemented in 450 communities (i.e., wards) across three southwestern states of Nigeria (Ogun, Osun, and Oyo) in 2023. In both treatment and control communities, we will recruit previously unaffiliated women to join women’s action committees (WACs) to be trained by ActionAid Nigeria: 1/3 of WACs (control group) will receive basic training in civic education; 1/3 (treatment group 1) will receive civic education training in addition to intensive training in advocacy, leadership, and organizing; and 1/3 (treatment group 2) will receive the same trainings as treatment group 1 and their husbands will be invited to participate in a parallel men’s training focused on men’s allyship in women’s empowerment and gender equality. In addition to their effects on economic behaviors and outcomes, we will also examine potential mechanisms explaining these effects, by considering the effects of treatment on measures of women’s beliefs in self- and group efficacy; women’s locus of control; women’s self-esteem; women’s trust levels; women’s perceptions of the cause of poverty; women’s own gender norms about views on appropriate roles for women; and intra-household bargaining power between husbands and wives over economic decision-making. If we secure additional funding, we will also assess whether husbands’ gender norms about appropriate roles for women; husbands’ supportive actions to facilitate women’s activities outside the home; husband’s beliefs that supporting women’s participation is socially normative; and recognition that men have an important role to play in supporting women’s participation are mechanisms.

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1 Introduction

The full incorporation of women into social, economic, and political life is one of the United Nations' Sustainable Development Goals. Reaching this goal is of vital importance in the developing world, and especially Nigeria, where women are less likely to be educated and more likely to face gender-based norms sustaining gender inequality and violence (Jayachandran 2015). The economic benefits of interventions to increase women's decision-making authority within the household are well recognized. In farming households, for example, women's empowerment in the household predicts greater technical efficiency on plots managed by women and by men (Seymour 2017), more efficient use of land fallowing and thus higher crop yields (Goldstein and Udry 2008), and more investments in land quality (for example, use of fertilizer and intensive tillage) (Dillon and Voena 2018). However, women's livelihoods and income generation often rely on their voice and agency *beyond* the household, where success of businesses and economic activities may powerfully depend on interacting with formal and informal local leaders and self-advocating with others (whether elites, lenders, business associates, or customers).

This study will test whether training interventions designed to strengthen women's individual and collective efficacy and political participation influence their economic behaviors and outcomes—specifically, their aspirations, entrepreneurial activities, and well-being. It will further examine what, if any, are the additive effects of training interventions intended to improve husbands' allyship in women's empowerment and gender equality. We will answer these questions with a randomized control trial to be implemented in 450 communities (i.e., wards) across three southwestern states of Nigeria (Ogun, Osun, and Oyo) in 2023. In both treatment and control communities, we will recruit previously unaffiliated women to join women's action committees (WACs) to be trained by ActionAid Nigeria: 1/3 of WACs (control group) will receive basic training in civic education; 1/3 (treatment group 1) will receive civic education training in addition to intensive training in advocacy, leadership, and organizing (intended to help them understand the grievances they have in common; increase their shared identify as women; identify common needs and goals; understand the benefits of coordinated action; learn about local decision-making processes; identify points of influence; communicate effectively with decision-makers; and discuss feasible changes in the local context); and 1/3 (treatment group 2) will receive the same trainings as treatment group 1 and

their husbands will be invited to participate in a parallel men’s training focused on men’s allyship in women’s empowerment and gender equality (conferring an understanding of gender concepts; highlighting the importance of women’s rights to societal development and the role and contribution of women in society; and underscoring the ways in which men can support women).

We will examine the effects of the treatments on women’s aspirations, entrepreneurial activities, and well-being. Additionally, we will examine potential mechanisms explaining these effects, by considering the effects of treatment on measures of perceived individual and group efficacy; identification with women as a politicized group; perception that women as a group face injustices; deepness of social networks; women’s sense of locus of control; women’s own gender norms about appropriate roles for women; husbands’ gender norms about appropriate roles for women; husbands’ supportive actions to facilitate women’s activities outside the home; and intra-household bargaining power between husbands and wives over economic decision-making.

We contribute to a broad literature on mechanisms for empowering women. Though they are narrowing, global gender gaps persist in health, education, economic, and political outcomes—especially in developing countries (Schwab, Samans, Zahidi, Leopold, Ratcheva, Hausmann, and Tyson 2017). An extensive literature identifies numerous drivers of women’s empowerment. These include providing women with resources and information (Valdivia 2015; Roy, Hidrobo, Hoddinott, and Ahmed 2019), expanding education opportunities for girls (Geddes and Lueck 2002; Spohr 2003), raising aspirations (Kosec, Akramov, Mirkasimov, and Song 2019; Edmonds, Feigenberg, and Leight 2020), and legal reforms enhancing women’s inheritance rights (Ali, Deininger, and Goldstein 2014; Bhalotra, Brulé, and Roy 2018; Bose and Das 2017). We consider how provision of information and efforts to increase women’s individual and collective efficacy can impact women’s economic aspirations and well-being.

We also contribute to scholarship considering the role men play in women’s empowerment. Men control access to a disproportionate share of resources in society, enjoying greater access to services ranging from health and education to transportation and financial services; they are more likely to hold leadership roles in government or religious organizations, and wield greater decision-making power in households (Farré 2012). Their behaviors accordingly matter profoundly for women’s outcomes. At the same time, this greater control and power offers men the ability to serve as “male champions” for women’s empowerment. When considering a woman’s voice and agency in private

and public spaces, men are capable of either giving up power or otherwise encouraging women to take power from others. Men may be motivated to empower women due to beliefs that women's involvement in decision-making can raise household incomes or generally make them better off, as supported by a number of studies (Amarante, Manacorda, Miguel, and Vigorito 2016; Doss 2006; Sraboni, Malapit, Quisumbing, and Ahmed 2014; Seymour 2017; Goldstein and Udry 2008; Dillon and Voena 2018). Or, men may be motivated by beliefs that women's empowerment will benefit children and families' outcomes (e.g., given literature showing that health, nutrition, and education outcomes also tend to be better when women are empowered (Duflo 2003; Qian 2008; Bobonis 2009; Angelucci and Attanasio 2013)). Another possibility is that men wish to empower women for altruistic reasons; much as having daughters leads to more liberal policy positions for voters and representatives, particularly on reproductive rights issues (Washington 2008; Oswald and Powdthavee 2010), marriage may spur men to support the fulfillment of women in their lives. At the same time, non-egalitarian gender norms can powerfully disincentivize men to empower their wives; doing so may subject men to embarrassment or ridicule, particularly if men feel they will be doing so alone and without the support of other (influential) men.

Finally, we contribute to scholarship related to the role that trainings can have in improving women's economic well-being (McKenzie 2021). There has been an increasing skepticism about the efficacy of small business trainings. For example, there is little evidence that traditional business training programs sustainably increase profits, particularly for women-owned firms (Campos, Frese, Goldstein, Iacovone, Johnson, McKenzie, and Mensmann 2017). This has led to a sense that trainings do not work to improve women's economic outcomes. Further, there is recognition that regressive social norms may be a root cause of women's worse economic outcomes and well-being—and might undermine the effectiveness of trainings. We examine a different type of training focused on the psychological constraints affecting both women and men which can lead to undesirable economic outcomes. We do so by examining not only women's trainings that target raising women's individual and collective efficacy, but also men's trainings that foment male support for women's empowerment beyond the home. The potential value of such trainings lies in increasing evidence that internal, psychological constraints are a significant sources of poverty traps, including for women (e.g., Mullainathan and Shafir 2013; Banerjee and Mullainathan 2008), as well as evidence that regressive gender norms further inhibit economic opportunities for women.

2 Theory

Poor households face significant external constraints to raising their incomes—like weak market linkages, lack of access to inputs and essential social and productive services, and a insufficient access to insurance and credit. Among the poor, women face different and additional external constraints on improving their economic circumstances compared to men, including less education, weak social networks outside their own families, low bargaining power vis-a-vis their husbands over how to use their own time and economic resources, and significant unpaid care work (Doss, Qaisrani, Kosec, Slavchevska, Galiè, and Kawarazuka 2021; Njuki, Eissler, Malapit, Meizen-Dick, Bryan, Quisumbing et al. 2021).

In addition to these constraints, there is also increasing evidence that internal, psychological barriers are significant sources of poverty traps (Mullainathan and Shafir 2013; Banerjee and Mullainathan 2008). Women may face greater psychological constraints than men that prevent them from trying to improve their circumstances using resources that are available to them. First, women may have strong beliefs and internalized norms about what types of activities are appropriate for women—beliefs which may be shaped and shared by their husbands and their communities (Kabeer 1999). Second, women may have a low locus of internal control, viewing their economic circumstances as determined by factors outside of their control, which can demotivate investments in their own futures (Kosec and Khan 2016). Third, women can be more susceptible to self-doubt compared to men (Vaughn, Taasoobshirazi, and Johnson 2020).

In addition to the individual-level psychological constraints that can reinforce poverty traps, improving ones' own economic circumstances may require a sense of group—as well as individual—efficacy. Trying out a new business or economic activity could be more successful if women are able to pool collective knowledge and resources, provide mutual support, and rely on each other to discuss ideas and challenges. Raising the perception that women as a group are capable of effecting change within their communities may make it more feasible for them to make opportunities for each other and to work together to jointly address constraints on women's activities outside the home.

To our knowledge, there is little existing evidence on whether interventions broadly meant to alleviate these psychological barriers confronting women—in the absence of any overt business skills

training—can yield beneficial economic behaviors and impacts for women. It is also not understood if reducing psychological barriers alone is sufficient or if it is necessary to simultaneously address normative barriers. Specifically, are any economic impacts of alleviating women’s psychological barriers meaningful in the absence of male champions who forge a permissive environment in their home that supports women’s empowerment?

We propose to implement an intervention designed to reduce psychological barriers to women’s participation in public domains by raising their sense of individual and collective efficacy. We draw theoretical insights from social psychology and will collaborate with local partners to identify and understand the precise nature of the psychological barriers faced by Nigerian women within their communities. We will then co-design and test a series of trainings aimed at conferring skills helping women overcome such barriers. We will also consider whether programming aimed at improving gender norms in a woman’s home—thus turning their husband into a “male champion” for women’s voice and agency—may complement training conferring collective efficacy, making it significantly more effective by removing this remaining (normative) constraint.

2.1 Treatments and hypotheses

Our study comprises three equally-sized study arms spanning 450 total communities, and treatment is randomized at the community level. In all three arms, we will recruit previously unaffiliated women to join women’s action committees (WACs) to be trained by ActionAid Nigeria:

1. 1/3 of WACs (control group) will receive basic political information that would be common in a civic education curriculum through a single training course
2. 1/3 (treatment group 1, or T1) will receive the same basic political information in addition to intensive training in advocacy, leadership, and organizing (intended to help them understand the grievances they have in common; increase their shared identify as women; identify common needs and goals; understand the benefits of coordinated action; learn about local decision-making processes; identify points of influence; communicate effectively with decision-makers; and discuss feasible changes in the local context)
3. 1/3 (treatment group 2, or T2) will receive the same trainings as treatment group 1 and their husbands will be invited to participate in a parallel men’s training focused on men’s

allyship in women’s empowerment and gender equality (conferring an understanding of gender concepts; highlighting the importance of women’s rights to societal development and the role and contribution of women in society; and underscoring the ways in which men can support women to have greater voice in the community).

We expect the women’s training provided in T1 and T2, which is designed to remove the psychological barriers to women’s effective participation in consequential decisions in economic and political domains, to produce several different findings, outlined in Table 1. First, women in T1 and T2 should aspire for more for themselves (e.g., wanting to start a new business, aspiring to start a new job or switch occupations, aspiring for more education or training, aspiring for more personal income, aspiring for more household savings) and their children (e.g., aspiring for a higher education or a higher-paying or -status occupation for their children) (Hypothesis 1). Second, women in T1 and T2 should engage in more activities that affect their economic outcomes (e.g., switching jobs/occupations, starting a new business, expanding an existing business, reducing time spent on unpaid care work, taking out a loan to make an investment, trying a new crop or varietal, trying to secure access to an economic subsidy or benefit, or allocating more time towards labor) (Hypothesis 2). Third, women in T1 and T2 should have higher economic well-being (i.e., increased income, personal savings, food security, and reported control over time use) (Hypothesis 3). Fourth, economic aspirations, activities, and well-being should be higher for women in T2 than in T1 given the likely additive effects of addressing women’s own sense of individual and collective efficacy combined with training their husbands to be allies for their empowerment (Hypothesis 4).

Table 1: Hypotheses

Hypothesis number	Theoretical prediction of the Effect of T1 and T2
1	ATE on economic aspirations > 0
2	ATE on economic activities > 0
3	ATE on economic well-being > 0
4	ATE for outcomes noted in H1-H3 for T2 $>$ ATE for T1

We will measure programmatic effects (Hypothesis 1, 2, 3, and 4 in Table 1) using individual-level surveys. We will consider a series of self-reported outcomes through standard measures in baseline and endline surveys of women in our treatment and controls groups.

Beyond self-reported measures of economic aspirations, activities, and well-being (through the survey of women), we will also gather data on potential mechanisms. Through the baseline and end-line surveys, we will test whether the mechanism for T1 (women’s group trainings) is increased self- and group efficacy, locus of control, self-esteem, and trust, as well as shifts in women’s perceptions of the causes of poverty; women’s own gender norms about views on appropriate roles for women; and intra-household bargaining power between husbands and wives over economic decision-making. If we secure additional funding, we will also assess whether shifts in husbands’ gender norms about appropriate roles for women; husbands’ supportive actions to facilitate women’s activities outside the home; husband’s beliefs that supporting women’s participation is socially normative; and recognition that men have an important role to play in supporting women’s participation are important mechanisms. If H4 is true, we will also test whether the mechanism are changes in their [women participants] sense of what are the prevailing gender norms among men in the community, changes in their husband’s gender norms about appropriate roles for women, changes in their husband’s sense of what are the prevailing gender norms among women and among men in the community, increase in husband’s supportive actions to facilitate women’s activities outside the home, and increased intra-household bargaining power between husbands and wives over economic decision-making.

We additionally look at aspirations that women may hold to migrate away from their village. However, we think it is possible that the trainings could affect migration aspirations either positively or negatively. On the one hand, income is a constraint on migration, and trainings that expand income-generating opportunities for women may provide the income necessary to finance a move. Additionally, if the trainings increase women’s ability to interact in public more generally, they may feel more comfortable with the idea of leaving their homes. On the other hand, individuals with stable local livelihoods opportunities—which the training may expand—may lower their desire to leave their village. Further, if they feel better able to affect conditions within their own villages through the trainings, this could increase their desire to stay.

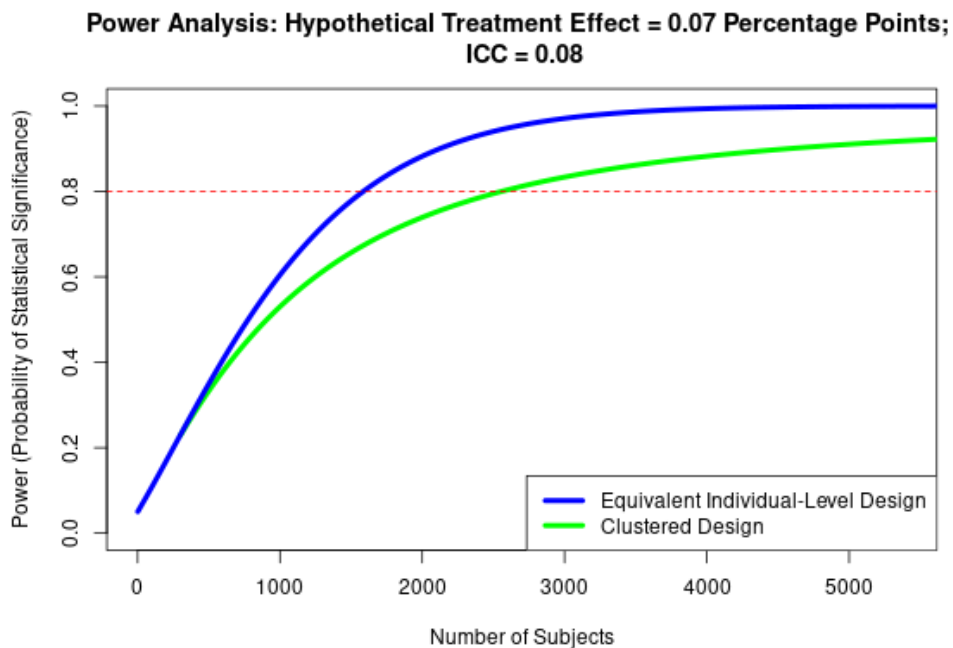
3 Data Strategy

We will conduct a randomized controlled trial (RCT) in 450 wards (150 wards per arm) in three Nigerian southwestern states: Ogun, Osun, and Oyo. Within each ward, our implementing partner, ActionAid Nigeria (AAN), will ask local leaders to identify 13 women who satisfy a set of criteria

detailed in sub-section 3.2) to be recruited to join a women’s action committee (WAC).

