## Method Form – W+ Domain: Leadership

<table>
<thead>
<tr>
<th>Method Number: W+ Leadership 1.0</th>
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<tbody>
<tr>
<td>Name of the proponent: WOCAN</td>
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<tr>
<td>Title of the proposed method: Quantification of Increased Leadership for Women as a result of a Project or Program Level Intervention</td>
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</table>
| Type to which the new proposed method (category) belongs to: | Type I Renewable energy projects  
Type II Energy efficiency improvements  
Type III Women’s social and economic empowerment projects |

The accompanying questionnaire and formula may need to be adapted according to numerical values attributed by women themselves for each of the variables in the formula. This method is to be used in conjunction with:

- Leadership Survey Questionnaire in Annex (including Do-no-harm Assessment)
- Project Design Document Template
- Guidelines for sampling and surveys for project activities and program of activities  
- Tool for Verification of Financial Payments to Primary Beneficiaries as a result of a Project or Program Level Intervention

*WOCAN gratefully acknowledges the review of this method by Rebecca Joy Howard, Ph.D. Candidate at the University of Leeds in May 2016.*
Section A: Introduction

The following describes the key elements of the method:

A.1 Typical projects:

Typical projects that can apply this method are as follows:

- Introduction of technologies that decrease women’s time in household and productive chores while increasing women’s discretionary time
- Capacity development activities that are targeted for women’s empowerment (e.g. increased collective strength, increased ability for decision making, public speaking and other such skills)
- Introducing activities that increase women’s income and assets
- Gender mainstreaming activities within organizations

A.2 Type of benefit for women:

Project or program intervention results in women leaders being able to ‘name’ practices that they are already engaged in, while developing new skills (facilitation, negotiation, communication etc) to become more effective in their leadership positions. Additional benefits for women will result in increased confidence through external validation of their leadership positions and skills.

A.3 W+ Project Design Activities:

Project Developers describe the project design elements that are implemented to build readiness for the generation of the benefits for women identified in A.2 and to safe-guard the participation of women in relation to decisions about and control over the use of these benefits.

Typical activities include:
- Stakeholder consultations to raise awareness about the objectives and functioning of W+, identify women’s empowerment needs and select domains of W+ to be used (see W+ Program Guide)
- Development of indicators, activities and monitoring plans and mechanisms (see W+ Program Guide, Monitoring Report Template)
- Establishment or use of existing women-controlled savings or micro-finance schemes for the processing of W+ linked payments (see Tool for Monitoring, Reporting and Verification of Financial Payments to Primary Beneficiaries)
Section B: Scope, Applicability, Origination period and Entry into Force

B.1 Scope
The scope includes project interventions for use in residential, commercial or institutional applications.

B.2. Applicability
Increases in skills to negotiate challenges for women’s leadership and subsequent outcomes from the effective application of such skills shall be accounted for all women assuming positions of leadership in community groups (e.g. informal and formal savings groups, community-based organizations, producer groups etc.).

The increases in skills to mitigate challenges and affect outcomes must be material and relevant for women by demonstrating, i.e. as a result of a stakeholder consultation, that it is identified as a priority benefit by a simple majority of participants. (Refer to the guidance on stakeholder process).

B.3. W+ Unit Origination period
The W+ Unit Origination period refers to the time-period of the project activity or program for which it is permitted to generate W+ units. The W+ Unit Origination period starts from the date of W+ project registration minus two years OR the start of project operation if project operation commenced less than two years after W+ registration.

B.4 Entry into Force
The date of entry into force of this method is immediate after the date of publication of this method on the W+ website, www.wplus.org.

B.5 Normative References
Project Developers need to refer to the following tools and guidance:

- W+ Program Guide
- Guidance on stakeholder process (4 Step Process for Stakeholder Analysis)
- W+ Leadership Survey Questionnaires (including Do-no-harm Assessment)
- Guidance on how to carry out survey and baseline (refer to Section C, Quantification of Outcomes)
- Tool for Monitoring, Reporting and Verification of Financial Payments to Primary Beneficiaries

B6. Definitions
The definitions provided in the Annex I shall apply.
Section C: Quantification of Outcomes

C.1 Baseline Situation
The baseline is the prevailing practice prior to project implementation and prior to the implementation of W+ project design activities. It is established through user surveys (and potentially other means) by implementing the leadership survey prior to the start of project activities with identified (representative sample size) of women leaders in the community.