3.1 Sample size

Figure 1: Power Calculations



Notes: This figure notes the sample size we need for two arms. With a binary dependent variable and a MDE of 0.07, to achieve a power of 0.80, given our clustered design, we need 150 clusters per arm with 10 individuals per cluster.

With a 0.08 ICC, 80% power, 0.05 significance level, 3 treatment arms, 150 clusters per arm, 10 individuals per cluster, without controls, our minimum detectable effect (MDE) size is 0.07 for binary dependent variables (See Figure 1).¹ Based on these assumptions, we will study 450 communities (i.e., clusters). To account for potential attrition problems, we will target 13 individuals per cluster rather than 10; targeting 13 individuals per cluster allows for a 23 percent attrition rate between the timing of the baseline survey and endline. This translates into us obtaining a favorable response to participating in WAC meetings from 5,850 women participants (3 treatment arms \times 150 clusters per arm \times 13 women per cluster) at the time of the baseline survey. Amongst these, we anticipate modest attrition by the end of training (in our treatment arms) which we will aim to

¹Note that this intervention was designed primarily to improve political participation, so assumptions on the ICC and acceptable MDE were determined based upon political participation measures in Nigeria data in Round 6 of the AfroBarometer.

minimize using strategies our implementing partner AAN suggests (the strategies are outlined at the end of Subsection 3.2), and aim to have at least 4,500 women that complete the full intervention and gave an endline interview (3 treatment arms \times 150 clusters per arm \times 10 women per cluster). To reassess whether this sample size is sufficient, we also consider a project focusing on one of our primary outcomes – aspirations – that took place in Ethiopia.² The project looked at the effect of watching documentaries regarding communities that succeeded in agriculture or small business. As with our project, the researchers were looking at a training. The effect size was 0.12, and the standard deviation of the outcome variable for the control group was 0.77. With 150 clusters per arm, we find that we need at least 6 subjects in each cluster.³ As we have 10, our sample size is sufficient to detect a reasonably-sized effect.

We will also recruit 1,950 male spouses to take part in trainings for the second treatment arm (150 clusters \times 13 men), where we aim to have at least 1,500 complete the training (150 clusters \times 10 men). However, to enable our analytical strategy, men across all three arms will be surveyed at endline. As done with our female sample, we will aim to have at least 4,500 men complete the endline interview.

3.2 Sampling

The sampling frame was generated by our partners: implementing partner AAN and evaluation partner NOIPolls (NOI). They collaborated to list all wards in our three project states (Ogun, Osun, and Oyo), and then all communities within each ward. Using this broader sampling frame, we randomly selected 150 wards from each state (stratifying on local government area, or LGA – an administrative unit between the state and ward). Within each ward, we then randomly selected one community. Wards can be geographically large and travel times can be long due to poor road conditions; selecting a single community within the ward for treatment ensures that women live close enough to each other to feasibly gather together regularly for training sessions while minimizing

²Source: <https://www.worldbank.org/content/dam/Worldbank/Feature%20Story/Africa/afr-tanguy-bernard.pdf>

³We assume that our intra-cluster correlation is 0.09. Without access to the raw Ethiopia data, we are not able to verify the ICC in the Ethiopia study. However, employing another dataset measuring aspirations in Pakistan (Kosec and Mo 2017), we see that the ICC is 0.09 for a family, which we assume would be higher than the ICC for community members. As such, a 0.09 ICC is a conservative estimate.

travel times. The selection of these three states is based on cost and capacity considerations of AAN, as well as security issues within Nigeria.

Second, we will form new, 13-woman WACs in treatment and control wards by recruiting women on a non-random basis. AAN will conduct community entry by inviting the local leaders, or “Baales” from all 450 selected wards to an initial introductory meeting in early May 2023. The purpose of this meeting is to introduce the project, AAN, and NOI to the local leaders. It will also allow AAN to determine whether a ward is inaccessible due to infrastructure or security concerns. AAN will work with local elites as well as existing community groups to identify exactly 13 eligible women to participate in a new WAC. AAN will specifically seek to identify and recruit women who are (1) married; (2) between the ages of 21 and 50; (3) have done something to earn money outside of their household in the last month (i.e., economically active); (4) are interested in participating in training at least once per month over the proceeding 5 months; and (5) have a husband they believe is available and willing to participate in men’s training at least once per month over the next 5 months.

We restrict the sample to women who are already ‘economically active’ to ensure the security of women in the study and to minimize potential backlash. In areas with conservative gender norms where women’s mobility can be highly restricted, encouraging a woman to attend a women’s empowerment training who has extremely limited mobility outside the home could cause unintended negative consequences. Our threshold for ‘economically active,’ however, is quite low, including women who have ever made snacks to sell, braided hair, or worked on the family farm, among other activities. Thus, we think there is considerable scope among this population for raising economic aspirations and for switching into higher productivity activities that generate more income. In general, 73.2 percent of women in Nigeria between ages of 15 and 64 work in farming activities, and 26.9 percent are engaged in non-farm business activities (Enfield 2019). Thus, this sampling restriction reflects a broad swath of the population of Nigerian women.

Third, AAN will host one training with these 13 women—called the “burn-in meeting,” which presents uni-directional content and does not convey the substance of the treatments, but helps us ascertain who are the women who self-select to attend trainings (described in detail in sub-section 3.3). Following this, NOI will conduct a baseline survey of all of the women who attended the burn-in meetings in each community (13 per community). The baseline survey will allow us to assess

balance with respect to pre-treatment variables among participating women across treatment and control groups, as well as allow for covariate adjustment in our final analyses and the ability to explore whether there are any heterogeneous treatment effects.

Within each state, 50 WACs will be assigned to each of the three study arms. We will utilize data collected by AAN at the burn-in meeting as well as by NOI at baseline to perform the randomization following the process outlined in Subsection 3.5. For women assigned to T2, their husband will also be recruited for a series of men’s trainings.

To help reduce attrition between the burn-in meeting, which determines our sample of women, and our endline survey (we need at least 10 women per WAC at endline given our power calculations), we will provide both female and male participants in T1 and T2 with a photo identification card (possibly with a place for stickers from each training session to be placed indicating attendance) at the first session following the burn-in meetings. The goal of this card is to help make women feel like part of a group and to encourage them to continue to participate in order to get the stickers on their card. Our implementing partners indicated that photo ID cards are highly appreciated in such communities and that women will appreciate being able to show that they completed a training course. Furthermore, women will receive cash compensation at the end of the baseline survey (likely approx. 2 USD). Additionally, women will be provided with bags of rice or a similar in-kind gift after the final training session. Refreshments will be provided during every training session.

3.3 Intervention

The intervention will begin with an initial burn-in meeting, identical in content and length (just over 3 hours) across all study communities (T1, T2, and control). For T1 and T2, the intervention involves selected women receiving 5 additional trainings (beyond the burn-in training also received by the control group) over a period of 5 months. Each of these trainings will last for just over 3 hours. For T2, husbands of women participants will not receive the burn-in meeting, but they will receive five trainings of just over 3 hours. Each of the men’s training sessions will focus on benefits for women, for communities, and for families of women’s empowerment and having discussions around how men can be effective champions for women’s empowerment and participation.

3.3.1 Burn-in meeting: Political information placebo

This meeting will be used to finalize the study’s experimental sample and deliver basic civil education and political information in a uni-directional way (i.e., not through engaging group activities). By making all study participants (including the control group) attend this meeting and indicate interest in receiving similar length trainings over the next 5 months, we weed out from the study individuals who are not interested in trainings or who may be generally unable to attend trainings outside of their homes for other reasons and thus increase the likelihood that our control group is comparable to our T1 and T2 groups.

Burn-in meetings will be used to screen women (prior to delivery of training information) to ensure they meet our criteria (outlined in sub-section 3.2) and to gather contact information for follow-up surveys and details on the size of the WAC (envisioned to be 13 in all cases, but we anticipate some small variance). Burn-in meetings will also inform participants that they may be invited to attend future WAC meetings in their community.

Specifically, the burn-in meeting will provide information that is often necessary in order to participate in communities: background on the national identity of Nigerians (flag, coat of arms, national anthem and prayer, and how to promote national identity); the Nigerian constitution; participation opportunities (e.g., locations and periodicity/ timing of community meetings); and the identities of local leaders, as well as their responsibilities and contact information; government structures at different levels and how policy processes operate.

Women assigned to the control group will not be encouraged to meet again in the months following the burn-in meeting. However, we will not actively prevent or discourage women in the control group from meeting again on their own.

3.3.2 Women’s training treatment meetings

Women’s trainings in T1 and T2 will be administered via five facilitated group meetings, where each meeting will be just over 3 hours, following the burn-in meeting by co-gender and co-ethnic (i.e., a woman of the same ethnicity) facilitators. Facilitators will be recruited from geographically proximate communities to the study site to ensure that in addition to being fluent in both Yoruba and English, they are familiar with local dialects and comfortable working closely with rural communities. In general, facilitators will be teachers, social workers, health workers, and other pro-

professionals already living and working in the area. Women's empowerment can be a sensitive topic in rural areas with conservative gender norms, and ensuring that the facilitators can draw from relevant and contextually-specific examples and can become trusted participants in challenging conversations is essential to the success of the treatment.

To increase women's sense of self- and group-efficacy through WACs, the trainings are intended to confer women participants with leadership and advocacy skills as well as a strong group identity with other members of their WAC whom they could rely on for support or work with to plan economic or community development endeavors to improve their circumstances.

The five treatment meetings will be organized around discussion-based and experiential learning activities, alongside a series of take-home assignments to connect each meeting and encourage participants to continue thinking about the contents of the sessions in between meetings. This homework will further be discussed at the start of the subsequent meeting, offering women a chance to share and jointly reflect on training content. Drawing on the personal experiences of participating women, the meetings will specifically focus on developing their skills and training to engender the following:

1. A Sense of Group-Based Injustice

- Understand the grievances they have in common (e.g., over gender-based inequalities in public services)
 - Session 2 - Rights and Responsibilities of Duty-Bearers. Discussion that informs women about their rights and entitlements, and the fact that various local leaders are responsible for delivering and enforcing them for women. Begins to explore group-based grievances by discussing whether women and men have the same rights in practice.
 - Session 2 - Situation Analysis A - Identifying Common Issues. Participatory activity that enables women to identify and discuss common grievances around their participation, economic rights, and access to public services as a group, compared to men.
 - Session 2 - Situation Analysis B - Identifying Public Goods and Services Available to Women. Participatory social mapping activity that enables women to identify

specific good and services, as well as who has power over them.

- Session 2 - Take home assignment. Talking to family members and each other about collective grievances that came up during the session.

2. Politicized Group Identity

- Increase their shared identity as women (e.g., guided discussions about shared experiences)
 - Session 3 - What it means to be a woman in Nigeria. Guided discussion activity.
 - Session 3 - Group Identity. Introduction to an understanding of what a shared identity is, and a substantive discussion of what brings women in the community together, along with a discussion of relevant local women's groups.
- Identify common needs/goals (e.g., formulate common demands through group activities)
 - Sessions 3 - Common Values and Value Clarification Exercise. Discussion and participatory matrix-creation activity to collectively create a list of expectations of goods and services as a group.
 - Session 3 - Working towards the Common Interest of Women as a Group. Discussion of contextual case studies around problems commonly faced by women in Nigerian communities.
 - Session 3 - Identifying Common Needs and Goals of Women in the Community. Participatory card sort activity that facilitates women in the group to identify, list and prioritize common problems.
 - Session 3 - Take-Home Assignment. Practice in discussing and articulating common needs and goals to partner, family members, other women and community members, and discussing requests for support.

3. Perceived Efficacy

- Understand the benefits of coordinated action (e.g., present success stories of WACs elsewhere in the country or abroad)

- Session 5 - Concept of Advocacy and stakeholders guided discussion. Includes organizing group issues, target audience (stakeholders), and possible barriers, alliances, and ways to present the issues to the target audience.
- Process information about local decision-making processes (e.g., formal channels influence local decision-making)
 - Session 5 - Collective Dream Mapping. Participatory diagramming activity that helps women articulate deprivations, risks and strengths of their local community, and planning interventions together.
 - Session 5 - Sourcing information about local decision-making and funding processes. Creating a directory of key stakeholders, decision-makers and influencers.
- Identify points of influence (e.g., provide contacts or meeting details for local level decision-making institutions)
 - Session 4 - Discussing and listing actions that men can and cannot do to support women
 - Session 4 - Identifying points of action that men can take at each level (household, community, outside community), specific actions, and which sub-groups of women they can support (e.g. younger, older, working, etc.) through a table listing exercise
 - Session 4 - Take home exercise - discussions with spouse about specific actions of support
 - Session 5 - Concept of Advocacy and stakeholders guided discussion. Includes organizing group issues, target audience (stakeholders), and possible barriers, alliances, and ways to present the issues to the target audience.
 - Session 5 - Peeling the Onion Activity. Participatory activity to uncover deeper analyses around different forms of power and specific points of influence related to specific issues.
 - Session 6 - Identifying points of influence, Chapati Diagram exercise. Participatory exercise to explore relationships between stakeholders, local leaders, decision-makers, and women.

- Session 6 - Gatekeeper Tool exercise. Exercise to identify key gatekeepers and relationships that women need to make.
- Communicate effectively with decision-makers (e.g., conduct soft skills training)
 - Session 5 - Concept of Advocacy and stakeholders guided discussion. Includes organizing group issues, target audience (stakeholders), and possible barriers, alliances, and ways to present the issues to the target audience.
 - Session 6 - Effective communication with decision-makers. Training for participants to learn how to manage communication with gatekeepers, focusing on culturally appropriate communication approaches.
- Discuss feasible changes in the local context (e.g., present examples of successful changes that are viable at this level of government and safe to advocate)
 - Session 5 - Concept of Advocacy and stakeholders guided discussion. Includes organizing group issues, target audience (stakeholders), and possible barriers, alliances, and ways to present the issues to the target audience.
 - Session 6 - Locally feasible policy changes guided discussion and action planning. Discussion and development of implementation plans to generate support from the community and use external resources.

Finally, Session 4 will also cross-cut these themes by building women’s understanding of how men can advocate for and support them, and why men doing so is good for families and the community.

Throughout all such topics, the treatment meetings will seek to inculcate a sense of resilience, shared identity, and individual and collective efficacy among participating women. Doing so will involve activities such as role playing that prepare them to implement their training in realistic scenarios in which they may be confronted with negative responses or non-responses from local authorities they seek to engage in dialogue. Thus, beyond the substantive content of the trainings, the participatory pedagogical style is intended to address the psychological barriers that may prevent women from engaging in economic and political activities beyond the home.

3.3.3 Men’s training treatment meetings

Encouraging women to exercise power in spaces in which they have traditionally been excluded requires convincing them, or those with power over them, to buck traditional gender norms. A growing literature suggests that successfully changing norms can be facilitated by so called “male champions”—men who, despite benefiting from gendered power imbalances, support women’s claims for more voice and agency in public spaces. There is also increasing recognition that development interventions that seek to advance women’s empowerment are less successful if they do not engage men as allies to create an enabling normative environment.