C.2 Determination of Leadership Increase as Result of Project Activity
Leadership increases are determined by comparing the baseline results with the measurement results generated after an appropriate period determined by the Project

Survey design is in compliance with the general guidance on sampling, as found in Guidelines for sampling and surveys for CDM project activities and program of activities: http://cdm.unfccc.int/Reference/Guidlines/meth/meth_guid48.pdf.

1. Calculation approach/Formula:

The total impact of women’s leadership is calculated by the total sum of the difference between obstacles (A) and results (B) multiplied by the number of women (WL) in leadership positions within a verification period.

Numerical values are attached to each variable in the formula below and they can be found in the survey questionnaire.

Formula: 
\[ LI = WL \times \left( \text{Sum of } (A_1 + A_2 + A_3) \right) - \left( \text{B}_1 + B_2 + B_3 + B_4 \right) \] 

where:

- \( LI \) = Leadership Impact
- \( WL \) = Number of women in leadership positions within groups/organizations, and within a cluster of “like” projects within a verification period. Leadership positions in local groups/producer organizations can comprise of all executive positions (account manager, coordinator, group president or secretary etc.) and person(s) of influence identified by the group (e.g. group member who has past experience in holding group office, community elder, person with extensive networks etc.).

A = refers to the obstacles to leadership that the leader is unable to resolve with any degree of satisfaction. The process of leadership action occurs in a contested context and it becomes important to feature the obstacles that present themselves to leaders. While such obstacles are common to male and female leaders, the challenges are compounded for women leaders often manifesting through overt and implicit resistance from their group peers and those from service-providing organizations (e.g. loan, extension, market, local government agencies). Social and cultural attitudes combined with prevailing norms of leadership also inhibit or in some cases, prohibit women from assuming leadership roles and positions. Subsequently, it is not uncommon for women in leadership positions to questions their own emotional ‘competence’ and the degree of ‘compromise’ required of them to sustain their leadership roles over a given period of time.

\( a_i \): Resistance from peers and leadership within the group.

Groups are not free from the social and cultural influences of the larger society in which they are situated and/or the values and attitudes of its members which are shaped by their own social norms and values. Hence, resistance towards women’s leadership in particular can manifest in overt and implicit ways that are not always easy to ‘name’. Overt and structural forms of organizational resistance to women’s leadership
(especially in mixed-sex groups) can present themselves through the proverbial glass ceiling that limit women from moving upward in the group's hierarchy; or the funding limitations for women's issues from local governments.

Implicit forms of resistance are more difficult to identify and 'name', but their impact on women leaders are nevertheless profound, and may even contribute to many women’s reluctance to assume leadership positions. Often such forms of resistance are embedded in expressions of dominant masculinities from both male and female peers and expressed in values, attitudes and norms that are not conducive for women leaders.

In the most fundamental sense, leadership and its practice is about confronting existing power dynamics, in which gender asymmetries, determined by social and cultural values, create obstacles that are often times insurmountable for many women seeking leadership positions in local groups, particularly in mixed-sex groups.

a2: Socio cultural challenges and obstacles

Perhaps some of the key obstacles for women’s leadership come from their need to balance the often, competing interests of home and work. It is not uncommon for many women to assume the larger share of cooking, child-care and care for the elderly parents or in-laws while contributing to household productive work. Women are also more likely to be confronted with limited physical mobility and hence, limit themselves to opportunities such as attending self-improvement programs or those that require travel away from home (e.g field visits, workshops etc).

In some cases, women may face 'opposition' from family members or peers from assuming leadership roles for a variety of reasons that range from ‘proper’ social roles for women to ‘not wanting to expose daughters and wives to community gossip etc.

a3: Emotional challenges

Due in large part to leadership being conceptualized and practiced in terms of 'dominant' masculinities, women who assume leadership positions are more prone than their male counterparts to be confronted with self-doubt and may become vulnerable to "stereotype threat", wherein an individual underperforms to suit social stereotypes of women (e.g. weak, indecisive, prone to gossip rather than work etc.)

Emotional challenges can also manifest in a high degree of uncertainty from not knowing where the change one has initiated will lead to or having to exert additional attention on not challenging the existing 'gendered' status quo.

B = are the results that are generated through leadership action. Such results are changes in one’s leadership potential that are generated by engaging with the obstacles; generating counter narratives to challenge the status quo and power asymmetries; contributing and/or accessing funds for the group; and contributing to or directly affecting behavioral changes in peers and others through modeling behavior and mentoring for others’ growth and change.

b1: Growing one’s leadership potential by engaging with obstacles / challenges

Often, effective leaders find ways to grow their agency and one key component of leadership is the ability to transform one’s potential by confronting the obstacles and challenges. The resolve required to engage with obstacles and challenges is an important emotional and intellectual skill that underscores effective and sustainable leadership practice.

b2: Generating counter narratives

An often, overlooked outcome of leadership is the ability to generate ‘counter narratives’ that oppose the prevailing status quo. This is closely linked to individual agency, or the ability of an individual to expand the limiting boundaries (e.g. social, cultural, structural etc.) that inhibit or eclipse new ideas or ways of doing
things that lead to innovation and change. An individual’s ability to generate counter narratives is fraught with power relations and hence, requires effective skills of communication, negotiation, ability to make allies not only of those in favor of change, but even those members that are part of the existing status quo.

Counter narratives can serve as powerful tools for change, particularly when they are reflected in the behavior of role models for others to follow

\[ \text{b3: Affecting changes in the structure of the group.} \]

The changes in structure and behavior described below should be viewed as resulting through the contributing efforts of the leader. Changes in these domains cannot be attributed to the actions of one individual alone, nor to one single intervention/event. What is important however, is to ascertain the extent to which the leader’s actions have contributed to structural and behavioral changes in others.

Changes affecting the group can be viewed as formal or informal. Informal changes usually do not require any ‘official’ approval process from the leadership or management of the group and can range from the use of leadership skills to negotiate one’s own promotion, or if directed to others, it can take the form of alliance building for a common purpose. In some cases this may involve ‘mentoring’ and other support functions, usually provided to ‘allies’ involved in one’s network of supporters. It can also mean greater acceptance of the leader and her ideas by members of partner and service providing agencies (NGOs, heads of regional government bodies, loan institutions, technical extension service providers etc.).

Usually, informal changes affect changes in attitudes, values of members with no concomitant change in the group’s structure (e.g. policy, programming direction). Nevertheless, informal changes can create a powerful and enabling environment for new ideas and practices in the group.

Formal changes result in generation of funds and services for the group from external sources. It may also include changes in the policy and/or programming direction of the group (particularly if it involves larger producer groups). In mixed-sex groups, it may result in increased leadership positions for women with increased powers of decision-making, while in exclusive women’s groups, it could lead to leadership opportunities for women from marginal groups (based on class, ethnicity etc.).

\[ \text{b4: Affecting behavioral changes.} \]

Affecting changes in one’s own or others’ behavior is an important component of leadership that requires vision, skillful communication and an ability to engage others with different views while not being perceived as a direct ‘threat’ to the existing status quo. These changes are often gauged by the increased respect and expectations of one’s peers and leadership as well as by the increased levels of self-confidence one has generated over a period of time.

2. Calculation of the number of W+ units generated:

In order to calculate the total number of units generated by the project, apply the following steps:

a) Determine the percentage of change (The formula of the domain is applied two times: at the time of the baseline survey, and again at the time of the monitoring survey, determined by the schedule established in the Project Design Document, PDD):

\[
\text{Sum of } (A-B) \text{ at the time of verification} - \text{Sum of } (A-B) \text{ at start of project/baseline} \\
\text{Sum of } (A-B) \text{ at start of project/baseline} \times 100
\]

b) Translate the percentage of change into a number of units:

1 unit = 1 % improvement in one woman’s life
If the percentage of change is 35 %, the number of units will be 35 x number of women beneficiaries
Section D: Monitoring Plan for Output and Outcome Indicators

Describe in the Project Design Document (PDD) how the project will measure results, through specific indicators, means of verification and procedures for obtaining, recording, compiling and analyzing data and information important for quantifying and reporting of increased leadership.

Explain the organization chart, and persons responsible for each task.

D. 2 Data and Parameters Available at Validation and Verification (see sample of monitoring table below)

The monitoring of outcome indicators associated with leadership is required for the application of the W+ Leadership Domain. The Project Design Document (PDD) shall describe how the project will measure results, through specific indicators, means of verification and procedures for obtaining, recording, compiling and analyzing data and information important for quantifying and reporting of leadership units.