These insights motivate T2. These men’s trainings will underscore that women’s empowerment is not a zero-sum game, and that it can benefit families as well as the quality of communities and policies. They will also educate men on how to effectively support women’s empowerment. Women in WACs assigned to T2 will receive the same five facilitated additional WAC meetings (following the burn-in meeting) described for T1, but they will additionally have their husbands be offered a men’s training, which is also comprised of five meetings of just over 3 hours each. As with T1, the facilitators will be co-ethnic and co-gender. As with the women’s trainings, the five treatment meetings will be organized around discussion-based and experiential learning activities, alongside a series of take-home assignments to connect each meeting and encourage participants to continue thinking about the contents of the sessions in between meetings. Note, however, that no husbands will be invited to attend the burn-in meetings.

Drawing on the personal experiences of participating men, the curriculum is divided into three conceptual parts, delivered over five sessions:

- Developing an understanding of gender concepts
 - Session 1 - focuses on discussions and activities around understanding the relationships between community and gender.
- Highlighting the importance of women’s rights to societal development and the role and contribution of women in society
 - Session 2 - focuses on activities and discussions around the role of women in community development.

- Underscoring the ways in which men can support women
 - Session 3 - focuses on discussions and activities around men supporting women.
 - Session 4 - focuses on strategies and opportunities for supporting women’s active organizing in the community.
 - Session 5 - focuses on the sustainability of support for women’s organizing in the community.

3.4 Measurement

3.4.1 Data sources

We will collect data through baseline surveys of women; endline surveys of both men and women (i.e., women who attended the burn-in meetings, and their husbands); and metrics tracked at the meetings. Details regarding each data source are noted below.

- Baseline participant survey: We will conduct a baseline survey among all eligible women in our 450 wards who attend the burn-in meeting (up to 13 women per ward).⁴ As noted above, these women have been identified through a community entry procedure that invites baales, local leaders, to identify women to participate in the introduction that meet our eligibility criteria. The baseline survey will typically (barring any unforeseen field issues) be conducted within three days of the burn-in meeting, and the vast majority of surveys will be conducted on the same day as the burn-in meeting, usually immediately after the burn-in meeting takes place. At burn-in, our survey firm will be in attendance to get informed consent and schedule times for the baseline survey. The survey modules targeting women will measure individual and household-level demographic characteristics and contact information, as well as baseline levels of a subset of our outcome measures of interest (as noted below in the measures section). We will conduct the baseline survey among up to 13 women per community, who agree to participate in our study and attend training meetings. Note that if more than 13 eligible women show up to the burn-in meeting, we will implement the following procedure: 1) do the screening questions to ensure that everyone who showed up is eligible and politely turn away

⁴Husbands will not be surveyed.

those who are not eligible; and 2) contact the baale to determine which women are supposed to be here based on the baale’s initiation nominations, as the baale should only have identified 13 women as part of the community entry/sampling procedure described above. If fewer than 13 eligible women show up to the burn-in meeting, AAN will contact the baale to find additional eligible women. If this is not possible, we will ask women in the group to bring other eligible women to join the training. Attrition between the burn-in meeting and the baseline survey should be minimal as the baseline survey will mostly be conducted on the same day as the burn-in meeting.

- Endline participant survey: We will conduct an endline survey among all participating women and their husbands in our 450 wards. The survey modules targeting our women participants will measure all of our outcome and mechanism measures of interest at endline (as noted below in the measures section). The survey modules targeting the husbands of the women participants will focus on measures pertaining to gender norms and the merits of women’s participation in activities beyond the household, including in the labor force. In the endline survey, we will also have a module intended to collect data on unintended consequences pertaining to backlash in the household (e.g., reports of physical, emotional, or sexual violence; decrease in life satisfaction), and sanctions by elites or other community members. We will attempt to re-survey *all* women who participated in the baseline survey.
- Intervention-based measures: In every meeting, we will collect attendance information, record the topics covered at each meeting, and note the meeting date. This will allow us to track compliance with the assigned treatment condition and know the intensity of treatment actually received. We will also have WAC facilitators monitor whether they think women participants are experiencing any unintended negative consequences.

3.4.2 Concepts and measures

We expect to see an effect of our treatments on economic aspirations, economic activities, and economic well-being. We will measure these three concepts through the following measurement strategy. We note "TBD" for measures that have not been developed before the launch of the RCT given funding limits. These measures will be registered before the endline survey is conducted if

we secure additional funding to ask these questions of interest. The appendix includes our comprehensive list of survey measures, with precise wording and answer options, and indices we plan to create based on these raw measures.

- Primary Outcome 1 [WOMEN]: Economic Aspirations

- Level of aspirations (see Module 1 in the Endline Survey in the Appendix): We will measure an individual’s aspiration level at endline using an index. The index will be constructed using respondents’ endline answers to questions about their aspirations along four dimensions: personal income (i.e., earned by the woman herself), personal savings, own education, and own social status. The level of education will be re-coded as desired years of education, while the level of social status is the level on a 10-step ladder of possibilities that they would like to achieve. While there are a potentially infinite number of dimensions in which an individual could aspire, we argue that these four capture a large and important share of poverty-related aspirations. We will combine these four aspired levels into an index using the following methodology. First, we will normalize each respondent’s aspiration level on each dimension by subtracting the sample average of the control group within a given state and dividing this difference by the sample standard deviation of the control group within the same state.⁵ We will then ask each individual to allocate 20 beans across the four dimensions according to their relative importance, and take a weighted average by weighting each dimension by the share of beans placed on it. The index is then:

$$Aspiration\ Level = \sum_{n=1}^4 \left(\frac{a_n^i - \mu_n^{control}}{\sigma_n^{control}} \right) w_n^i \quad (1)$$

Here, a_n^i is the aspired outcome of individual i on dimension n (income, savings, edu-

⁵The resulting, normalized outcome will represent the number of standard deviations from the average aspired level within the same state. Respondents with an aspiration level for a particular outcome above their ward’s average have a positive value on the normalized outcome, while those with a level below the average have a negative value. We will examine the individual’s aspirations relative to the ward, as an individual’s aspiration levels are affected by a process of social comparison with others in the individual’s social environment or *reference groups* (e.g., Festinger 1954; Merton and Rossi 1950; Suls and Wheeler 2000).

cation, or social status). $\mu_n^{control}$ is the average aspired outcome for outcome n for the control group within the same state. The standard deviation of aspired outcomes in the control group within the same state for outcome n is $\sigma_n^{control}$. Finally, w_n^i is the weight individual i places on dimension n , where these four weights sum to 1.⁶ Our measure of aspirations captures the distance between what is generally possible as captured by the control group within the same state as a whole compared to what an individual actually aspires to achieve.

- Change in income and social status aspirations (see Module 1 in the Baseline and Endline Surveys in the Appendix): While our budget precludes asking all aspirations questions at baseline, we will ask the questions about personal income and social status at baseline (at endline, we ask all aspirations questions). Using these data, we will create two aspirations change measures: (1) change in personal income aspirations; and (2) change in social status aspirations. These measures will be created by taking simple differences for each of the two variables individually. We will also consider an index based upon the weights (w_n^i) provided in the endline survey (recoded to reflect that there are only two dimensions rather than four):

$$Change\ in\ Aspiration\ Level = a_{endline}^i - a_{baseline}^i \quad (2)$$

- Aspiration to migrate (see Module 1 in the Endline Survey): We will assess aspiration to migrate with the following question: “Do you hope to stay in this village in the future, or migrate somewhere else?” This will be a dummy measure, where interest to migrate to another rural area/urban area in Nigeria/another country will be coded as having interest in migrating.
- Aspiration to change jobs/occupation (see Module 1 in the Endline Survey): We will assess aspiration to change jobs or switch occupations: “Earlier, we asked you about your primary occupation. Thinking about the future, what primary occupation do you hope to have five years from now.” This will be a dummy measure, where interest to

⁶Note that the index is a weighted average of four normally distributed variables with mean 0 and standard deviation 1. However, it is not itself distributed normally with mean 0 and standard deviation 1.

change their occupation in any way is coded as 1.

- Aspiration to start a new enterprise (see Module 13 in the Endline Survey): We will assess aspiration to start a new enterprise with the following question: “How interested would you be in starting a new non-farm business in the next 1 to 5 years?”
- Aspirations for children (see Module 1 in the Endline Survey): We will assess aspirations for children with two questions: (1) “What primary occupation do you hope that your daughter would have in the future? If you do not have a daughter, please think about how you would feel if you had a daughter”; and “What primary occupation do you hope that your son would have in the future? If you do not have a son, please think about how you would feel if you had a son.” We will focus, first, on aspirations for respondents’ female children, as the trainings focus on women’s empowerment. Parents’ aspirations for their daughters will be captured using a variable ranging from 0-2, where a ‘1’ indicates that the preferred occupation is something other than a housewife, and a ‘2’ indicates that the preferred occupation is a teacher, nurse / doctor, or another salaried job (see Beaman, Duflo, Pande, and Topalova (2012) for a similar approach).⁷ Second, we will focus on any aspirations gaps between respondents’ male and female children by constructing a similar variable for boys’ attainment and then taking the difference between what respondents aspire for their girl versus boy children.

- Primary Outcome 2 [WOMEN]: Level of economic activities

- Switching primary jobs or occupations between baseline or endline, or adding a new secondary occupation: We will assess whether there was a change in primary occupation between baseline and endline. In particular, we are interested in whether women are shifting from from a less to a more lucrative occupational profile. This could happen in a number of different ways. One way to do so would be by adding a primary occupation when the woman did not identify one before. Although all participants are ‘economically active,’ we suspect that many will identify themselves as housewives. A second way to do

⁷Because ‘another salaried job’ could have a wide interpretation, we will probe using an open-ended response what parents have in mind if they select this response category, and determine on a case-by-case basis whether this should be included as among the high educational attainment and/or high income occupations category.

so would be by adding a secondary occupation on time of a primary one. Third, women could 'level up' their primary or secondary occupation into something more lucrative. In each case, we code a 1 if women changed their occupational profile from a less to a more lucrative one, and a 0 otherwise.⁸

- We will also assess whether there was a change in response to the following question (see the “occupation” measure under “economic activity” in Module 1 in the Baseline and Endline Survey in Appendix): “In the last one month, have you done anything to earn money outside of your household?”
- We will additionally assess whether there was a change in response to the following question (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in the Appendix): “Does your household own and operate a business?”
- Starting a new business or expanding an existing one (see Module 13 in Endline Survey in Appendix): We will ask a series of question with regards to starting or expanding a new enterprise, coding dummy variables for having engaged in each of these behaviors:
 - * “In the last [since baseline] months, have you:...”
 - “Talked to a family member about an idea to increase your income?”
 - “Inquired about taking out a loan?”
 - “Started saving to make an investment in a business or other productive asset?”
 - “Sought out information to help you think about the possibility of starting a non-farm business?”
 - * “Have you started a new non-farm business [SINCE THE START OF THE INTER-VENTION]?”

⁸It is also possible that women may lower their occupational profile by dropping a primary or a secondary occupation. In the former case, we will look at whether women dropped their primary occupation, going from employed to unemployed between baseline and endline. In the second case, it is difficult to tell whether dropping a secondary occupation is positive or negative. Women in this context often have multiple informal income streams. Dropping one low productivity activity to spend more time on a higher productivity activity could be net beneficial; therefore, we do not count dropping a secondary occupation as a negative, though we plan to explore this issue further using personal income data if this happens with some frequency in our sample.

- Reducing time spent on unpaid care work (see Module 13 in Endline Survey in Appendix): We will analyze the number of hours spent on unpaid care work with this question: “How many hours in the last 7 days did you spend doing unpaid household work, such as cooking, cleaning, fetching water, and caring for others?”
- Increasing time spent on paid labor (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix): We will ask the following two questions to analyze hours dedicated towards labor: (1) “How many hours in the last 7 days did you run or help do any kind of non-agricultural household business, big or small, for yourself or the household?” and (2) “How many hours in the last 7 days did you do any hired work for a wage, salary, commission, or any payment in kind?”. Additionally, we will look at “How many hours in the last 7 days did you spend on household agricultural activities (including livestock and fishing-related activities), whether for sale or for household consumption?” While working on a household farm can be important for household income and consumption, the trainings are intended to affect women’s ability to engage in the community outside the home, and we are primarily interested in whether they are able to allocate more time toward pursuing off-farm income opportunities.
- Increasing time spent on self care (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix): We will ask the following question to analyze the number of hours dedicated towards self-care and activities that advance participants’ goals: “How many hours in the last 7 days did you spend doing activities caring for yourself such as socializing or activities to advance your goals like going to community meetings or self-help groups?”
- Women’s control over how they use their time: TBD
- Having access to a bank account (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix): We will code and analyze a dummy variable for having a bank account (own or joint) from this question: “Do you have a bank account or a joint bank account with your spouse?”
- Participation in various groups/associations (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix): We will code and analyze dummy vari-

ables for participating in each of the listed groups, using this question: “Next we would like to know about any types of groups or associations in this village that you may have participated in during the last 6 months (read each option out loud and answer yes or no for each): Social service group like a school committee or mutual aid society; Political party; Labor group like a farmers’ group, or small enterprise group; Financial group like a rotating savings group; Group focusing on peace or security issues in the community.” We will use this information to create one index variable ranging from 0-6 reflecting the total number of groups a women is participating in within the community, which will give us a measure for her social networks. We will also separately look at participation in economically-focused groups (labor groups, small enterprise groups, and financial groups) one-by-one as an indication of a woman’s specific interest and efforts toward economic activities.

- Taking out a loan to make an investment (see Module 13 in the Endline Survey in Appendix): We will code and analyze a dummy variable for taking out a loan as an investment from this question: “Have you borrowed money [SINCE THE START OF THE INTERVENTION] to start or expand a farm or non-farm business?”
- Trying a new crop or varietal (see Module 13 in the Endline Survey in Appendix): We will code and analyze a dummy variable for trying out a new crop varietal from this question, analyzing only those working in agriculture: “During the most recent growing season, did you try any new crops or varietals for the first time?”
- Trying to secure access to an economic subsidy or benefit:
 - * We will analyze whether respondents have a form of identification, which is needed to access benefits and to open a bank account (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix); we will code and analyze a series of dummy variables from these questions: “What forms of identification do you currently have? [National ID card, Voter ID card, Driver’s license]”
 - * Another way that women may try to improve their economic circumstances could be through accessing social safety net programs and/or agricultural input subsidies. Accessing these benefits requires women to interact with local leaders and/or civil

servants to learn about available programs and to navigate eligibility requirements, and trainings may make women more comfortable and able to overcome these hurdles. We will analyze effort to claim and success at claiming various social safety net programs by asking the following two questions (see Module 13 in the Endline Survey in Appendix); we will code and analyze dummies for trying to access each, and for successfully accessing each: (1) “[SINCE THE INTERVENTION], has anyone in your household tried to gain access to any of the following: Subsidized seeds, subsidized fertilizer voucher, a cash transfer aimed at low income families, agricultural extension services?”; and (2) “For each of the services from for which the household answered “yes” above: Was your household successful in getting what you needed?”

- Primary Outcome 3 [WOMEN]: Economic well-being
 - We will analyze change in household income and personal income (see Module 1 in the Baseline and Endline Surveys in the Appendix):
 - * “Now please tell us how much your household as a whole—including your spouse, yourself, and any other family members who may contribute to household income—earned from farm and non-farm activities like wages or profits from a business during the last month? Again, consider the CASH income your household earns in a MONTH from all agricultural and non-agricultural activities, as well as any money you may receive from the government or any other organization”
 - * “Previously, we asked about your household as a whole. Now, please tell us how much you PERSONALLY earned last MONTH? And again, consider how much CASH income you personally earned last MONTH from all agricultural and non-agricultural activities, as well as any money you could receive from the government or any other organization. And again, consider how much CASH income you personally earned last MONTH from all agricultural and non-agricultural activities, as well as any money you could receive from the government or any other organization.”
 - We will analyze change in personal savings (see Module 1 in the Baseline and Endline Surveys in the Appendix): “What is the total current value of your own personal savings? Please include cash or household goods that you currently own that you could sell if you

needed income quickly (e.g., a sewing machine, a chicken, or jewelry).”

- We will ask a question regarding change in food security (see Module 10 in the Baseline Survey and Module 13 in the Endline Survey in Appendix), and analyze dummy variables for food insecurity: “Now we would like to ask you some questions about food. In the past 2 weeks, was there a time when, because of lack of money or other resources:...”
 - * “You or any member of your household was worried you would not have enough food to eat?”
 - * “You or any member of your household had to skip a meal?”