The following should be described in the PDD and reported in the Monitoring Report:

- Expected Changes (based on qualitative and narrative indicators) that show a change in the ability to negotiate the obstacles and challenges to leadership and an increase in the results obtained through leadership practice.
- Project indicators, targets, and logic chain that link all the elements of the results chain, as below:

<table>
<thead>
<tr>
<th>RESULTS CHAIN</th>
<th>Types of Leadership Results</th>
<th>INDICATORS</th>
<th>Influences Affecting Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>End Outcomes</td>
<td>Emergence:</td>
<td>Increased voice of women in decision making (e.g. reflected in the ratio of men and women in the group’s leadership)</td>
<td>External influences? Project’s influences?</td>
</tr>
<tr>
<td></td>
<td>Movement from the ‘private’ to the ‘public’ space</td>
<td>Increased access to external resources and delivery of funds and services for group’s activities</td>
<td>Degree of influence attributed to external(^1) and internal sources?</td>
</tr>
<tr>
<td>Intermediate Outcomes</td>
<td>Enhancement:</td>
<td>Increased ability and skills to negotiate obstacles to leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acquired skills and knowledge being used for effective leadership in the group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediate Outcomes</td>
<td>Empowerment:</td>
<td>Capacity services and other sources of information for building leadership is made available for women (and men)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills and knowledge acquired through engagement with training programs and access to other resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td></td>
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\(^1\) Internal to the project; and External to the project
Do No harm Indicators specific to the Leadership Method are described below. Corresponding questions should be included in the survey questionnaire. See the example in Survey Questionnaire for Users in Annex B below.

Do No Harm Indicators and Questions

<table>
<thead>
<tr>
<th>Indicators for the Leadership Domain</th>
<th>Not less than 97% of both women and men report that the project has not caused a loss of leadership or other any unwelcome effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question (s) for the Leadership Domain</td>
<td>▪ Has the increase in your leadership activities led to any physical or emotional abuse? (e.g. from peers, family members etc.)</td>
</tr>
</tbody>
</table>

Section E: Stakeholder processes

Project Developers should refer to the 4 Step Process for Stakeholder Analysis document for guidance on stakeholder processes.

Section G: Annexes

Annex 1 – Defining Leadership

A distinction needs to be made between “leader” and “leadership”. A leader is an individual, while leadership is socially constructed. Meaning making, expectations, language, actions and attributive qualities are all involved in the social construction of leadership. The relationships between these processes and how they interact with one another need to be described and analyzed to generate a true understanding of how leadership is enacted and played out within the boundaries of organizations or larger territorial boundaries. The relationships between ‘leaders’ and ‘group members’ needs to be the key analytical focus rather than on the attributes of so called ‘leaders’ alone.

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central to the phenomenon:

a) Leadership is a process: this means it is not a trait or characteristic that resides in the leader but rather a transactional event that occurs between the leader and the followers.

b) Leadership involves influence: It is concerned with how the leader affects followers. Influence is the *sine quo non* of leadership. Without influence, leadership does not exist.

c) Leadership occurs in groups: Leadership involves influencing group of individuals who have a common purpose. Leadership is about one individual influencing a group of others to accomplish common goals. Leadership training programs that teach people to lead themselves are not considered a part of leadership within the definition that is set forth in this discussion.

d) Leadership involves common goals: leaders direct their energies toward individuals who are trying to achieve something together. By common, we mean that the leaders and followers have a mutual

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purpose. Attention to common goals gives leadership an ethical overtone because it stresses the need for leaders to work with followers to achieve selected goals. Stressing mutuality lessens the possibility that leaders might act toward followers in ways that are forced or unethical. It also increases the possibility that leaders and followers will work together toward a common goal.
BACKGROUND

Leadership in Action
1. Why are you motivated to lead?
   Note: Rank them in order of importance to you (1= very important; 2= important; 3= quite important)
   - There exists Systemic inequity in your organization
   - To bring about systemic ‘transformative’ change in your organization
   - To inculcate a vision of well-being and justice in your organization
   - To ensure that there is an ‘inclusive’ organizational environment
   - To maintain or preserve the status quo (preservation)
   - Other (Please specify)

2. In your experience what are the ‘qualities’ a good leader should possess? (Ask the Leaders)
   Note: Rank them in order of importance to you (1= very important; 2= quite important; 3= important)
   - Demonstrating a vision for the future
   - Being an effective communicator
   - Ability to ‘mentor/coach’ others
   - Being impartial
   - Ability to see all sides of an issue
   - Others (Please specify)

3. What according to you are the qualities a good leader should possess? (Ask the members)
   Note: Rank the in order of importance to you (1=very important; 2= important; 3= quite important)
   - Demonstrating a vision for the future
   - Being an effective communicator
   - Ability to ‘mentor/coach’ others
   - Being impartial
   - Ability to see all sides of an issue
   - Others (Please specify)

Leadership in Practice
4. Describe leadership activities you are engaged in: (limit this to the present work)
   - Facilitating a process or action to bring together various interests (groups) in the organization for a common goal
   - Recruiting, educating and mobilizing members directly affected by the organization’s issues to reach their long term goals
   - Mentoring /advising others from the group
   - Getting involved in the legislative process on the local, regional or national level and working with officials and policy makers to change policies affecting the organization’s constituency
   - Establishing networks to enhance the goals of the group
   - What types of services (advisory, skill building, emergency services, supplies etc.) have you provided for members of your group?
   - How would you describe the long- term sustainability of the group? Is your group sustainable?
   - Others (Please specify)

Leadership Skills
5. Select the leadership skills you possess/use effectively from the following:
   - Gender-integrated planning for project/program
Ensuring Benefits to Women

W+ Leadership 1.0

- Facilitation
- Communication and public speaking
- Networking
- Negotiation
- Others (specify)

6. Have you received any support to develop your leadership skills?
   • If YES, what type (s) of support did you receive?
   • If NO, what has helped you develop your leadership skills?

Theme A: OBSTACLES TO LEADERSHIP

A1. Types of resistance within your group (from peers and leadership)
Score the options below from 1 to 5 (0= if there is no obstacle: 1= least difficult and 5= most difficult)

- Complete rejection of existence of gender differences or discrimination against women exists
- Women peers (especially younger women) do not view gender as a ‘problem issue’ and see it as something from the past (second generation bias)
- Creating inappropriate conditions for women (timing of meetings, etc)
- Verbal enthusiasm for your ideas/actions not matched by any action from your leadership/management
- Political affiliations and connections are given more weight than leadership skills in promotions, access to resources etc.
- Selective/Systematic Exclusion from important decisions within the group based on gender, ethnicity, class, etc.
- Lack of support from men and women peers for your leadership
- New ideas proposed by you are not heard or deliberately ignored while same ideas proposed by men are accepted
- Limited networks or networking opportunities
- Poor access to information and communication
- Financial limitations (lack of access to budget especially for work on gender issues)
- Difficult to move higher than a certain level within the group’s hierarchy because of one’s gender
- Difficulty assuming leadership role in mixed-sex groups and/or with male co-workers in the team
- Others (Please explain)

A. 2 Socio-cultural Challenges
Identify some of the key socio cultural obstacles / challenges that impinge on your leadership role
Score the options below from 1 to 5 (0= if it does not apply: 1= least difficult and 5= most difficult)

- Family members actively discourage your assuming leadership roles at work (e.g. too time consuming; does not pay off; create too many enemies at work; not a woman’s role etc.)
- Balancing conflicting interests of home and work (e.g. time limitations, limitations on mobility)
- Others (Specify)

A.3 Emotional Challenges

What are the Individual emotional challenges/dilemmas that you face?
Ensuring Benefits to Women

Score the options below from 1 to 5 (0= if it does not apply: 1= least difficult and 5= most difficult)

- Compromising one’s vision (s) of leadership
- Feeling out of control
- High degree of uncertainty from not knowing where the change will lead
- Lack of time to mentally and emotionally adjust to change
- Feeling that one is compelled to defend the status quo because doing otherwise would involve loss of face to others and yourself
- Personal plans may be negatively affected by the change
- Expectation and trust from the society creating more social responsibility
- Not getting sufficient support from other peers, especially women staff
- Threat to established power relations
- Conflicting interests of followers/groups may make it difficult to generate consensus
- Stereotype threat (Believing in gender stereotypes and not performing to their potential)
- Others (Please explain)

Theme B: RESULTS

B.1. Engaging with Obstacles to Grow Leadership

What key obstacles /challenges were you able to overcome?