We will have a set of measures that we will collect from the women’s endline survey to assess the mechanisms of the effects we observe related to primary outcomes 1-3. Again, the appendix includes our comprehensive list of all survey measures, with precise wording and answer options. We plan to create indices by taking simple averages of measures when we ask more than one question regarding the noted concept:

- Efficacy beliefs (see Module 4 in the Endline Survey in Appendix):
 - Group efficacy: Whether in critical situations they can rely on other women in their community for help, whether most other women in their community are able to see when they need help, whether other women in their community are willing to help their neighbors, whether other women in their community share the same values, whether other women in their community can be trusted, whether other women in their community try to find solutions to the problems they are facing, whether they expect support from other women in their community, whether they can count on other women in their community when things go wrong
 - Self-efficacy: How confident they feel about being able to call their local representative, visit the office of their local representative by themselves or with a group, write a petition, attend a local community meeting alone or with other women, openly express their opinion in a discussion about politics with family members, with men outside their family
- Locus of Control (see “locus of control” measures in Module 13 in the Endline Survey in

Appendix): Four questions will be asked to get a sense the respondent feels that they have control over outcomes.

- Self Esteem (see “self esteem” measures in Module 13 in the Endline Survey in Appendix): Two questions will be asked to get a sense that of whether they feel they have high self-esteem.
- Trust (see “trust” measures in Module 13 in the Endline Survey in Appendix): Three questions will be asked to get a sense that they can trust institutions, other people, and neighbors.
- Perceptions of Poverty (see “perceptions of causes of poverty” measures in Module 13 in the Endline Survey in Appendix): Two questions will be asked to get a sense of whether they think it is in their control to not be poor.
- Women’s perception of gender norms
 - Women’s beliefs about gender norms (see Module 12 in the Endline Survey in Appendix): Women’s own beliefs regarding gender roles (GEM scale measures (7 components)).
 - Women’s perceptions of the support they receive from family to participate in activities outside of the home (see Module 12 in the Endline Survey in Appendix): List of supportive behaviors that spouse does along with the frequency of such behavior (see “men_support_do” and “men_support_do_battery”).
 - Intra-household bargaining (see Module X in the Baseline Survey and Module 11 in the Endline Survey in the Appendix): We will ask two questions: “In your community, who decides how earnings will be used: men vs women?” and “In your community, who decides major household purchases: men vs women” to assess the extent to which women have power to make economic decisions. For these two measures, we will assess the change between baseline and endline.
- Men’s perception of gender norms (TBD)
 - Men’s beliefs about gender norms (Men’s Endline Survey): Women’s husband’s beliefs regarding gender roles (GEM scale measures (7 components)).
 - Men’s knowledge on how to support women’s voice (Men’s Endline Survey)

- Belief that supporting women’s participation is socially normative (Men’s Endline Survey)
- Recognition that men have an important role to play in supporting women’s participation (Men’s Endline Survey)
- Men’s supportive actions to enable women (Men’s Endline Survey): TBD
- Men’s time use (Men’s Endline Survey): TBD

Additionally, we will have measures to conduct a manipulation check and measures for possible unintended consequences.

- Manipulation Check: We will collect measures to assess receipt of the intervention.
 - Individual-level attendance (from attendance sheets collected by AAN)
 - Records of topics covered at each WAC meeting (from AAN facilitator notes)
 - Number of WAC meetings held in last 6 months
 - Number of WAC meetings attended in last 6 months (from endline survey of women, Module 3)
 - Topics covered in WAC meetings attended in last 6 months (from endline survey of women)
- Unintended Consequences: We will collect measure to assess if there are any backlash effects stemming from the intervention. The appendix includes our comprehensive list of survey measures, with precise wording and answer options, and indices we plan to create based on these raw measures.
 - Monitoring of severe backlash (from AAN facilitator notes)
 - Measures of conflict within their household, other community members, or community leaders (from endline survey of women, Module 10)
 - Measures of decreased life satisfaction (from endline survey of women, Module 10)
 - Measure of any regrets for participating in the program (from the endline survey of women, Module 10)

- Measure of recommending the program to others in a similar community (from the endline survey of women, Module 10)

3.5 Randomization Procedures

We will randomize the 450 wards into control, T1, or T2 after all of the burn-in meetings as well as our baseline survey of women take place. Data collected from the supervisor survey of community characteristics conducted by the survey firm along with the size of the WACs created (based on burn-in attendance information collected by AAN) will be used to create blocks for randomization. The data that will be used for block randomization will be the following, where point of collection is indicated for each:

1. Size of the WACs (collected at burn-in meeting based on total attendance by women)
2. Presence of an Electricity Grid (from the Supervisor Survey question: “Are the following services present in the community area? Electricity grid that most houses can access (Y/N)”))
3. Presence of a Sewage System (from the Supervisor Survey question: “Are the following services present in the community area? Sewage system that most houses can access” (Y/N)”))
4. Presence of Mobile Phone Service (from the Supervisor Survey question: “Are the following services present in the community area? Mobile Phone Service” (Y/N)”))
5. Presence of a Borehole/Tube Well (from the Supervisor Survey question: “Are the following services present in the community area? Borehole or Tubewell” (Y/N)”))
6. Presence of Post Office (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Post Office” (Y/N)”))
7. Presence of a School (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? School (public or private or both)” (Y/N)”))
8. Presence of a Police Station (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Police Station” (Y/N)”))

9. Presence of a Health Clinic (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Health Clinic (private or public or both” (Y/N))”)
10. Presence of Market Stalls (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Market Stalls (selling groceries and/or clothing” (Y/N))”)
11. Presence of a Bank (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Bank, money transfer point, mobile banking services or ATM” (Y/N))”)
12. Presence of a Means of Transportation (from the Supervisor Survey question: “Are the following services present in the community area or in easy walking distance? Is there any kind of paid transport such as bus, taxi, moped, or other form, available on a daily basis” (Y/N))”)
13. Presence of Police Road Blocks (from the Supervisor Survey question: “In the community, did you (or any of your colleagues) see any roadblocks set up by the police or army? (Y/N))”)
14. Presence of Customs (from the Supervisor Survey question: “In the community, did you (or any of your colleagues) see any customs checkpoints? (Y/N))”)
15. Presence of Private Road Blocks (from the Supervisor Survey question: In the community, did you (or any of your colleagues) see any roadblocks or booms set up by private security providers or by the local community? (Y/N))”)
16. Road Conditions (from the Supervisor Survey question: “Thinking of the journey here: What was the condition of the road in the last 5 kilometers before reaching the start point of the community? Was the road in excellent or good condition and easy to traverse, or was it in poor or very poor condition, that is, difficult to traverse due to potholes, waterlogging, or other issues, or was it impassable at any point (e.g., due to a collapsed bridge, fallen tree, flooding, etc.)? (Impassable, Very Poor, Poor, Fair, Good, Very Good))”)

3.6 Ethical Considerations

Our study has received approval from the institutional review board of UC Berkeley (protocol# 2022-08-15565), and UC San Diego and IFPRI have IRB reliance agreements with UC Berkeley. Additionally, our evaluation partner NOI has secured approval from the National Health Research Ethics Committee of Nigeria (approval number NHREC/01/01/2007-03/02/2023). Below is a list of actions we will implement to guarantee a safe and ethical study implementation:

1. We are partnering with an implementing partner that is already engaging in the activities that comprise our treatments in Nigeria. Our intervention will enable our implementing partner to expand the geographical scope and/or scale of their activities in three southwestern states, and will rely entirely on the expertise of local practitioners with 22 years of experience in Nigeria.
2. We are engaging with local authorities to generate awareness and buy-in of our study. Indeed, integral to our implementing and evaluation partners' budgets are introductory meetings with local authorities.
3. We will engage with the husbands at the recruitment stage. This is important because we do not want to create a situation where a woman consents to participate without telling her husband, the husband then finds out, exposing the woman to possible harm. By engaging the women's male partners from the start, we plan to avoid any such situation.
4. We will debrief participants in all treatment arms on the full purpose, nature, and design of the study upon final completion of the training programs. They will be debriefed through the endline survey to comply with expectations of complete disclosure.
5. According to the WHO, the number of COVID-19 cases in Nigeria has remained low over the past year, and the Nigerian government has relaxed its restrictions,⁹ but we are working with NOI and AAN to implement COVID-19 protocols to ensure research staff, trainer, and study participant safety and comfort throughout the implementation of the project. Interactions,

⁹See: <https://ncdc.gov.ng/news/429/public-health-advisory-following-the-presidential-approval-for-the-relaxation-of-covid-19-safety-measures-%26-travel-advisory>.

especially in the trainings, are an integral part of this project. We therefore will meet in person, but primarily in open, well-ventilated spaces. For example, while the venues for the trainings will differ from community to community, they will often be spaces under the shade of trees or canopies or in town halls with windows and doors that will be left open. If good ventilation, and practices like distancing, cannot be achieved in a particular location, the project teams will have masks and offer them to participants, while also discussing the motivation for doing so. We will also employ regular cleaning practices with the materials and spaces related to the project. Finally, coordinating with the appropriate office of the Nigeria Center for Disease Control (NCDC), we will ensure that the proper actions are taken if any cases occur in our project teams or among participants.

4 Answer Strategy

Unless otherwise noted above in the description of measures, we will analyze each measure separately. We will also explore the creation of additional indices based upon the various survey measures intended to measure a single concept. When we do create indices, we will standardize such measures. When there are missing component measures, we will explore the use imputation strategies to minimize the loss of observations. For outcomes relevant to only certain populations (e.g., those working in agriculture), we will restrict our analysis to those populations.

At the individual study level, we will estimate intent to treat (ITT) effects of T1 and of T2 relative to the control group using covariate-adjusted difference-in-means with standard errors clustered at the community level. We will first estimate the pooled effect of T1 and T2 to assess the effect of training women (i.e., to test H1, H2, and H3), and then look at whether T2 differs from T1 (to test H4).

We will include a set of covariates from the baseline survey to achieve higher precision. The list of covariates is as follows: literacy, age, marital status, wife order (if husband has more than one wife), size of household, number of children, an index of household asset wealth (the first principle component from a principle components analysis using all of our wealth-related variables), religion, religiosity, highest education level, and an enumerator-based measure of level of privacy during the interview.

We will also use these covariate measures to explore whether there are any heterogeneous

treatment effects of treatment based upon demographic characteristics and pre-treatment economic contexts. Specifically, we will explore whether women with complements to the training—including higher levels of education, higher household asset wealth, and greater proximity to markets—may see greater benefits from both T1 and T2. We will further explore whether women will get greater benefits from the trainings when they have stronger baseline perceptions that gender norms in their community are permissive—though the added value of T2 may be relatively smaller in such settings, compared the the additive value of T2 when gender norms are less permissive and thus trainings to break them down can achieve more. With that said, there may be ceiling effects. And as such, we will explore whether heterogeneous treatment effects are non-monotonic (e.g., U-shaped).

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Online Appendix

MKV Baseline Survey
March 2023

Name	Label	Question	Answer choice
Module 1: Demographics			
Literacy	demog_lit	<p>I would like you to read this sentence to me.</p> <p>ENUMERATORS SHOULD HAVE FOUR CARDS, ONE FOR EACH SENTENCE BELOW. PICK A CARD AT RANDOM TO SHOW TO RESPONDENT. [IF RESPONDENT CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me?]</p> <ul style="list-style-type: none"> • The child is reading a book. • The rains came late this year. • Parents must care for their children. • Farming is hard work. 	<p>1=CANNOT READ AT ALL 2=ABLE TO READ ONLY PART OF THE SENTENCE 3=ABLE TO READ WHOLE SENTENCE 4=NO CARD WITH REQUIRED LANGUAGE 5=BLIND/VISUALLY IMPAIRED</p>
Age	demog_age_idw_pre	How old are you?	[0; 100]
Marital status	demog_marital_idw_pre	What is your current marital status?	<p>1=Never married 2=Married 3=Not married but living with partner 4=Divorced or separated 5=Widowed</p>

			6=Other (specify)
	demog_marital_otherwifes_pre	Does your (husband/partner) have other wives or does he live with other women as if married?	0=No 1=Yes
	demog_marital_otherwifes_number_pre	Including yourself, in total, how many wives or live-in partners does he have?	Total number of wives and live-in partners
	demog_marital_otherwifes_rank_pre	Are you the first, second.. wife?	Rank
Household size]	ifpri_demog_HH_size	How large is your household (total members who lived and shared meals with the household during at least 9 of the last 12 months)?	[0; 40]
Number of children	demog_children_idw_pre	Collecting information on the children a woman has can be helpful for ensuring she and they get medical care, education, etc. Do you have any children under age 18? If no, enter 0. If yes, how many children under age 18 do you have?	[0; 20]
Economic activity	demog_occupation_idw_pre_a	In the last one month, have you done anything to earn money outside of your household?	0=No 1=Yes

	demog_occupation_idw_pre_b	What is your current primary employment? <i>[Please read responses aloud each option.]</i>	1=Farming 2=Herding 3=Casual / day labor 4=Processing, marketing, and trading agricultural products 5=Working for yourself / off-farm business 6=Salaried job 7=Other 8=You do not work → skip to demog_occupation_info_idw_pre
	demog_occupation_2_idw_pre	If any response other than “do not work”: What is your current secondary employment?	1=Farming 2=Herding 3=Casual / day labor 4=Processing, marketing, and trading agricultural products 5=Working for yourself / off-farm business 6=Salaried job 7=Other 8=No other work
	demog_occupation_info_idw_pre	If “do not work” in demog_occupation_idw_pre: Please let us know which best describes you during the past month:	1=A student 2=A housewife/homemaker 3=Retired 4=Searching for work 5=Other (specify)
	ifpri_demog_mig	Consider the community where you lived five years ago. Have you migrated temporarily or permanently from that community?	1=I still live in that community and have not migrated 2=I still live in that community but migrated temporarily within the last 5 years 3=I no longer live in that community because I permanently migrated away 4=Other
Assets	assets_electricity	Does your household have: Electricity?	1=Yes 2=No
	assets_radio	A radio?	1=Yes

			2=No
	assets_tv	A television?	1=Yes 2=No
	assets_fridge	A refrigerator?	1=Yes 2=No
	assets_mobile	A mobile phone?	1=Yes 2=No
	assets_bicycle	A bicycle?	1=Yes 2=No
	assets_motorcycle	A motorcycle or motor scooter?	1=Yes 2=No
Religion	demog_religion	What is your religion, if any?	1=Christian 2=Muslim 3=African Traditional Religion 4=Other (specify)
Religiosity	demog_religiosity1_arabarometer_pre	Would you describe yourself as religious, somewhat religious, or not religious?	1=Not religious 2=Somewhat religious 3=Religious
	demog_religiosity2_arabarometer_pre	Thinking over the past seven days, on how many days have you attended religious activities in the...? If Muslim: Mosque If Christian: Church If ATR: Shrine	Number of days (max 7)
Education	demog_education_afrobarometer_pre	What is your highest level of education?	0=No formal schooling 1=Informal schooling only (including Koranic schooling) 2=Some primary schooling 3=Primary school completed 4=Intermediate school or some secondary school/high school 5=Secondary school/high school completed

			6=Post-secondary qualifications, other than university 7=Some university 8=University completed 9=Post-graduate
Aspiration	ifpri_hh_income	<p>Now please tell us how much your household as a whole—including your spouse, yourself, and any other family members who may contribute to household income—earned from farm and non-farm activities like wages or profits from a business during the last month?</p> <p>Again, consider the CASH income your household earns in a MONTH from all agricultural and non-agricultural activities, as well as any money you may receive from the government or any other organization.</p>	1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira 7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira 15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira
	ifpri_personal_income1	<p>Previously, we asked about your household as a whole. Now, please tell us how much you PERSONALLY earned last MONTH? And again, consider how much CASH income you personally earned last MONTH from all agricultural and non-agricultural activities, as well as</p>	1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira 7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira

		any money you could receive from the government or any other organization.	15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira
	ifpri_personal_income2	Now, we would like to ask you about what you hope for. How much income do you hope that you PERSONALLY will be earning each month five years from now? It is ok to answer "0" if you do not want to be working in 5 years. And again, consider how much CASH income you would like to personally earn in a MONTH from all agricultural and non-agricultural activities, as well as any money you could receive from the government or any other organization.	1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira 7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira 15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira
	ifpri_asset1	What is the total current value of your own personal savings? Please include cash or household goods that you currently own that you could sell if you needed income quickly (e.g., a sewing machine, a chicken, or jewelry).	Savings in Nigerian Naira
	ifpri_socialstatus1	High social status means that people in the community respect you, look up to you,	Scale 1-10

		and value your opinions. On a ten step ladder, with 1 being the lowest rung and 10 being the highest rung, what is the level of social status that you have at present?	
	ifpri_socialstatus2	On a ten step ladder, what is the level of social status that you would like to achieve?	Scale 1-10
Baseline level of participation	plevel_idw_pre	In the past six months, have you contacted a public servant or elected official about public services in your area? By public services, we mean things like water or electricity. This contact could be in an official event like a community meeting, or through personal contact, like a phone call or WhatsApp message, or by passing a message through someone else like a community leader.	1=Yes, often 2=Yes, several times 3=Yes, once or twice 4=No, but I would if I had the chance 5=No, and I would never do this
Baseline quality of participation	pqual_idw_pre	If you contacted someone like a public servant or elected official about public services in the last six months, do you think you clearly communicated what your problem was?	1=Yes, very clearly 2=Yes, somewhat clearly 3=No, not really clearly 4=No, not at all clearly 5=I didn't contact anyone about public services in the last six months
Baseline responsiveness	resp_idw_pre	If you contacted someone like a	1=Yes, they did what I wanted them to do

ss		public servant or elected official about public services in the last six months, did they do something to help you?	2=Yes, they tried to help but didn't do what I wanted 3=No, they listened to me but didn't do anything 4=No, they wouldn't listen to me 5=I didn't contact anyone about public services in the last six months
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Module 2: Participation

Formal participation	plevel_formal _couldattend _ws_post	In the last six months, have there been any community meetings in your area that citizens could attend, like town hall meetings or village square meetings?	0=No 1=Yes
	plevel_formal _attended_w s_post	[IF YES] Have you attended any of those meetings?	0=No 1=Yes
	plevel_formal _spoke_ws_ post	[IF YES] Did you speak in any of those meetings?	0=No 1=Yes

Module 3: Efficacy

Group Efficacy	mechanism_ efficacy_wom encollective1 _ws_post	In critical situations, I can rely on other women in my community for help.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective2 _ws_post	Most other women in my community are able to see when I need help.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_	Other women in my	1=Strongly agree

	efficacy_wom encollective3 _ws_post	community are willing to help their neighbors.	2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective4 _ws_post	Other women in my community do not share the same values as me.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective5 _ws_post	Other women in my community can be trusted.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective6 _ws_post	Other women in my community try to find solutions to the problems I am facing.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective7 _ws_post	I don't expect support from other women in my community because they have problems of their own.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective8 _ws_post	I can count on other women in my community when things go wrong.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
Self Efficacy	mechanism_ efficacy_dom self1_ws_pos t	How confident do you feel about being able to: Call your local representative about some issue in your village/neighborhood	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_	Visit the office of your	1=Very confident

	efficacy_dom self2_ws_pos t	local representative about some issue in your village/neighborhood by yourself	2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self3_ws_pos t	Visit the office of your local representative about some issue in your village/neighborhood with a group of other women	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self4_ws_pos t	Write a petition to bring a community issue to the attention of your local representative	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self5_ws_pos t	Attend a town hall meeting alone	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self6_ws_pos t	Attend a town hall meeting with other women	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self7_ws_pos t	Openly express your opinion in a discussion about politics with your family members	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self8_ws_pos t	Openly express your opinion in a discussion about politics with men outside your family	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident

Module 4: Group Identity			
Strength of gender identity	mechanism_identification_women1_ws_post	How important is being a woman to you?	1=Very important 2=Important 3=Somewhat important 4=Not very important 5=Not at all important
	mechanism_identification_women1b_ws_post	Different types of identities are more or less important to different people. For example, for some people their tribe or ethnic group is an important source of identity, and for others their religion is more important. For still others, their identity as a man or a woman might be the most important to them. Among the following options, what would you say is most important to your identity:	1=ethnic group 2=tribal group (if relevant here) 3=religious group 4=national group 5=woman / man
Module 5: Perceived Injustice and Trust			
Perceived Gender Discrimination	mechanism_discrimination_diffroles_ws_post	Which statement do you most strongly agree with? A. There is no discrimination against women. However, tradition and culture say that men and women have different roles in society. B. Society discriminates against women.	1=A 2=B

	mechanism_discrimination_toofar_ws_post	When it comes to giving women the same rights as men, do you think your community:	1=Has not gone far enough 2=Has been about right 3=Has gone too far
Module 6: Informedness			
Procedural Knowledge	mechanism_proceduralknowledge_knowledge_representative_ws_post	Do you know the name of your village head? [IF YES] What is their name?	0=No 1=Yes, claims to know but cannot remember the name 2=Yes, gives correct name
Information Sources	mechanism_interest_news_ws_post	How often do you follow news about politics and government?	1=Everyday 2=Several times a week 3=Once or twice a week 4=Not even once a week 5=Practically never
Module 7: Political Discussion			
Discussing Politics	mechanism_discussionfrequency_others_ws_post	In the last month, how often did you have a conversation with others in your area about services and local government?	0=Never 1=Once or twice 2=About once per week 3=A few times per week 4=At least every day
	mechanism_discussionfrequency_women_ws_post	In the last month, how often did you have a conversation with other WOMEN in your area about services and local government?	0=Never 1=Once or twice 2=About once per week 3=A few times per week 4=At least every day
Module 8: Policy Priorities and Preferences			
Policy Priorities		What do you think is the most important sector where services need to improve in your community? [Only one of the following	

	pqual_important1_roads_ws_post	12 options can be coded as Yes] Transportation (roads, public transit)	0=No 1=Yes
	pqual_important1_health_ws_post	Health (clinics, COVID)	0=No 1=Yes
	pqual_important1_jobs_ws_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes
	pqual_important1_water_ws_post	Water supply (piped water, boreholes)	0=No 1=Yes
	pqual_important1_education_ws_post	Education (schools, fees)	0=No 1=Yes
	pqual_important1_electricity_ws_post	Electricity (service, fees)	0=No 1=Yes
	pqual_important1_corruption_ws_post	Corruption	0=No 1=Yes
	pqual_important1_crime_ws_post	Crime and security	0=No 1=Yes
	pqual_important1_agriculture_ws_post	Agriculture and farming	0=No 1=Yes
	pqual_important1_contact_violence_ws_post	Harassment of women/ girls in the community	0=No 1=Yes
	pqual_important1_contact_familydispute_ws_post	Family disputes/ violence within the household	0=No 1=Yes

	pqual_important1_other_ws_post	Other [SPECIFY]	0=No 1=Yes
Policy priorities (spouse)		What do you think your spouse (or another close male relative) would rank as the most important sector where services need to improve in your community? [Only one of the following 12 options can be coded as Yes]	
	pqual_importantspouse_roads_cg_post	Transportation (roads, public transit)	0=No 1=Yes
	pqual_importantspouse_health_cg_post	Health (clinics, COVID)	0=No 1=Yes
	pqual_importantspouse_jobs_cg_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes
	pqual_importantspouse_water_cg_post	Water supply (piped water, boreholes)	0=No 1=Yes
	pqual_importantspouse_education_cg_post	Education (schools, fees)	0=No 1=Yes
	pqual_importantspouse_electricity_cg_post	Electricity (service, fees)	0=No 1=Yes
	pqual_importantspouse_corruption_cg	Corruption	0=No 1=Yes

	_post		
	pqual_import antspouse_cr ime_cg_post	Crime and security	0=No 1=Yes
	pqual_import antspouse_a griculture_cg _post	Agriculture and farming	0=No 1=Yes
	pqual_import antspouse_c ontactviolenc e_ws_post	Harassment of women/ girls in the community	0=No 1=Yes
	pqual_import antspouse_c ontactfamilyd ispute_ws_p ost	Family disputes/ violence within the household	0=No 1=Yes
	pqual_import antspouse_ot her_cg_post	Other [SPECIFY]	0=No 1=Yes

Module 9: Decision-making and freedom of expression

Gender norms	restrictions_g ender_earnin gs_ws_pre	In your community, who decides how earnings will be used: man vs woman?	1=Men always decide 2=Men usually decide 3=Men and women decide equally 4=Women usually decide 5=Women always decide
	restrictions_g ender_purch ases_ws_pre	In your community, who decides major household purchases: man vs woman?	1=Men always decide 2=Men usually decide 3=Men and women decide equally 4=Women usually decide 5=Women always decide
	restrictions_g ender_marria ge_ws_pre	In your community, who decides with whom girls should marry: man vs woman?	1=Men always decide 2=Men usually decide 3=Men and women decide equally 4=Women usually decide

			5=Women always decide
Freedom of speech	restrictions_political_saythink_ws_pre	In this country, how free are you to say what you think?	1=Not at all free 2=Not very free 3=Somewhat free 4=Completely free
	restrictions_political_criticize_local_ws_pre	In this country, how free are you to criticize: your local councilor?	1=Not at all free 2=Not very free 3=Somewhat free 4=Completely free
	restrictions_political_criticize_national_ws_pre	In this country, how free are you to criticize: your president?	1=Not at all free 2=Not very free 3=Somewhat free 4=Completely free

Module 10: Livelihood and goals

Work type and hours	ifpri_own_business	Does your household own and operate a business?	1=Yes, my husband owns and operates one 2=Yes, I own and operate one 3=Yes, my husband and I own and operate one (jointly operating the same one or each operating different ones) 4=Other members of my household own and operate one 5=No, nobody in my household owns and operates one
	ifpri_hours_ag	How many hours in the last 7 days did you spend on household agricultural activities (including livestock	Number of hours [0;120]

		and fishing-related activities), whether for sale or for household consumption?	
	ifpri_hours_nonag	How many hours in the last 7 days did you run or help do any kind of non-agricultural household business, big or small, for yourself or the household?	Number of hours [0;120]
	ifpri_hours_wage	How many hours in the last 7 days did you do any hired work for a wage, salary, commission, or any payment in kind?	Number of hours [0;120]
	ifpri_hours_hwork	How many hours in the last 7 days did you spend doing unpaid household work, such as cooking, cleaning, fetching water, and caring for others?	Number of hours [0;120]
	ifpri_hours_hh_self	How many hours in the last 7 days did you spend doing activities caring for yourself such as socializing or activities to advance your goals like going to community meetings or self-help groups?	Number of hours [0;120]
Financial support	ifpri_financial_support_ba	Do you have a bank account or a joint	1=Yes 2=No

	nk	bank account with your spouse?	
	lfpri_group_membership_socialservice	<p>Next we would like to know about any types of groups or associations in this village that you may have participated in during the last 6 months (read each option outloud and answer yes or no for each):</p> <p>Social service group like a school committee or mutual aid society?</p>	<p>1=Yes 2=No</p>
	lfpri_group_membership_polparty	Political Party?	<p>1=Yes 2=No</p>
	lfpri_group_membership_labor	Labor group like a farmer's group or small enterprise group?	<p>1=Yes 2=No</p>
	lfpri_group_membership_rosca	Financial group like a rotating savings group?	<p>1=Yes 2=No</p>
	lfpri_group_membership_peace	Group focused on peace, security issues, or conflict resolution in the community	<p>1=Yes 2=No</p>
Claiming social safety net programs	ifpri_social_id	Do you currently have a national ID card?	<p>1=Yes 2=No 3=I'm not sure what that is</p>

Locus of control	ifpri_LOC4	<p>Now I'm going to read a few statements out loud, and I would like you to tell me how much you agree with them. There are no right or wrong answers, I just want to know what you think.</p> <p>It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune</p>	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
Self esteem	ifpri_se2	I am able to do things as well as most people	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
Trust	ifpri_trust1	I believe the government wants to do what is right for the people.	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
Perceptions of causes of poverty	ifpri_pop_wvs 1civic31d_w	<p>Now we'd like you to tell us your views on various issues. How would you place your views on this scale? 1 means you agree completely with the first statement; 10 means you agree completely with the second statement; and if your views fall somewhere in between, you can choose any number in between.</p> <p>Statement 1:</p>	1 - 10

		Government should take more responsibility to ensure that everyone is provided for. Statement 2: People should take more responsibility to provide for themselves.	
Food Security	ifpri_food_sec1	Now we would like to ask you some questions about food and hunger. In the past 2 weeks, was there a time when, because of lack of money or other resources: You or any member of your household was worried you would not have enough food to eat?	1=No 2=Yes
	ifpri_food_sec2	You or any member of your household had to skip a meal?	1=No 2=Yes
Conflict exposure	ifpri_conflict1	How concerned are you about conflicts between farmers and herders in Nigeria?	1=Very concerned 2=Somewhat concerned 3=Not very concerned 4=Not at all concerned 5=Don't know / have never heard of these conflicts
	ifpri_conflict2	Have you personally experienced any income loss in the past 12 months due	1=Yes 2=No

		to conflicts between herders and farmers?	
	ifpri_conflict3_crops	Have you experienced any of the following due to farmer-herder conflicts in your village (check all that apply): My crops were damaged	1=Yes 2=No
	ifpri_conflict3_irrigation	Irrigation or other part of my farm was damaged	1=Yes 2=No
	ifpri_conflict3_livestock	My livestock were stolen	1=Yes 2=No
	ifpri_conflict3_othertheft	I suffered a non-livestock theft	1=Yes 2=No
	ifpri_conflict3_market	A market where I would sell my products was closed	1=Yes 2=No
	ifpri_conflict3_assault	A member of my family was assaulted	1=Yes 2=No
	ifpri_conflict3_enclosures	Had to put up enclosures around my land	1=Yes 2=No
	ifpri_conflict3_protection	Had to work with a local security group for protection	1=Yes 2=No
	ifpri_conflict3_move	Had to move temporarily or permanently	1=Yes 2=No

	ifpri_conflict4	<p>To what extent do you agree with the following statement:</p> <p>Women in my community are more negatively affected economically by farmer-herder conflicts than are men</p>	<p>1=Strong Agree 2=Agree 3=Disagree 4=Strongly Disagree</p>
	ifpri_conflict5_malecivilorg	<p>How effective are each of the following actors at alleviating farmer-herder conflicts and contributing to peacebuilding ?</p> <p>Male-led civil society organizations</p>	<p>1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective</p>
	ifpri_conflict5_femalecivilorg	<p>Female-led civil society organizations</p>	<p>1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective</p>
	ifpri_conflict5_malerelorg	<p>Male traditional and religious leaders</p>	<p>1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective</p>
	ifpri_conflict5_femalerelorg	<p>Female traditional and religious leaders</p>	<p>1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective</p>
	ifpri_conflict5_fg	<p>The federal government</p>	<p>1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective</p>

	ifpri_conflict5_state	The state government	1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective
	ifpri_conflict5_media	The media	1= Extremely effective 2=Somewhat effective 3=Not very effective 4=Not at all effective

Module 11: Interviewer observations

Interviewer observations	housing_floor	Observe main material of the floor of the dwelling	1=Natural floor (earth/sand/dung) 2=Rudimentary floor (wood planks/ palm/ bamboo) 3=Finished floor
	housing_roof	Observe main material of the roof of the dwelling	1=Natural roofing (thatch/ palm leaf/ sod) 2=Rudimentary roofing (rustic mat/ palm/ bamboo/ wood planks/ cardboard) 3=Finished roofing
	housing_walls	Observe main material of the walls of the dwelling	1=Natural walls (no walls/ cane/ palm/ trunks/ dirt) 2=Rudimentary walls (bamboo with mud/ stone with mud/ uncovered adobe/ plywood/ cardboard/ reused wood) 3=Finished walls
	privacy	Were there any other people immediately present who might be listening during the interview?	1=Successfully alone 2=With only children present 3=With adult women present 4=With adult women and children present 5=With adult men present 6=With adult men and children present 7=With adult men and women present 8=With adult men and women and children present

MKV Endline Survey
March 2023

Name	Label	Question	Answer choice
Module 1: Demographics			
Marital status	demog_marital_idw_pre	What is your current marital status?	1=Never married 2=Married 3=Not married but living with partner 4=Divorced or separated 5=Widowed 6=Other (specify)
	demog_marital_otherwives_pre	Does your (husband/partner) have other wives or does he live with other women as if married?	0=No 1=Yes
	demog_marital_otherwives_number_pre	Including yourself, in total, how many wives or live-in partners does he have?	Total number of wives and live-in partners
	demog_marital_otherwives_rank_pre	Are you the first, second.. wife?	Rank
Number of children	demog_children_idw_pre	Collecting information on the children a woman has can be helpful for ensuring she and they get medical care, education, etc. Do you have any children under age 18? If no, enter 0. If yes, how many children under age 18 do you	[0; 20]

		have?	
Economic activity	demog_occupation_idw_pre	In the last one month, have you done anything to earn money outside of your household?	0=No 1=Yes
	demog_occupation_idw_pre	What is your current primary employment? <i>[Please read responses aloud each option.]</i>	1=Farming 2=Herding 3=Casual / day labor 4=Processing, marketing, and trading agricultural products 5=Working for yourself / off-farm business 6=Salaried job 7=Other 8=You do not work → skip to demog_occupation_info_idw_pre
	demog_occupation_2_idw_pre	If any response other than “do not work”: What is your current secondary employment?	1=Farming 2=Herding 3=Casual / day labor 4=Processing, marketing, and trading agricultural products 5=Working for yourself / off-farm business 6=Salaried job 7=Other 8=No other work
	demog_occupation_info_idw_pre	If “do not work” in demog_occupation_idw_pre: Please let us know which best describes you during the past month:	1=A student 2=A housewife/homemaker 3=Retired 4=Searching for work 5=Other (specify)
Aspiration	lfpri_hh_income	Now please tell us how much your household as a whole—including your spouse, yourself, and any other family members who may	1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira

		<p>contribute to household income—earned from farm and non-farm activities like wages or profits from a business during the last month?</p> <p>Again, consider the CASH income your household earns in a MONTH from all agricultural and non-agricultural activities, as well as any money you may receive from the government or any other organization.</p>	<p>7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira 15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira</p>
	ifpri_personal_income1	<p>Previously, we asked about your household as a whole. Now, please tell us how much you PERSONALLY earned last MONTH? And again, consider how much CASH income you personally earned last MONTH from all agricultural and non-agricultural activities, as well as any money you could receive from the government or any other organization.</p>	<p>1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira 7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira 15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira</p>
	ifpri_personal_income2	<p>Now, we would like to ask you about what you hope for. How much income do you hope that you PERSONALLY will</p>	<p>1=0-5,000 Naira 2=5,001-10,000 Naira 3=10,001-20,000 Naira 4=20,001-30,000 Naira 5=30,001-40,000 Naira 6=40,001-50,000 Naira</p>

		<p>be earning each month five years from now? It is ok to answer "0" if you do not want to be working in 5 years. And again, consider how much CASH income you would like to personally earn in a MONTH from all agricultural and non-agricultural activities, as well as any money you could receive from the government or any other organization.</p>	<p>7=50,001-60,000 Naira 8=60,001-70,000 Naira 9=70,001-80,000 Naira 10=80,000-100,000 Naira 11=100,000-120,000 Naira 12=120,000-150,000 Naira 13=150,001-180,000 Naira 14=180,000-210,000 Naira 15=210,001-240,000 Naira 16=240-001-270,000 Naira 17=270-001-300,000 Naira 18=300-001-400,000 Naira 19=400-001-500,000 Naira 20=> 500,000 Naira</p>
	ifpri_asset1	<p>What is the total current value of your own personal savings? Please include cash or household goods that you currently own that you could sell if you needed income quickly (e.g., a sewing machine, a chicken, or jewelry).</p>	Savings in Nigerian Naira
	ifpri_asset2	<p>What total value of your own personal savings would you like to achieve five years from now? Again, think about the value of cash savings or household goods that you would personally own that you can sell if you needed income quickly (e.g., a sewing machine, a chicken, or jewelry).</p>	Savings in Nigerian Naira
	ifpri_socialstatus1	<p>High social status means that people in</p>	Scale 1-10

		the community respect you, look up to you, and value your opinions. On a ten step ladder, with 1 being the lowest rung and 10 being the highest rung, what is the level of social status that you have at present?	
	ifpri_socialstatus2	On a ten step ladder, what is the level of social status that you would like to achieve?	Scale 1-10
	ifpri_education2	What is the level of education that you would like to or would have liked to achieve?	0=No formal schooling 1=Informal schooling only (including Koranic schooling) 2=Some primary schooling, 3=Primary school completed 4=Intermediate school or some secondary school/high school 5=Secondary school/high school complete 6=Post-secondary qualifications, other than university 7=Some university 8=University completed 9=Post-graduate
	ifpri_aspiration_income	We have asked you about income, savings assets, social status and education. Here is a square representing each. Now I would like you to tell me which of these four are the most important. Here are 20 beans. Please distribute all the 20 beans in the 4 squares according to their importance. No bean in a square means you do not attach any	Number of beans [0;20]

		importance to that square. Many beans in a square means you attach a significant importance to it. Number of beans for “annual income”	
	ifpri_esp_allocation_assets	Number of beans for “assets”	Number of beans [0;20]
	ifpri_esp_allocation_social_status	Number of beans for “social status”	Number of beans [0;20]
	ifpri_esp_allocation_education	Number of beans for “education”	Number of beans [0;20]
	ifpri_esp_migration	Do you hope to stay in this village in the future, or migrate somewhere else?	1=I hope to stay in this village 2=I hope to migrate to another rural area 3=I hope to migrate to an urban area in Nigeria 4=I hope to migrate to another country 5=Other
	ifpri_esp_occupation1	Earlier, we asked you about your primary occupation. Thinking about the future, what primary occupation do you hope to have five years from now?	1=I do not expect to change my occupation in the future 2=I want to be a student in the future 3=I want to be a Housewife / Homemaker in the future 4=I want to work in Farming in the future 5 - I want to work in herding or raising livestock in the future 6=I want to do Casual labor in the future 7=I want to work in Processing, marketing, and trading agricultural products in the future 8=I want to start an off-farm business in the future 9=I want to work in a Salaried

			<p>job in the future 10=Other</p>
	ifpri_asp_occ up2	<p>What primary occupation do you hope that your daughter would have in the future? If you do not have a daughter, please think about how you would feel if you had a daughter.</p>	<p>1=I hope my daughter becomes a Housewife / Homemaker in the future 2=I hope my daughter works in Farming in the future 3 = I hope my daughter works in herding or raising livestock in the future 4=I hope my daughter works in Casual labor in the future 5=I hope my daughter works in Processing, marketing, and trading agricultural products in the future 6=I hope my daughter starts an off-farm business in the future 7=I hope my daughter is a nurse/ doctor In the future 8=I hope my daughter is a teacher in the future 9=I hope my daughter works in a different salaried job in the future 10=Other</p>
	ifpri_asp_occ up3	<p>What primary occupation do you hope that your son would have in the future? If you do not have a son, please think about how you would feel if you had a son.</p>	<p>1=I hope my son becomes a Homemaker in the future 2=I hope my son works in Farming in the future 3 = I hope my son works in herding or raising livestock in the future 4=I hope my son works in Casual labor in the future 5=I hope my son works in Processing, marketing, and trading agricultural products in the future 6=I hope my son starts an off-farm business in the future 7=I hope my son is a nurse/ doctor In the future 8=I hope my son is a teacher in</p>

			the future 9=I hope my son works in a different salaried job in the future 10=Other
Module 2: Community grants			
Community grants awareness	plevel_grants_awareness_ws_post	Have you heard of the [ENTER CG NAME], an opportunity to win money to carry out a project in your community?	1=Yes 2=Maybe 3=No
	plevel_grants_usefulness_ws_post	[IF YES] How useful do you think a grant of [ENTER CG SIZE] would be in your community?	1=Very useful 2=Somewhat useful 3=A little bit useful 4=Not useful
	plevel_grants_fair_ws_post	[IF YES] Do you expect that the selection process will be fair?	1=Yes, will definitely be fair 2=Yes, will probably be fair 3=No, might not be fair 4=No, definitely won't be fair
	plevel_grants_favorwomen_ws_post	[IF YES] Do you think that the [ENTER CG NAME] selection process will favor men, will favor women, or will both men and women have equal chances?	1=Will favor men 2=Will favor women 3=Men and women will have equal chances
Community grants participation	plevel_grants_participation_ws_post	Did you participate in the [ENTER CG NAME] competition? [IF YES: Were you a primary sponsor, or a cosignatory?]	1=Yes - primary sponsor 2=Yes - cosignatory 3=No
	plevel_grants_abstentionreason_ws_post	[IF NO] Why didn't you participate in the [ENTER CG NAME] competition?	1=I didn't know about it in time 2=Too busy/too much work 3=The amount of money was too small 4=I didn't think I could win

			5=I didn't know how to participate 6=No one wanted me on their proposal 7=Other. Specify: _____
Community grants receptiveness	resp_receptiveness_grants_ws_post	Did the Baale encourage you to sponsor or co-sign a proposal for the community grants competition? [IF YES: Were you encouraged to co-sign a proposal, or to sponsor a proposal yourself?]	0=No 1=Yes, encouraged to co-sign 2=Yes, encourage to sponsor
Module 3: Participation			
Formal participation	plevel_formal_couldattend_ws_post	In the last six months, have there been any community meetings in your area that citizens could attend, like town hall meetings or village square meetings?	0=No 1=Yes
	plevel_formal_attended_ws_post	[IF YES] Have you attended any of those meetings?	0=No 1=Yes
	plevel_formal_spoke_ws_post	[IF YES] Did you speak in any of those meetings?	0=No 1=Yes
Formal participation - coordination	pqual_coordination_organized_ws_post	How well coordinated were the women who participated in the meeting?	0=Not at all 1=A little bit 2=Somewhat 3=Very
	pqual_coordination_interm	How many of the women who	0=None 1=A few

	ediary_ws_post	participated in the meeting seemed to be speaking on behalf of a bigger group, e.g. their family, their neighbors, their community, instead of just for themselves?	2=About half 3=Most 4=All
Formal participation - responsiveness	resp_policy_formalhelp_ws_post	Did anyone try to do anything in response to what you said at that meeting?	0=No, did not try 1=Yes, tried but could not help 2=Yes, tried and did help
	resp_policy_formalhelp_ws_ifyes_post	[IF YES] Did they actually do something in response to what you said?	0=No 1=Yes
Mediated participation	plevel_mediated_formal_ws_post	Did anyone attend those meetings and speak on your behalf?	0=No 1=Yes
	plevel_mediated_formalwomen_ws_post	[IF YES] Did any women attend and speak on your behalf?	0=No 1=Yes
	plevel_mediated_formalmen_ws_post	[IF YES] Did any men attend and speak on your behalf?	0=No 1=Yes
Informal participation	plevel_informal_contactcouncilor_ws_post	During the last six months, how often have you contacted any of the following persons about some important problem or to give them your views? Local government	0=Never

		council chairman	1=A few times 2=Several times 3=Many times
	plevel_informal_contactwardcouncilor_ws_post	Ward councilor	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactbaale_ws_post	Baale	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactmp_ws_post	Member of parliament	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactburcaucrat_ws_post	Official of a government agency	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contacttraditional_ws_post	Traditional leader	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactparty_ws_post	Political party official	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactreligious_ws_post	Religious leader	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactcivil_ws_post	Civil society leader	0=Never 1=A few times 2=Several times 3=Many times
	plevel_informal_contactmarket_ws_post	Market leader	0=Never 1=A few times 2=Several times

			3=Many times
	Plevel_informal_contactinfo_ws_post	Do you have the telephone number or other contact details (e.g. home or office address) for your ward councillor? If YES can you show it to me?	0=No 1=Reported (said yes but couldn't show) 2=Confirmed (said yes and could show)
	plevel_informal_contactroads_ws_post	[IF YES TO ANY] What issues did you contact them about? [DO NOT READ OUT THE OPTIONS. CODE FROM RESPONSE] Transportation (roads, public transit)	0=No 1=Yes
	plevel_informal_contacthealth_ws_post	Health (clinics, COVID)	0=No 1=Yes
	plevel_informal_contactjobs_ws_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes
	plevel_informal_contactwater_ws_post	Water supply (piped water, boreholes)	0=No 1=Yes
	plevel_informal_contacteducation_ws_post	Education (schools, fees)	1=Yes 0=No
	plevel_informal_contactelectricity_ws_post	Electricity (service, fees)	0=No 1=Yes
	plevel_informal_contactcorruption_ws_post	Corruption	0=No 1=Yes

	ost		
	plevel_informal_contactcrime_ws_post	Crime and security	0=No 1=Yes
	plevel_informal_contactagriculture_ws_post	Agriculture and farming	0=No 1=Yes
	plevel_informal_contactviolence_ws_post	Harassment of women/ girls in the community	0=No 1=Yes
	plevel_informal_contactfamilydispute_ws_post	Family disputes/ violence within the household	0=No 1=Yes
	plevel_informal_contactother_ws_post	Other (specify)	0=No 1=Yes
Informal participation_responsiveness	resp_policy_informalhelp_ws_post	Did the person you contacted try to help you solve the issue that you raised? [IF YES: Did they actually help you with the issue you raised?]	0=No, did not try 1=Yes, tried but could not help 2=Yes, tried and did help
Information seeking	plevel_info_process_ws_post	In the last six months, have you asked anyone for information about local services?	0=No 1=Yes
	plevel_info_councilchairman_ws_post	[IF YES] Who did you ask for information? Local government council chairman	0=No 1=Yes

	plevel_info_wardcouncilor_ws_post	Ward councilor	0=No 1=Yes
	plevel_info_baale_ws_post	Baale	0=No 1=Yes
	plevel_info_mp_ws_post	Member of parliament	0=No 1=Yes
	plevel_info_bureaucrat_ws_post	Official of a government agency	0=No 1=Yes
	plevel_info_traditional_ws_post	Traditional leader	0=No 1=Yes
	plevel_info_partyofficial_ws_post	Political party official	0=No 1=Yes
	plevel_info_religious_ws_post	Religious leader	0=No 1=Yes
	plevel_info_civil_ws_post	Civil society leader	0=No 1=Yes
	plevel_info_docs_ws_post	In the last six months, have you tried to access any documents related to local service delivery? These could be things like budgets, development plans, or grant proposals.	0=No 1=Yes
	plevel_info_docshow_ws_post	[IF YES] How did you access those documents?	1=They were publicly available 2=I asked my local government council chairman 3=I asked my ward councilor 4=Other (specify)

	plevel_info_d ocssuccess_ ws_post	[IF YES] Were you able to access the documents?	0=No 1=Yes
Participation clarity - formal	pqual_clarity_womenunderstandcomments_ws_post	[IF YES TO TOWN HALL OR VILLAGE MEETING OCCURRING + ATTENDED LAST 6 MONTHS] Now I'd like you to think about the last time that you participated in a community meeting, like a council meeting or citizen consultation. How many of the women at the meeting clearly communicated what their problems were?	0=None 1=A few 2>About half 3=Most 4=All
	pqual_clarity_womenunderstandask_ws_post	How many of the women at the meeting clearly communicated what they wanted the government to do to help them?	0=None 1=A few 2>About half 3=Most 4=All
	pqual_clarity_subjectcomments_ws_post	Did you make a comment at the meeting?	0=No 1=Yes
	pqual_clarity_subjectunderstandcomments_ws_post	[IF YES] How clearly do you think you communicated what your problem was?	0=Not at all 1=A little bit 2=Somewhat 3=Very
	pqual_clarity_subjectunderstandask_ws_post	[IF YES] Do you think that you clearly communicated what you wanted the government to do to	0=Not at all 1=A little bit 2=Somewhat 3=Very

		help you?	
Participation clarity - informal	pqual_clarity_prob_ws_post	[IF CONTACTED SOMEONE IN THE PAST 6 MONTHS] Thinking about the last time you contacted someone with influence over local services, like a councilor or political party official: Do you think that you clearly communicated what your problem was?	0=No 1=Maybe 2=Yes
	pqual_clarity_soln_ws_post	Do you think that you clearly communicated what you wanted that person to do to help you?	0=No 1=Maybe 2=Yes
Relevance - informal	pqual_relevance_informal_ws_post	[IF CONTACTED SOMEONE IN THE PAST 6 MONTHS] Thinking about the last time you contacted someone with influence over local services, like a councilor or political party official: Do you think that you asked the local politician to do something that was actually in their power to do?	0=No 1=Maybe 2=Yes
Relevance - formal	pqual_relevance_askinpower_ws_post	How many of the women who commented asked	0=None 1=A few 2=About half

		the government to do something that was actually in their power to do?	3=Most 4=All
Coordination	pqual_coordination_informalgroup_ws_postt	[IF CONTACTED SOMEONE IN THE PAST 6 MONTHS] Thinking about the last time you contacted someone with influence over local services, like a councilor or political party official: Did you contact that local politician by yourself or in a group?	0=Alone 1=In a group
	pqual_coordination_informalintermediary_ws_post	Were you speaking on behalf of a bigger group, or just for yourself?	0=For myself 1=For a bigger group
Responsiveness	resp_dialogic_listen_ws_post	Thinking about the last time you contacted someone with influence over local services, like a ward councilor or traditional leader: Did the person you contacted listen to you?	0=No 1=Yes
	resp_dialogic_acknowledge_ws_post	Did the person you contacted acknowledge the issue that you raised?	0=No 1=Yes
	resp_dialogic_doanything_ws_post	Did the person you contacted do anything to help you?	0=No 1=Yes

Receptiveness	resp_receptiveness_care_ws_post	Thinking about your Baale, how much do you think that they care about the preferences of someone like you?	0=Not at all 1=A little bit 2=Somewhat 3=Very
	resp_receptiveness_input_ws_post	In the past 3 months, has the Baale approached you or other women you know to ask for input in local decision making?	0=No 1=Yes, me personally 2=Yes, other women I know
WAC Meeting Attendance	manipulation_meeting_attendanceselfreport_ws_post	How many women's group meetings have you personally attended in the last 6 months?	Number of WAC meetings attended

Module 4: Efficacy

Group Efficacy	mechanism_efficacy_womencollective1_ws_post	In critical situations, I can rely on other women in my community for help.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_efficacy_womencollective2_ws_post	Most other women in my community are able to see when I need help.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_efficacy_womencollective3_ws_post	Other women in my community are willing to help their neighbors.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_efficacy_womencollective4_ws_post	Other women in my community do not share the same values as me.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree

	mechanism_ efficacy_wom encollective5 _ws_post	Other women in my community can be trusted.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective6 _ws_post	Other women in my community try to find solutions to the problems I am facing.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective7 _ws_post	I don't expect support from other women in my community because they have problems of their own.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
	mechanism_ efficacy_wom encollective8 _ws_post	I can count on other women in my community when things go wrong.	1=Strongly agree 2=Somewhat agree 3=Neither agree nor disagree 4=Somewhat disagree 5=Strongly disagree
Self Efficacy	mechanism_ efficacy_dom self1_ws_pos t	How confident do you feel about being able to: Call your local representative about some issue in your village/neighborhood	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self2_ws_pos t	Visit the office of your local representative about some issue in your village/neighborhood by yourself	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_ efficacy_dom self3_ws_pos t	Visit the office of your local representative about some issue in your village/neighborhood	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident

		with a group of other women	
	mechanism_efficacy_domself4_ws_post	Write a petition to bring a community issue to the attention of your local representative	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_efficacy_domself5_ws_post	Attend a town hall meeting alone	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_efficacy_domself6_ws_post	Attend a town hall meeting with other women	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_efficacy_domself7_ws_post	Openly express your opinion in a discussion about politics with your family members	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
	mechanism_efficacy_domself8_ws_post	Openly express your opinion in a discussion about politics with men outside your family	1=Very confident 2=Confident 3=Somewhat confident 4=Not very confident 5=Not at all confident
Second-order beliefs		Now I will show you ten stones/pieces of paper. I'd like you to imagine for a moment that they represent 10 WOMEN who live in your village/neighborhood. Can you tell me how many of these	

	mechanism_efficacy_womenvote_ws_post	women would themselves: [show card] Vote in elections?	[0;10]
	mechanism_efficacy_womcontact_ws_post	Contact their Baale about service delivery problems?	[0;10]
	mechanism_efficacy_womenspeak_ws_post	Speak their mind in political discussions?	[0;10]
	mechanism_efficacy_womenattend_ws_post	Attend community meetings?	[0;10]
	mechanism_efficacy_womenstand_ws_post	Stand for elections as candidates?	[0;10]

Module 5: Group Identity

Strength of gender identity	mechanism_identification_women1_ws_post	How important is being a woman to you?	1=Very important 2=Important 3=Somewhat important 4=Not very important 5=Not at all important
	mechanism_identification_women1b_ws_post	Different types of identities are more or less important to different people. For example, for some people their tribe or ethnic group is an important source of identity, and for others their religion is more important. For still others, their identity as a man or a	1=ethnic group 2=tribal group (if relevant here) 3=religious group 4=national group 5=woman / man

		woman might be the most important to them. Among the following options, what would you say is most important to your identity:	
	mechanism_identification_women2_ws_post	How much would you say women in your community have in common with one another?	1=A great deal in common 2=Much in common 3=Some in common 4=Not much in common 5=Nothing in common
	mechanism_identification_women3_ws_post	To what extent do you feel women in your community have a lot to be proud of?	1=A lot to be proud of 2=Much to be proud of 3=Some to be proud of 4=Not much to be proud of 5=Nothing to be proud of
Strength of WAC identity	mechanism_identification_wac1_ws_post	How important is being a WAC member to you?	1=Very important 2=Important 3=Somewhat important 4=Not very important 5=Not at all important
	mechanism_identification_wac2_ws_post	How much would you say the women in your WAC have in common with one another?	1=A great deal in common 2=Much in common 3=Some in common 4=Not much in common 5=Nothing in common
	mechanism_identification_wac3_ws_post	To what extent do you feel the women in your WAC have a lot to be proud of?	1=A lot to be proud of 2=Much to be proud of 3=Some to be proud of 4=Not much to be proud of 5=Nothing to be proud of
	mechanism_identification_wacbelong_ws_post	Which of the following statements do you agree with ? A. I feel that I belong to this WAC B. I do not feel that I belong to this WAC	1=Agree with A 2=Agree with B

	mechanism_identification_womenleaders_ws_post	To what extent do you think having more women in leadership would improve the quality of life for all women?	1=A lot 2=Some 3=Not much / not at all
Module 6: Perceived Injustice and Trust			
Perceived Gender Discrimination	mechanism_discrimination_diffroles_ws_post	Which statement do you most strongly agree with? A. There is no discrimination against women. However, tradition and culture say that men and women have different roles in society. B. Society discriminates against women.	1=Agree with A 2=Agree with B
	mechanism_discrimination_toofar_ws_post	When it comes to giving women the same rights as men, do you think your community:	1=Has not gone far enough 2=Has been about right 3=Has gone too far
Gender Equality	mechanism_descriptive_husbanddecides_ws_post	Now I'm going to ask you some questions about what people in your community do or think. When I say "community," I mean the people who are important to you. Please tell me to what extent these statements are true in your community: The husband makes the decisions in the	1=Always true 2=Mostly true

		homes in your community.	3=Sometimes true 4=Rarely true 5=Never true
	mechanism_descriptive_reservejobs_ws_post	If jobs are scarce, they are reserved for men rather than women.	1=Always true 2=Mostly true 3=Sometimes true 4=Rarely true 5=Never true
	mechanism_descriptive_tooemotional_ws_post	Women are seen as too emotional to add value to public discussions.	1=Always true 2=Mostly true 3=Sometimes true 4=Rarely true 5=Never true
	mechanism_descriptive_mendecide_ws_post	Men have the final word about decisions affecting the community.	1=Always true 2=Mostly true 3=Sometimes true 4=Rarely true 5=Never true
	mechanism_attitudes_husbanddecides_ws_post	Now I'd like to ask you about your own personal beliefs. Please tell me if you agree or disagree with the next statements: The husband should make the decisions in the home.	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	mechanism_attitudes_reservejobs_ws_post	If jobs are scarce, they should be reserved for men rather than women.	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	mechanism_attitudes_tooemotional_ws_post	Women are too emotional to add value to public discussions.	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

	mechanism_attitudes_mendecide_ws_post	Men should have the final word about decisions affecting the community.	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
Appropriateness	mechanism_appropriate_vote_ws_post	Do you think it is appropriate for women to: Vote in elections?	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	mechanism_appropriate_speak_ws_post	Do you think it is appropriate for women to: Speak their mind in political discussions?	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	mechanism_appropriate_attend_ws_post	Do you think it is appropriate for women to: Attend community meetings?	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	mechanism_appropriate_stand_ws_post	Do you think it is appropriate for women to: Stand for elections as candidates?	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree
	system_support_1	To what extent do you respect the political institutions of Nigeria?	1=Not at all 2=A little 3=Somewhat 4=A lot 5=A great deal
	system_support_2	To what extent do you think that citizens' basic rights are well protected by the political system of Nigeria?	1=Not at all 2=A little 3=Somewhat 4=A lot 5=A great deal
	system_support_3	To what extent do you feel your leaders are doing the best job possible for	1=Not at all 2=A little 3=Somewhat 4=A lot

		Nigerians?	5=A great deal
Module 7: Informedness			
Procedural Knowledge	mechanism_proceduralknowledge_knowledge_representative_ws_post	Do you know the name of your village head? [IF YES] What is their name?	0=No 1=Yes, claims to know but cannot remember the name 2=Yes, gives correct name
	mechanism_proceduralknowledge_howcontactwater_ws_post	Could you describe how you would contact an authority if: You had a problem with your water supply?	Describes fully correct process Describes partially correct process Does not know process, even partially
	mechanism_proceduralknowledge_howcontactdocument_ws_post	You needed help getting an official document?	Describes fully correct process Describes partially correct process Does not know process, even partially
	mechanism_proceduralknowledge_schools_ws_post	Who is primarily responsible for funding schools in your community?	Fully correct answer Partially correct answer Wrong answer, no partial credit
	mechanism_proceduralknowledge_infrastructure_ws_post	Who is primarily responsible for maintaining roads in your community?	Fully correct answer Partially correct answer Wrong answer, no partial credit
	mechanism_proceduralknowledge_healthcare_ws_post	Who is primarily responsible for deciding local public health controls?	Fully correct answer Partially correct answer Wrong answer, no partial credit
Information Sources	mechanism_interest_news_ws_post	How often do you follow news about politics and government?	1=Everyday 2=Several times a week 3=Once or twice a week 4=Not even once a week

			5=Practically never
	mechanism_interest_source_ws_post	What are your main sources for information about what your local government is doing? [Choose up to three]	1=Relatives, friends, neighbors 2=Community bulletin board 3=Local market 4=Community or local newspaper 5=National newspaper 6=Radio 7=Television 8=Social Groups or associations 9=Business or work associates 10=Political associates 11=Community leaders 12=Government agents 13=NGOs 14=Internet 15=Other (specify)
Module 8: Political Discussion			
Discussion Partners	mechanism_discussion_size_ws_post	With how many people do you discuss issues of local politics and/or community services?	Provide a number
	mechanism_discussion_partner1family_ws_post	Who are the three main people with whom you discuss issues of local politics and community services? (Provide initials or nicknames for 3.) For each discussion partner: Is [PARTNER 1] a family member?	0=No 1=Yes
	mechanism_	Is [PARTNER 1] a	0=No

	discussion_partner1woman_ws_post	man or woman?	1=Yes
	mechanism_discussion_partner1group_ws_post	[If [PARTNER 1] is a woman] Are you a member of any organized groups for women with [PARTNER 1]?	0=No 1=Yes
	mechanism_discussion_partner2family_ws_post	Is [PARTNER 2] a family member?	0=No 1=Yes
	mechanism_discussion_partner2woman_ws_post	Is [PARTNER 2] a man or woman?	0=No 1=Yes
	mechanism_discussion_partner2group_ws_post	[If [PARTNER 2] is a woman] Are you a member of any organized groups for women with [PARTNER 2]?	0=No 1=Yes
	mechanism_discussion_partner3family_ws_post	Is [PARTNER 3] a family member?	0=No 1=Yes
	mechanism_discussion_partner3woman_ws_post	Is [PARTNER 3] a man or woman?	0=No 1=Yes
	mechanism_discussion_partner3group_ws_post	[If [PARTNER 3] is woman] Are you a member of any organized groups for women with [PARTNER 3]?	0=No 1=Yes
Discussing	mechanism_	In the last month,	0=Never

Politics	discussionfreq_others_ws_post	how often did you have a conversation with others in your area about services and local government?	1=Once or twice 2=About once per week 3=A few times per week 4=At least every day
	mechanism_discussionfreq_women_ws_post	In the last month, how often did you have a conversation with other WOMEN in your area about services and local government?	0=Never 1=Once or twice 2=About once per week 3=A few times per week 4=At least every day

Module 9: Policy Priorities and Preferences

Policy Priorities	pqual_important1_roads_ws_post	What do you think is the most important sector where services need to improve in your community? [Only one of the following 12 options can be coded as Yes] Transportation (roads, public transit)	0=No 1=Yes
	pqual_important1_health_ws_post	Health (clinics, COVID)	0=No 1=Yes
	pqual_important1_jobs_ws_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes
	pqual_important1_water_ws_post	Water supply (piped water, boreholes)	0=No 1=Yes
	pqual_important1_education_ws_post	Education (schools, fees)	0=No 1=Yes
	pqual_import	Electricity (service,	0=No

	ant1_electricity_ws_post	fees)	1=Yes
	pqual_important1_corruption_ws_post	Corruption	0=No 1=Yes
	pqual_important1_crime_ws_post	Crime and security	0=No 1=Yes
	pqual_important1_agriculture_ws_post	Agriculture and farming	0=No 1=Yes
	pqual_important1_contact_violence_ws_post	Harassment of women/ girls in the community	0=No 1=Yes
	pqual_important1_contact_familydispute_ws_post	Family disputes/ violence within the household	0=No 1=Yes
	pqual_important1_other_ws_post	Other [SPECIFY]	0=No 1=Yes
		What do you think is the second most important sector where services need to improve in your community?	
	pqual_important2_roads_ws_post	Transportation (roads, public transit)	0=No 1=Yes
	pqual_important2_health_ws_post	Health (clinics, COVID)	0=No 1=Yes
	pqual_important2_jobs_ws_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes

	pqual_important2_water_ws_post	Water supply (piped water, boreholes)	0=No 1=Yes
	pqual_important2_education_ws_post	Education (schools, fees)	0=No 1=Yes
	pqual_important2_electricity_ws_post	Electricity (service, fees)	0=No 1=Yes
	pqual_important2_corruption_ws_post	Corruption	0=No 1=Yes
	pqual_important2_crime_ws_post	Crime and security	0=No 1=Yes
	pqual_important2_agriculture_ws_post	Agriculture and farming	0=No 1=Yes
	pqual_important2_contact_violence_ws_post	Harassment of women/ girls in the community	0=No 1=Yes
	pqual_important2_contact_family_dispute_ws_post	Family disputes/ violence within the household	0=No 1=Yes
	pqual_important2_other_ws_post	Other [SPECIFY]	0=No 1=Yes
Policy priorities (spouse)		What do you think your spouse (or another close male relative) would rank as the most important sector where services need to improve in your community? [Only	

	pqual_import antspouse_ro ads_cg_post	one of the following 12 options can be coded as Yes] Transportation (roads, public transit)	0=No 1=Yes
	pqual_import antspouse_h ealth_cg_pos t	Health (clinics, COVID)	0=No 1=Yes
	pqual_import antspouse_jo bs_cg_post	The economy (jobs, poverty, wages, unemployment)	0=No 1=Yes
	pqual_import antspouse_w ater_cg_post	Water supply (piped water, boreholes)	0=No 1=Yes
	pqual_import antspouse_e ducation_cg_ post	Education (schools, fees)	0=No 1=Yes
	pqual_import antspouse_el ectricity_cg_ post	Electricity (service, fees)	0=No 1=Yes
	pqual_import antspouse_c orruption_cg_ post	Corruption	0=No 1=Yes
	pqual_import antspouse_cr ime_cg_post	Crime and security	0=No 1=Yes
	pqual_import antspouse_a griculture_cg_ post	Agriculture and farming	0=No 1=Yes
	pqual_import antspouse_c ontactviolenc	Harassment of women/ girls in the community	0=No 1=Yes

	e_ws_post		
	pqual_import antspouse_c ontactfamilyd ispute_ws_p ost	Family disputes/ violence within the household	0=No 1=Yes
	pqual_import antspouse_ot her_cg_post	Other [SPECIFY]	0=No 1=Yes
Policy priorities (women in community)	pqual_import antwomen_ro ads_cg_post	Now I will show you ten stones/pieces of paper. I'd like you to imagine for a moment that they represent 10 WOMEN who live in your village/neighborhood. How many of the women in your community would rank each of these as the most important sector where services need to improve in your community? Transportation (roads, public transit)	0-10
	pqual_import antwomen_h ealth_cg_pos t	Health (clinics, COVID)	0-10
	pqual_import antwomen_jo bs_cg_post	The economy (jobs, poverty, wages, unemployment)	0-10
	pqual_import antwomen_w ater_cg_post	Water supply (piped water, boreholes)	0-10

	pqual_import antwomen_e ducation_cg_ post	Education (schools, fees)	0-10
	pqual_import antwomen_el ectricity_cg_ post	Electricity (service, fees)	0-10
	pqual_import antwomen_c orruption_cg_ post	Corruption	0-10
	pqual_import antwomen_cr ime_cg_post	Crime and security	0-10
	pqual_import antwomen_a griculture_cg_ post	Agriculture and farming	0-10
	pqual_import antwomen_c ontactviolenc e_ws_post	Harassment of women/ girls in the community	0-10
	pqual_import antwomen_c ontactfamilyd ispute_ws_p ost	Family disputes/ violence within the household	0-10
	pqual_import antwomen_ot her_cg_post	Other [SPECIFY]	0-10

Module 10: Unintended Consequences

Backlash in the household		Sometimes disagreements between people can turn into harmful conflicts. How much of a problem is	5=A severe problem; 4=A moderate problem; 3=A mild problem; 2=A very mild problem; 1=Not a problem; -99 Don't know/Refuse [DO
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		<p>conflict between you and:</p> <p>1. Other members of your household?</p>	NOT READ]
Backlash by community/eli tes		2. Other community members?	5=A severe problem; 4=A moderate problem; 3=A mild problem; 2=A very mild problem; 1=Not a problem; -99 Don't know/Refuse [DO NOT READ]
		3. Your community leaders?	5=A severe problem; 4=A moderate problem; 3=A mild problem; 2=A very mild problem; 1=Not a problem; -99 Don't know/Refuse [DO NOT READ]
Decrease in life satisfaction		<p>Now I'd like to read you five statements about how you see your life in general. How much do you agree or disagree with each one?</p> <p>In most ways my life is close to my ideal.</p>	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
	unintended_satisfaction_excellent_ws_post	The conditions of my life are excellent.	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
	unintended_satisfaction_satisfied_ws_post	I am satisfied with my life.	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree</p>

			5=Strongly agree
	unintended_satisfaction_important_ws_post	So far I have gotten the important things I want in life.	1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
	unintended_satisfaction_change_ws_post	If I could live my life over, I would change almost nothing.	1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
		Now I'd like to ask you about the [XX ADD PROGRAM NAME XX] program. [XX DESCRIBE PROGRAM: This program involved one or more meetings about how women in the community can improve local services and was run by XX.] Knowing what you know now, at the end of the program, are you happy that you participated in it?	2=Yes, definitely 1=Yes, maybe 0=No -99 Don't know/Refuse [DO NOT READ]
		Thinking about the [XX] program altogether, would you recommend that we offer it in other communities like yours?	2=Yes, definitely 1=Yes, maybe 0=No -99=Don't know/Refuse [DO NOT READ]
Module 11: Decision-making and freedom of expression			
Gender norms	restrictions_gender_earnings_ws_pre	In your community, who decides how earnings will be	1=Men always decide 2=Men usually decide 3=Men and women decide

		used: man vs woman?	equally 4=Women usually decide 5=Women always decide
	restrictions_gender_purchases_ws_pre	In your community, who decides major household purchases: man vs woman?	1=Men always decide 2=Men usually decide 3=Men and women decide equally 4=Women usually decide 5=Women always decide

Module 12: Men as allies

GEM scale	gem1	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? A woman's most important role is to take care of her home and cook for her family.	1=Never justified 2=Sometimes justified 3=Always justified
	gem2	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility.	1=Never justified 2=Sometimes justified 3=Always justified
	gem3	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? A man should share the work around the house with women, such as	1=Never justified 2=Sometimes justified 3=Always justified

		doing dishes, cleaning or cooking.	
	gem4	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? A man should have the final word about decisions in his home.	1=Never justified 2=Sometimes justified 3=Always justified
	gem5	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? A woman should obey her husband in all things.	1=Never justified 2=Sometimes justified 3=Always justified
	gem6	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? The husband should decide to buy the major household items.	1=Never justified 2=Sometimes justified 3=Always justified
	gem7	For each of the following statements, please tell me whether you disagree or agree, or haven't you heard enough to say? Girls have the same rights as boys to go to secondary school and university.	1=Never justified 2=Sometimes justified 3=Always justified
Men's	men_support	How important is it to	1=Very important

support of women's groups	_important	have your spouse's support for your participation in women's groups?	2=Important 3=Somewhat important 4=Not very important 5=Not at all important
	men_support_do	Which of the following does your spouse do? [READ ALOUD, BUT ALSO WRITE OTHER RESPONSES - SELECT ALL THAT COME UP IN RESPONSES]	1=Give me permission to attend meetings 2=Provides childcare (takes care of the children) 3=Does housework 4=Helps me with transportation to meetings 5=Other: specify
	men_support_do_battery	For each item coded in the previous question, follow-up: To what extent does your spouse do this?	1= Yes, always 2= Yes, usually 3= No, not very often 4= No, never
Perceptions of male allyship in community	perception_of_herwomen_havesupport	Do other women in your community have the support of their spouses for taking political action?	1=Yes, a lot 2=Yes, a little 3=Sometimes 4=No, not much 5=No, not at all
Non-violent male backlash to women's participation		When does your spouse NOT want you to attend meetings or approach a local leader? Check all that apply	1=When there is housework to do 2=When the children are at home 3=When it is about a women's issue 4=When it is far away from home 5=When he wants to spend time with his friends 6=Other: specify
Module 13: Livelihood and goals			
Work type and hours	ifpri_own_business	Does your household own and operate a business?	1=Yes, my husband owns and operates one 2=Yes, I own and operate one 3=Yes, my husband and I own and operate one (jointly operating the same one or

			each operating different ones) 4=Other family members own and operate one
	ifpri_hours_ag	How many hours in the last 7 days did you spend on household agricultural activities (including livestock and fishing-related activities), whether for sale or for household consumption?	Number of hours
	ifpri_hours_nonag	How many hours in the last 7 days did you run or help do any kind of non-agricultural household business, big or small, for yourself or the household?	Number of hours
	ifpri_hours_wage	How many hours in the last 7 days did you do any hired work for a wage, salary, commission, or any payment in kind?	Number of hours
	ifpri_hours_hhwork	How many hours in the last 7 days did you spend doing unpaid household work, such as cooking, cleaning, fetching water, and caring for others?	Number of hours
	ifpri_hours_hh_self	How many hours in the last 7 days did you spend doing activities caring for	Number of hours

		yourself such as socializing or activities to advance your goals like going to community meetings or self-help groups?	
Financial support	ifpri_financial_support_bank	Do you have a bank account?	1=Yes 2=No
	ifpri_financial_support	If you suddenly needed 10,2000 NGN, would you be able to quickly find someone who would lend you the entire sum?	1=Yes (go to ifpri_financial_support_who) 2=No (skip to ifpri-ent_plans)
	ifpri_financial_support_who	Who would you most likely borrow from?	1=A family member 2=A friend 3=A member of a women's group 4=A member of another type of community group 5=Loans and savings group Bank
Entrepreneurship	ifpri_ent_plans_family	In the last [since baseline] months, have you: Talked to a family member about an idea to increase your income	1=Yes 2=No
	ifpri_ent_plans_loan	Inquired about taking out a loan	1=Yes 2=No
	ifpri_ent_plans_saving	Started saving to make an investment in a business or other productive asset	1=Yes 2=No

	ifpri_ent_plans_info	Sought out information to help you think about the possibility of starting a non-farm business	1=Yes 2=No
	lfpri_ent_rec	Have you started a new non-farm business [SINCE THE START OF THE INTERVENTION]?	1=Yes 2=No
	lfpri_ent_group	[If yes], Did you start your business on your own or with someone else?	1=On my own 2=With my spouse 3=With someone in my WAC 4=With someone else in my village
	ifpri_ent_asp	How interested would you be in starting a new non-farm business in the next 1 to 5 years?	1=Very interested 2=Somewhat interested 3=A little interested 4=Not very interested
	lfpri_ent_asp_group	If you were to start a business in the next 1 to 5 years, who do you think you would go into business with?	1=On my own 2=With my spouse 3=With someone in my WAC 4=With someone else in my village
	lfpri_ent_borrowed	Have you borrowed money [SINCE THE START OF THE INTERVENTION] to start or expand a farm or non-farm business?	1=Yes 2=No
	lfpri_ent_womensgroups	If you wanted to start a business or to	1=Yes 2=No

		make an investment in your farm in the next 1 to 5 years, would you be able to borrow money from anyone in your WAC?	
	ifpri_ent_agdiv	During the most recent growing season, did you try any new crops or varieties for the first time?	1=Yes 2=No
	lfpri_group_membership_socialservice	Next we would like to know about any types of groups or associations in this village that you may have participated in during the last 6 months (read each option outloud and answer yes or no for each): Social service group like a school committee or mutual aid society?	1=Yes 2=No
	lfpri_group_membership_polparty	Political Party?	1=Yes 2=No
	lfpri_group_membership_labor	Labor group like a farmer's group or small enterprise group?	1=Yes 2=No

	lfpri_group_membership_rosca	Financial group like a rotating savings group?	1=Yes 2=No
	lfpri_group_membership_peace	Group focused on peace, security issues, or conflict resolution in the community	1=Yes 2=No
Claiming social safety net programs	ifpri_social_id	What form of identification do you currently have?	1=National ID card 2=Voter ID card 3=Driver's license 4=Other (please specify)
	lfpri_social_access_seeds	[SINCE THE INTERVENTION], has anyone in your household tried to gain access to any of the following: Subsidized seeds	1=Yes (go to lfpri_social_access_suc) 2=No (go to lfpri_social_access_barriers)
	lfpri_social_access_voucher	Subsidized fertilizer voucher	1=Yes (go to lfpri_social_access_suc) 2=No (go to lfpri_social_access_barriers)
	lfpri_social_access_cash	a cash transfer aimed at low income families	1=Yes (go to lfpri_social_access_suc) 2=No (go to lfpri_social_access_barriers)
	lfpri_social_access_services	agricultural extension services	1=Yes (go to lfpri_social_access_suc) 2=No (go to lfpri_social_access_barriers)
	ifpri_social_access_suc	For each of the services from the	1=Yes (go to ifpri_social_access_who)

		<p>four ifpri_social_access for which the household answered “yes” above:</p> <p>Was your household successful in getting what you needed?</p>	<p>2=No (go to ifpri_social_access_barriers)</p>
	ifpri_social_a ccess_who	<p>For each of the services from ifpri_social_access_s uc for which the household answered “yes” above:</p> <p>did you or your spouse primarily handle trying to obtain this benefit?</p>	<p>1=Primarily me 2=Me and my spouse equally 3=Primarily my spouse</p>
	ifpri_social_a ccess_barrier s	<p>For each of the services from ifpri_social_access for which the household answered “no” above AND for each of the services from ifpri_social_access_s uc for which the household answered “no”:</p> <p>What was the main reason that your household did not obtain this benefit during [TIME SINCE</p>	<p>1=We did not need this during the last 12 months 2=I have never heard of this 3=I do not know how to obtain this 4=I do not think that my household would be eligible for this program 5=The cost of travel and distance to access the program are too great 6=Informal fees / bribes 7=Getting permission from spouse to travel or to interact with a service provider 8=Childcare / housework 9=I lacked a mobile phone / bank account</p>

		START OF INTERVENTIONJ?	10=Other: ____
Locus of control	ifpri_LOC1	<p>Now I'm going to read a few statements out loud, and I would like you to tell me how much you agree with them. There are no right or wrong answers, I just want to know what you think.</p> <p>Statement 1: Whether or not I become rich depends mostly on my personal ability</p>	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
	ifpri_LOC2	<p>Statement 2: People like myself have very little chance of protecting our personal interests when they conflict with those of powerful people</p>	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
	ifpri_LOC3	<p>Statement 3: When I get what I want, it is usually because I worked hard for it</p>	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>
	ifpri_LOC4	<p>Statement 4: It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune</p>	<p>1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree</p>

Self esteem	ifpri_se1	Statement 5: I feel I do not have much to be proud of.	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
	ifpri_se2	Statement 6: I am able to do things as well as most people	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
Trust	ifpri_trust1	Statement 7: I believe the government wants to do what is right for the people.	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
	ifpri_trust2	Statement 8: Most people can be trusted.	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
	ifpri_trust3	Statement 9: I trust my neighbors to look after my house if I am away	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
	ifpri_men_support_women_econ	In general, men in our community support women's economic participation and income generation.	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
	ifpri_men_support_women_pol	In general, men in our community think women should participate in politics and public life just as much as men do.	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
Perceptions of causes of poverty	ifpri_pop_views1civic31d_w	Now we'd like you to tell us your views on various issues. How	1 - 10

		<p>would you place your views on this scale? 1 means you agree completely with the first statement; 10 means you agree completely with the second statement; and if your views fall somewhere in between, you can choose any number in between. Statement 1: Government should take more responsibility to ensure that everyone is provided for. Statement 2: People should take more responsibility to provide for themselves.</p>	
	<p>ifpri_pop_wv s2civic31e_w</p>	<p>Now we'd like you to tell us your views on various issues. How would you place your views on this scale? 1 means you agree completely with the first statement; 10 means you agree completely with the second statement; and if your views fall somewhere in between, you can choose any number</p>	<p>1-10</p>

		<p>in between.</p> <p>Statement 1: People are poor because of laziness and lack of will power.</p> <p>Statement 2: People are poor because of an unfair society.</p>	
Food Security	ifpri_food_sec1	<p>Now we would like to ask you some questions about food. In the past 2 weeks, was there a time when, because of lack of money or other resources:</p> <p>You or any member of your household was worried you would not have enough food to eat?</p>	<p>1=No 2=Yes</p>
	ifpri_food_sec2	<p>You or any member of your household had to skip a meal?</p>	<p>1=No 2=Yes</p>
Conflict exposure	ifpri_conflict5_malecivilorg	<p>How important are each of the following actors for addressing farmer-herder conflicts and contributing to peacebuilding ?</p> <p>Male-led civil society organizations</p>	<p>1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important</p>
	ifpri_conflict5_femalecivilo	<p>Female-led civil society organizations</p>	<p>1= Extremely important 2=Somewhat important</p>

	rg		3=Not very important 4=Not at all important
	ifpri_conflict5_malerelorg	Male traditional and religious leaders	1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important
	ifpri_conflict5_femalereorg	Female traditional and religious leaders	1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important
	ifpri_conflict5_fg	The federal government	1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important
	ifpri_conflict5_state	The state government	1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important
	ifpri_conflict5_media	The media	1= Extremely important 2=Somewhat important 3=Not very important 4=Not at all important

Module 11: Interviewer observations

	privacy	Were there any other people immediately present who might be listening during the interview?	1=Successfully alone 2=With only children present 3=With adult women present 4=With adult women and children present 5=With adult men present 6=With adult men and children present 7=With adult men and women present 8=With adult men and women and children present
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