Score the options below from 1 to 5 (0= if it does not apply: 1= least positive and 5= most positive)

- Disenabling organizational environment
- Resistance from leadership/peers within your organization
- Socio-cultural Challenges
- Emotional Challenges (emotional challenge in moving forward)
- Others (Please Specify)

B.2. Generating Counter Narratives

What are some of the opportunities that assisted you to move forward?

Score the options below from 1 to 5 (0= if it does not apply: 1= least positive and 5= most positive)

- Access to resources, training and programs
- Access to Knowledge and Skills
- Cooperation and support from family and/or community
- Income generating opportunities
- Supportive peers and network within and external to your organization
- Others (Please explain)

Your role in accessing/creating opportunities

Score the options below from 1 to 5. (0= if it does not apply: 1= least positive and 5= most positive)

- Active networking to develop allies (within and external to the organization)
- Effective communication of your role and vision to others (naming, (re) framing key issues)
- Active lobbying with donors, funders, policy makers, project staff, development organization to generate support/build allies around your ideas
- Others (please specify)

B.3 Affecting Changes in the Structure of the Group
How do you use your leadership skills and knowledge in your work (organization)?

**Score your answers from 1 to 5. (0= if it does not apply: 1= least important and 5= most important)**

- Get a promotion/moving ahead
- To provide training to others
  - Whom did you provide the trainings to?

  - Participants outside your network –
  
  - Participants from which social group (e.g. class/caste/ethnicity/race/age etc.) –

- Mentor others (unofficially)
- Advocate for change (within your organization and/or with partners; regional/national policy bodies etc.)
- Mobilize others (members/peers in the organization)
- Others (Please Specify)

Do others in your group (leaders and peers) recognize your actions?

What are the results you have achieved and/or actively contributed to?

**Score your answers from 1 to 5 (0= if it does not apply: 1= least important and 5= most important)**

- Increased access to budget, resources, skills and trainings
  - How much budget have you accessed and for what purpose (elaborate)?

- Increase in incomes of yourself/others through initiation of income generating activities
- Increase in building network
- Active participation and influence in policy making
- Identifying and accessing situation of the your program/village (need and situation assessment)
- Good coordination and team work
- Legal recognition of your group (e.g. gender working group, women’s producer groups CBO/NGO/User Groups)
- Vision for program/organization/village/community

Can you describe what type of result you think you have achieved in creating collective capacity to achieve the goal (s) of the group? (e.g. accessing funds/loans, technical and capacity extension services, market access etc.)

a) Describe your own capability in terms of skills, attitude, and belief in yourself to continue the work of the group

b) If you have influenced others, describe how you have increased the capacity of those you have influenced. Give examples.
c) Have you made network links with other stakeholders outside your group?
   - If so, with whom?

   - And describe the nature of the links

   - Provide an estimate of your contribution to these stakeholders with examples

Have your activities contributed to policy development at the regional and/level?

Have your activities contributed to increased access to resources from regional/national government agencies?

Can you describe any positive changes in the regional/national service agencies that you have contributed to in terms of their acceptance of women’s leadership (e.g. improved access to decision makers, increased credibility and respect for women leaders representing community groups etc.)

B.4 Affecting Behavioral Changes

For what did you use the acquired skills and knowledge in your Personal work?

**Score your answers from 1 to 5 (0= if it does not apply: 1= least important and 5= most important)**

- To negotiate a better price at the market and selling services
- To influence someone in the family or community
- To acquire additional skills or knowledge
- Decision on social/ household ceremonies and functions
- Labor/work/Farming
- Food choice in the family
- Mentoring support to peers in your group or other young women (informally)
- Influencing others in your group and/or community through your achievements (e.g. ability to mobilize others, mobilize external support, communication and facilitate dialogue with various interest groups etc.)
- Others (Please Specify)

What are some of the key achievements of your leadership actions?

**Score your answers from 1 to 5 (0=if it does not apply: 1= least important and 5= most important)**

- Increase in your self-confidence and agency
- Mentoring support to others to increase their self-confidence and agency through formally established mentoring mechanisms
  - Number of mentees:
- Increased expectations from others in the organization and/or community
  - Give concrete examples:
  - Increased trust from others in the organization and/or community
  - Give concrete examples:
- Increased personal reputation
  - Give concrete examples: