

# **Creating Space for Her Voice**

## **Factors that Influence Western Honduran Rural Women's Participation in Leadership Roles**

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## Background

The Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project is funded through the Bureau for Food Security (BFS) of the United States Agency for International Development (USAID) to support the Presidential Feed the Future Initiative, which strives to increase agricultural productivity and the incomes of both men and women in rural areas who rely on agriculture for their livelihoods.

INGENAES supports the development of improved extension and advisory systems (EAS) to reduce gender gaps, increase empowerment of women farmers, and improve gender and nutrition integration within extension services by directly or indirectly assisting multiple types of stakeholders within a country, such as farmers, producer groups, cooperatives, policy makers, technical specialists, development non-governmental organization (NGO) practitioners, and donors. INGENAES efforts will strengthen the capacity of key stakeholders and provide the fora and networks for them to coordinate and reach agreement on policies and strategies to implement improved EAS that better meet the needs of men and women farmers. While the INGENAES project will not directly monitor beneficiary impact, it will focus on changes in institutions that directly affect men and women who access agricultural information, training, technologies and nutrition information. Improved services empower women and engage men.

## Gender and Agriculture in Honduras

An area of focus for development plans in Honduras since the late 20<sup>th</sup> century has been addressing gender gaps in healthcare, education, food, and employment, since women have historically been excluded from benefits (Guillén-Soto, 2011). The United States Global Health Initiative (US-GHI, 2012) states that “the most recent in-depth gender assessment conducted in Honduras found that traditional gender roles in Honduras continue to place women in a subordinate position to men” (p. 2). Gender policy in agriculture has aimed to reduce inequality gaps found in rural agriculture, specifically those policies related to benefits from government supported projects (Guillen Soto, 2013). However, rural assessments have indicated that the government has not monitored the application of these policies, and funded projects have continued to target men and ignore women’s productive and reproductive roles (Guillen Soto, 2013). According to the 40-page gender analysis conducted by USAID for the 2014-2019 Country Development Plan other major gender issues face the country including gender inequalities in distribution of employment, high levels of gender-based violence and the highest femicide rate in Latin America and, difficulties and barriers in actual participation of women in government.

Efforts to address inequalities and spur economic development have been ongoing for decades through civil society, foreign aid, and agrarian land reforms (Rowlands, 1997; ICNL, 2016). More recently, high levels of poverty and food insecurity, violence, and generally weak governance prompted the Government of Honduras (GOH) to request outside assistance in order to improve the livelihood of its population. One development initiative was through the United States Agency for International Development (USAID)/Honduras Country Development Cooperation Strategy (CDCS) (2015) whose primary goal was “a more prosperous and safer Honduras that advances inclusive social and economic development among vulnerable populations” (p. 1). This goal was addressed through collaboration with the GOH, USAID, the Millennium Challenge Corporation, State Department’s Bureau of International Narcotics and Law Enforcement Affairs, the Departments of Agriculture and the Treasury, and partnerships between community organizations and non-profits and the private sector through the CDCS (USAID, 2015). Future

development strategies relating to reducing poverty will be focused in the six western departments of the country, La Paz, Intibucá, Lempira, Ocotepeque, Copán, and Santa Barbara, due to unfavorable poverty, under-nutrition, climate change vulnerability, and education indicators in those areas (USAID, 2015). The strategies have included foci on improved agricultural productivity and increased market demand and access that include sub-groups of the extreme poor, as well as women and children. Thus, agriculture has remained prominent in development goals relating to poverty and inequality reduction, with gender equity and female empowerment strategies crosscutting development work.

## Purpose of Project

Part of the focus on gender integration has been facilitated by INGENAES, which is designed to assist partners in the USAID zones of influence for the FTF initiative (Feed the Future, 2016c). Aligned with FTF goals, the project has aimed to increase agricultural productivity and the incomes of both men and women in rural areas who rely on agriculture. However, projects and programs have specifically focused on building more gender-responsive and nutrition-sensitive institutions as well as strengthening extension and advisory services to empower and engage male and female smallholder farmers (Feed the Future, 2016c). One way in which to empower male and female farmers is to promote best practices within organizations that contribute to gender-responsive and nutrition-sensitive agricultural extension systems, which is one objective of the INGENAES initiative. Through interviews with local Honduran extension partners, the need to engage women in more leadership roles in agriculture has been identified as a strategy for closing gender gaps in the zones of influence (Colverson, DeBernardo, Schneider, Heinz, Andrade & Manfre, 2016).

Women have played an important role in agriculture in the Western regions of Honduras; however, gender disparities have continued to exist in access to skill development trainings and participation in leadership positions in agricultural organizations. Governmental and non-governmental organizations in Honduras have been striving to include more rural women in these opportunities. Although increasing women's leadership has been part of many development efforts, but extensive research on this phenomenon, especially with rural women farmers, has been limited in the literature. To achieve gender equality more women must participate in leadership roles in order to give voice to their needs and increase their abilities to set and attain goals. By providing more training and support for women in leadership, the social norms that limit women's opportunities can shift, yielding more access to economic opportunities and increased decision-making in the home and community.

Thus, this study will provide a deeper understanding of how women leaders find themselves in those positions and how other women may find pathways to leadership. Through understanding the areas in which women have power within the household and community, entry points to participation and training can be identified. Specific to INGENAES partnering organizations, strategies for meeting women's needs in terms of time, location, and objectives of extension trainings and opportunities would be desirable in order to expand the impact of such initiatives.

Women's work in agriculture can directly impact the diversity and yield of crops to not only increase household nutrition levels but also household income. This also applies to animal rearing in which women can play a primary role. Thus, the more technical agricultural knowledge and resources that women have, the greater the household outputs. However, extension initiatives may need to explicitly request for women's participation or address training opportunities as experiences for the entire household if

community norms have historically limited this. Additionally, acknowledging what women are interested in learning can aid in designing training that aligns with their interests and values. Understanding the power dynamics related to gender roles can better equip extension providers as they work in communities and create more inclusive spaces for women's participation.

Lessons and experiences from the research can also contribute to future research on leadership and empowerment of rural women farmers, which can positively influence policy and program decisions.

The primary purpose of this study was to explore factors that influence the participation of women farmers in Western Honduras in leadership roles in agriculture. To accomplish this goal the specific objectives are to:

1. Describe the economic, psychological, social and political factors that support women's group and leadership role participation.
2. Describe women farmers' perceptions of the benefits, risks and barriers of engaging in leadership roles in agriculture.
3. Describe women farmers' perceptions of the functions and responsibilities of leadership roles.
4. Identify women farmer's needs and preferred delivery modes of leadership training and skill development.
5. Describe women and men's perceptions of skills, abilities, and characteristics of a leader.

## Methodology

A transformative, mixed-methods design was used to frame the study. This design was based on the assertion that quantitative and qualitative methods can be used together to highlight and understand gender inequality by giving a stronger voice to women's experiences (Hesse-Biber, 2010). For this study, data were collected concurrently with quantitative and qualitative aspects of the study occurring in the same phase. Data collection took place during one phase over a one-month period. Quantitative data were collected through individual, researcher administered questionnaires (Appendix A) and qualitative data through eight focus groups (Appendix B). The survey research was employed to identify constraints and opportunities related to women's participation in groups and leadership, illuminating common factors that influence women's participation as well as any correlations among variables between women who do participate and those that do not.

Qualitative data provided supportive information for the quantitative and was thus considered to be embedded within the study (Creswell, 2009) This data aimed at understanding women and men's conceptualization of a leader and leadership. By using a bottom-up approach to have participants construct their understanding of leader and leadership, researcher and practitioner bias was minimized to inform how leadership training is conceptualized, designed, and implemented.

The theoretical populations of interest in this study were female and male subsistence farmers in the departments of Lempira and Copán in Western Honduras. This area is part of the Feed the Future zone of influence, and USAID (2011) has identified this population as particularly vulnerable to environmental and economic shocks, and the cycle of poverty. Women have been identified as a subgroup with which to work, to avoid further marginalization and maximize development efforts (USAID, 2015). The target population in Lempira was those men and women farmers identifying as Lenca, one of the nine indigenous communities in Honduras. These women and men living in areas served by partner organizations are a mix of those who have and have not participated in leadership development training, agricultural

organization meetings, or other extension activities. Men and women subsistence farmers who identify as Mestizo from Copan were also identified to participate in focus groups through partnering organizations.

## Results

The draft of this report was completed during the research phase of the project. Surveys were completed (n=24) in one community of subsistence farmers as well as one focus group of men and one of women. Surveys were in the process of being administered in the second community with focus groups forthcoming. Although the communities are in the same zone and have populations of Lenca subsistence farmers, they have very different characteristics in terms of the dynamics between men and women in the households, the types of projects that have been completed in the community in relation to agriculture, education, and natural resources, and their access to nearby municipalities. These differences may yield differentiated data in terms of women's control over agriculture, participation in groups, and decision-making power in the households. The similarities and differences between the two communities will illuminate challenges and opportunities in designing trainings and programs for both men and women in the communities. The women in the first community were incredibly thankful for taking time to discuss their lives and both men and women expressed gratitude for facilitating the focus groups on leadership as they view it as an important topic to discuss together.

## Recommendations

Recommendations are forthcoming; however, contextual understanding of communities including gender power dynamics, political influence, access to resources, and history of trainings and programs appears to be essential in designing programs that will lead to behavior changes, shifting of gender norms, and increased participation of women in groups and extension trainings.

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**APPENDIX A: Quantitative Survey – ENGLISH**  
**SECTION A: GENERAL INFORMATION**

1. Survey # \_\_\_\_\_ 2. Department: \_\_\_\_\_ 3. Municipality: \_\_\_\_\_ 4. Village: \_\_\_\_\_  
 5. House \_\_\_\_\_ 6. # Visited \_\_\_\_\_ 7. # on Map \_\_\_\_\_  
 DATE: DAY: \_\_\_\_\_ MONTH: \_\_\_\_\_ YEAR: 2016 HOUR STARTED \_\_\_\_\_ : \_\_\_\_\_ AM / PM

**SECTION B: INDIVIDUAL IDENTIFICATION**

<p><b>B1: HOUSEHOLD IDENTIFICATION:</b></p>	<p><b>B3. OUTCOME OF INTERVIEW:</b></p>	<p>COMPLETED.....1                  .....1                  HOUSEHOLD MEMBER TOO ILL TO RESPOND/COGNITIVELY                  IMPAIRED...2                  RESPONDENT NOT AT HOME/TEMPORARILY                  UNAVAILABLE.....3                  RESPONDENT NOT AT HOME/EXTENDED                  ABSENCE.....4                  REFUSED ....                  .....5                  COULD NOT LOCATE                  .....6</p>
<p><b>B2: NAME OF RESPONDENT CURRENTLY BEING INTERVIEWED:</b></p>	<p><b>B4: ABILITY TO BE INTERVIEWED ALONE:</b></p>	<p>ALONE.....1                  WITH ADULT FEMALES PRESENT.....2                  WITH ADULT MALES PRESENT.....3                  WITH ADULTS MIXED SEX PRESENT.....4                  WITH CHILDREN PRESENT.....5                  WITH ADULTS MIXED SEX AND CHILDREN PRESENT.....6</p>

**SECTION C: HOUSEHOLD CHARACTERISTICS**

<b>C1: Type of House</b>	<b>C2: Roof Material</b>	<b>C3: Outer Wall Material</b>	<b>C4: Floor Material</b>	<b>C5: Sanitation System</b>	<b>C6: Where do you access water for your house</b>
Independent house.....1	Cement.....1	Cement.....1	Polished wood.....1	Pour-flush in house...1	Municipal system.....1
Apartment.....2	Mood.....2	Stone with cement....2	Vinyl.....2	Pour-flush latrine.....2	Communal system – in house.....2
Casa en villa.....3	Tile.....3	Adobe.....3	Tile.....3	Dug latrine.....3	Communal system – outside of house...3
Multi-party house.....4	Zinc.....4	Stone with sod.....4	Bare wood.....4	River, ravine.....4	Well water.....4
Hut.....5	Bamboo.....5	Wood.....5	Cement.....5	None.....5	Rio, ravine.....5
Improvised housing.....6	Palm.....6	Zinc.....6	Sod.....6	Other.....6	Rain water.....6
Other.....7	Other.....7	Other.....7	Other.....7		Other.....7

**HOUSEHOLD COMPOSITION AND EDUCATION**

**C7** How many people including yourself sleep and eat in this house (in the past 6 months)?

	<b>C8</b> People living in the house	<b>C9</b> Relationship Status 1=Married 2= Unmarried Co-inhabitants 3=Widow/Widower 4=Divorced 5=Separated 6=Single	<b>C10</b> ¿What relation does this person have to you? 2- Husband/Wife 3- Son/Daughter 4- Son-in-law/Daughter-in-law 5- Grandson/Granddaughter/ Great 6- Brother-in-law/Sister-in-law 7- Nephew/Niece 8- Father/Mother 9- Grandfather/Grandmother 10- Father-in-law/Mother-in-law 11- Employee 12- Other	<b>C11</b> Sex M=Male. F=Female	<b>C12</b> Age How old is this person?	<b>C13</b> What is the educational level of this person? 1 =None 2 = Primary 3 = Lower Secondary (7-9) 4= Upper Secondary (10-13) 5= Tertiary (university- no diploma) 6= Tertiary (university- diploma) 7=Postgraduate 8=Adult education
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						

**SECTION D (WEIA G5): TIME ALLOCATION**

D1: I'd like to ask you some questions regarding how you use your time during a normal/typical day.	D2: In the last 7 days, how much time in hours did you spend on [ACTIVITY]?	D3: <i>After the other questions:</i> Have you experienced any changes in how much time you spend on these activities since the last presidential election? Are you spending more or less time? Why?	
#	ACTIVITY	HOURS	OPEN ENDED
A	Agriculture: Family garden (Huerto familiar)	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
B	Agriculture: Family farming (commercial crops)	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
C	Livestock/fishing	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
D	Collect water	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
E	Fetching wood	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
F	Cooking	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
G	Care for children/adults/elderly	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
H	Other domestic work	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
I	Work as employed ( <i>write</i> ):	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
J	Own business work ( <i>write</i> ):	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
K	Market/getting service (including health services)	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
L	Traveling and commuting	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3

**SECTION D (WEIA G5): TIME ALLOCATION**

<b>SECTION D (WEIA G5): TIME ALLOCATION</b>		
<b>D1:</b> I'd like to ask you some questions regarding how you use your time during a normal/typical day.	<b>D2:</b> In the last 7 days, how much time in hours did you spend on [ACTIVITY]?	<b>D3: After the other questions:</b> Have you experienced any changes in how much time you spend on these activities since the last presidential election? Are you spending more or less time? Why?
<b>M</b> Weaving/sewing/textile care	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>N</b> Participating in village meetings or events ( <i>write</i> ):	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>O</b> Volunteering ( <i>write</i> ):	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>P</b> Participating in a training with extension/organization	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>Q</b> Visiting friends or family	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>R</b> Resting or relaxing during non-sleeping hours	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>S</b> Sleeping (night)	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3
<b>T</b> Other	<input type="text"/> <input type="text"/> <input type="text"/>	MORE TIME .....1 EQUAL TIME.....2 LESS TIME.....3

**SECTION E: TIME USE SATISFACTION – PARTICIPANT INDICATED**

**\*\*USE LAMINATED ACTIVITY CARD AND CIRCULAR MARKERS FOR THIS SECTION. PHOTOGRAPH RESULT\*\***

“I’m going to read some questions and if you have experienced any of them I would like for you to mark them with a colored marker.”

**PHOTOGRAPH ID**

<b>E1</b>	These are the activities that you told me you spend time on. Are there any activities here that you do not like to do?	YES.....Indicate with <b>RED</b> NO.....NEXT
<b>E2</b>	Are there any activities here that you would like to stop doing?	YES.....Indicate with <b>ORANGE</b> NO.....NEXT
<b>E3</b>	Are there any activities here that have led to new social contacts or to better contact with people you already know?	YES.....Indicate with <b>YELLOW</b> NO.....NEXT
<b>E4</b>	Are there any activities here that you enjoy doing?	YES.....Indicate with <b>GREEN</b> NO.....NEXT
<b>E5</b>	Are there any activities here that you would like to do more often?	YES.....Indicate with <b>BLUE</b> NO.....NEXT
<b>E6</b>	Did any of the activities you have reported improve your sense of well-being?	YES.....Indicate with <b>PURPLE</b> NO.....NEXT
<b>E7</b>	Tell me about the activities that you don't like to do (RED). Why don't you like to do them?	
<b>E8</b>	Tell me about the activities that you would like to stop doing (ORANGE). Why would you like to stop doing them?	
<b>E9</b>	Tell me about the new social contacts or better contacts you have made (YELLOW). How have these activities helped you to do that?	

<b>E10</b>	Tell me about the activities that you enjoy doing (GREEN). Why do you enjoy them?	
<b>E11</b>	Tell me about the activities that you would like to do more often (BLUE). Why do you want to do them more often? What would you need in order to do them more often?	
<b>E12</b>	Tell me about the activities that make you feel good (PURPLE). How do these activities improve your sense of well-being	

<b>SECTION F: ROLE IN HOUSEHOLD DECISION-MAKING</b>					
<b>“I’d like to ask you some questions about your participation in certain types of activities and on making decisions on various aspects of household life”</b>					
	Household gardening (for consumption)	Farming/Agriculture (to sell)	Raising and selling animals	Non-farm economic activities. This would include things like running a small business, sel-employment, buy-and-sell.	Wage and salary employment. This could be work that is paid for in cash or in-kind, including both agricultura and other wage work.
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	Did you participate in [ACTIVITY] in the past year?  YES..... 1 NO.....2	Did you participate in [ACTIVITY] in the past year?  YES..... 1 NO.....2	Did you participate in [ACTIVITY] in the past year?  YES .....1 NO.....2	Did you participate in [ACTIVITY] in the past year?  YES ..... 1 NO.....2	Did you participate in [ACTIVITY] in the past year?  YES..... 1 NO.....2
<b>F!</b>	When decisions are made regarding the family garden, who is it that normally makes the decision as to <b>WHAT TO GROW?</b>  SELF.....1 SPOUSE.....2 OTHER HH MEMBE.....3 OTHER NON-HH.....4 JOINT.....5 N/A.....98	When decisions are made regarding crops to sell, who is it that normally makes the decision as to <b>WHAT TO GROW?</b>  SELF.....1 SPOUSE.....2 OTHER HH MEMBE.....3 OTHER NON-HH.....4 JOINT.....5 N/A.....98	When decisions are made regarding raising animals who is it that normally makes the decision as to <b>WHAT TO RAISE?</b>  SELF.....1 SPOUSE.....2 OTHER HH MEMBE.....3 OTHER NON-HH.....4 JOINT.....5 N/A.....98	When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>WHO WORKS?</b>  SELF.....1 SPOUSE.....2 OTHER HH MEMBE.....3 OTHER NON-HH.....4 JOINT.....5 N/A.....98	When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>WHO WORKS?</b>  SELF.....1 SPOUSE.....2 OTHER HH MEMBE.....3 OTHER NON-HH.....4 JOINT.....5 N/A.....98

F2	N/A	<p>When decisions are made regarding crops to sell, who is it that normally makes the decision as to <b>WHAT TO SELL?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding raising animals who is it that normally makes the decision as to <b>WHAT TO SELL?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>WHERE TO WORK?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>WHERE TO WORK?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>
F3	N/A	<p>When decisions are made regarding crops to sell, who is it that normally makes the decision as to <b>HOW TO USE THE INCOME GENERATED?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding raising animals who is it that normally makes the decision as to <b>HOW TO USE THE INCOME GENERATED?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>HOW TO USE THE INCOME GENERATED?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>	<p>When decisions are made regarding this type of employment who is it that normally makes the decision as to <b>HOW TO USE THE INCOME GENERATED?</b></p> <p>SELF.....1  SPOUSE.....2  OTHER HH MEMBE.....3  OTHER NON-HH.....4  JOINT.....5  N/A.....98</p>
F4	<p>How much input do you have in making decisions about [ACTIVITY]?</p> <p>FEW .....01  SOME .....02  MOST/ ALL .....03  NONE MADE...98</p>	<p>How much input do you have in making decisions about [ACTIVITY]?</p> <p>FEW .....01  SOME .....02  MOST/ ALL .....03  NONE MADE...98</p>	<p>How much input do you have in making decisions about [ACTIVITY]?</p> <p>FEW .....01  SOME .....02  MOST/ ALL .....03  NONE MADE...98</p>	<p>How much input do you have in making decisions about [ACTIVITY]?</p> <p>FEW .....01  SOME .....02  MOST/ ALL .....03  NONE MADE...98</p>	<p>How much input do you have in making decisions about [ACTIVITY]?</p> <p>FEW .....01  SOME .....02  MOST/ ALL .....03  NONE MADE...98</p>
F5	<p>Was this the same before the most recent presidential election?</p> <p>MORE INPUT .....1  THE SAME.....2  LESS INPUT.....3</p>	<p>Was this the same before the most recent presidential election?</p> <p>MORE INPUT .....1  THE SAME.....2  LESS INPUT.....3</p>	<p>Was this the same before the most recent presidential election?</p> <p>MORE INPUT .....1  THE SAME.....2  LESS INPUT.....3</p>	<p>Was this the same before the most recent presidential election?</p> <p>MORE INPUT .....1  THE SAME.....2  LESS INPUT.....3</p>	<p>Was this the same before the most recent presidential election?</p> <p>MORE INPUT .....1  THE SAME.....2  LESS INPUT.....3</p>



### SECTION G: DECISION MAKING II

"Me gustaría preguntarle sobre su participación en la toma de decisiones en otros aspectos de la vida del hogar"

	Major household expenditures (such as a bicycles, land)	Minor household expenditures (such as food for daily consumption or other household needs)	Participating in activities outside of the house (meetings, volunteering)	Visiting your friends and family.	Your own education (school, trainings).
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>G1</b>	To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?  NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 HIGH EXTENT.....4	To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?  NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 HIGH EXTENT.....4	To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?  NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 HIGH EXTENT.....4	To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?  NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 HIGH EXTENT.....4	To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?  NOT AT ALL.....1 SMALL EXTENT.....2 MEDIUM EXTENT.....3 HIGH EXTENT.....4

### SECTION H: GROUP PARTICIPATION

<b>I" would like to ask you about your participation in groups and organizations in your community."</b>	Is there a [GROUP] in your village?	Are you currently an active member of [GROUP]?	How long have you been participating?	Do any other members of your household participate in this group?	How actively do you participate in the group's decision making? (World Bank)	Who are the members of this group?	What is your motivation to be participate in this group?	What level does your husband support your participation in this group?
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#	Group Categories	H1	H2	H3	H4	H5	H6	H7	H8
<b>A</b>	Agricultural / livestock/ fisheries producer's group (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN-LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>B</b>	Water users' group (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		22- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN-LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>D</b>	Credit microfinance group, Mutual help or insurance group (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN-LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>E</b>	Parent/Teacher Association? (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN-LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3

					10- IN-LAWS 11- EMPLOYEE 12- OTHER		ONLY MEN.....4  EQUAL MEN AND WOMEN.....5		TRIES TO PREVENT PARTICIPATION.....4
<b>F</b>	Cooperative or business association group (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN- LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>G</b>	Civic groups (Ex. Patrocinio) (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN- LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>H</b>	Religious group (Name):	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN- LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>J</b>	Other Clubs or Organizations:	YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2		2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN- LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3	MAJORITY MEN.....1 MAJORITY WOMEN.....2		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3

					8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	DOES NOT PARTICIPATE IN DECISIONS.....4	ONLY WOMEN.....3  ONLY MEN.....4  EQUAL MEN AND WOMEN.....5		TRIES TO PREVENT PARTICIPATION.....4
<b>K</b>	Other (Name):  YES.....1 NO.....2 DON'T KNOW.....97	YES.....1 NO.....2			2- HUSBAND 3- SON/DAUGHTER 4- SON-IN-LAW/DAUGHTER-IN- LAW 5- GRANDCHILDREN/GREAT 6- SIBLINGS 7- NEPHEW/NIECE 8- FATHER/MOTHER 9- GRANDPARENTS 10- IN-LAWS 11- EMPLOYEE 12- OTHER	LEADER.....1 VERY ACTIVE.....2 SOMEWHAT ACTIVE.....3 DOES NOT PARTICIPATE IN DECISIONS.....4	MAJORITY MEN.....1 MAJORITY WOMEN.....2 ONLY WOMEN.....3 ONLY MEN.....4 EQUAL MEN AND WOMEN.....5		VERY SUPPORTIVE.....1 ACCEPTS THAT I PARTICIPATE.....2 DOES NOT CARE.....3 TRIES TO PREVENT PARTICIPATION.....4
<b>H9</b>	Of these groups to which you belong, which is the most important?								
<b>H10</b>	Does the group/Do the groups work with or interact with groups outside the village?	YES.....1 NO.....2 DON'T KNOW.....97							

**SECTION J: INDIVIDUAL LEADERSHIP AND INFLUENCE IN THE VILLAGE**

“Next I have a few questions about how comfortable you feel speaking up in public and working in groups. How much do you agree with each statement?”

**\*\*PRESENT RESPONSE CHOICES FOR ITEMS J1-J9 BEFORE READING THE FIRST STATEMENT\*\***

#	QUESTION	RESPONSE
J1	I am often a leader in groups.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J2	I would prefer to be a leader rather than a follower.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J3	I would rather have a leadership role when I'm involved with group work.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J4	I can usually organize people to get things done.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J5	Other people usually follow my ideas.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J6	I find it very easy to talk in front of a group.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J7	I like to work on solving a problem myself rather than wait to see if someone else will deal with it.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J8	I like trying new things that are challenging to me.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4

**SECTION J: INDIVIDUAL LEADERSHIP AND INFLUENCE IN THE VILLAGE**

“Next I have a few questions about how comfortable you feel speaking up in public and working in groups. How much do you agree with each statement?”

**\*\*PRESENT RESPONSE CHOICES FOR ITEMS J1-J9 BEFORE READING THE FIRST STATEMENT\*\***

#	QUESTION	RESPONSE
J9	There are opportunities available for me to develop my leadership skills.	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4
J10	<b>(If the answer is 1 or 2)</b> What are these opportunities?	FREE RESPONSE
J11	<b>(If the answer if 3 or 4)</b> What would you like to learn about how to be a leader?	FREE RESPONSE

**SECTION K: TRUST AND SOLIDARITY**

"Next I have a few questions about trust in the village."

#	K1	K2	K3			
	Generally speaking, would you say most people can be trusted or that you can't be too careful in dealing with people?	Do you agree or disagree that most people in the village are willing to help if you need it?	Do you agree or disagree that in this village, one has to be alert or someone is likely to take advantage of you?			
	PEOPLE CAN BE TRUSTED.....1 YOU CAN'T BE TOO CAREFUL.....2	STRONGLY AGREE.....1 AGREE.....2 AGR.....3 DISAGREE.....3 STRONGLY DISAGREE.....4	STRONGLY AGREE.....1 AGREE.....2 DISAGREE.....3 STRONGLY DISAGREE.....4			
	<b>K4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	Generally speaking, for each of the following groups, how much trust do you have in them?	Local government officials	Teachers and school officials	I trust extension technicians	The police	Employees of NGOs
		A LOT.....1 SOME.....2 A LITTLE .....3 NONE.....4	A LOT.....1 SOME.....2 A LITTLE .....3 NONE.....4	A LOT.....1 SOME.....2 A LITTLE .....3 NONE.....4	A LOT.....1 SOME.....2 A LITTLE .....3 NONE.....4	A LOT.....1 SOME.....2 A LITTLE .....3 NONE.....4

**SECTION L: POLITICAL AND COLLECTIVE ACTION**

“Next I have a few questions about government and local leaders.”

#	L1	L2	L3	L4
	In the past 12 months, how often have people in the village got together to jointly petition government officials or political leaders for something benefiting the village?	Lots of people find it difficult to get out and vote. Did you vote on the last state/national/presidential election?	Do you feel that you help to make the community better through your participation in politics or collective action?	To what extent do local government and local leaders take into account concerns voiced by you and people like you when they make decisions that affect you?
	MANY TIMES (>5).....1 A FEW TIMES (<5).....2 ONCE.....3 NEVER.....4	YES.....1 NO.....2	A LOT.....1 A LITTLE.....2 NOT AT A.....3	A LOT.....1 A LITTLE.....2 NOT AT A.....3

**SECTION M: FINAL QUESTION**

<b>M 1</b>	“There are a few houses that I would like to invite to participate in a focus group next week. Would you be willing to spend another hour with me if your house is selected for a focus group? You will be compensated for your time.”	<b>M 2</b>	<i><b>IF YES:</b></i> “What would be the best way for me to contact if you are selected for a focus group?”
<b>M 3</b>	“Thank you very much for your time today. Those are all of my questions! Is there anything else that you would like to share with me today?”		



## Appendix B: Focus Group Guide - ENGLISH

1. Names of Group: \_\_\_\_\_
2. Day: \_\_\_\_\_ Month: \_\_\_\_\_ Year: 2016 Time started \_\_\_\_\_ : \_\_\_\_\_ AM / PM
3. Village: \_\_\_\_\_
4. ID of photos: \_\_\_\_\_
5. IDs of recording \_\_\_\_\_

### Facilitator Instructions:

Ensure there is enough paper and markers/pens for each participant. Begin recording before you start the focus group. Record name of group and give each person a letter of consent. Read the letter of consent to the group. Introduce yourself and have participants introduce each other to the group.

**Phase I:** Participants think about their leader and draw the leader individually.

**Phase II:** Invite participants to share their drawings and the information about their leaders.

**Phase III:** Pose questions to entire focus group for discussion.

### Introduction:

"With your permission I would like to record this discussion in order to represent what you say correctly. Is this ok? I would like to talk to you today about leaders and leadership. I'm interested to know about what you think leaders need to know and what skills they need to make change in a group or community. To lead means "to direct and guide with influence". I'm going to ask you some questions about this."

### Phases and Questions:

1. First, I would like you to think about someone you know who is a leader in the community, group or organization.
  - a. Draw a picture of this person with the traits you admire about them.
    - i. For example, if they are friendly, they can have a big smile.
  - b. Next, draw the skills this person has in order to fulfill their leadership role.
    - i. For example, if they are a good listener, they can be drawn with big ears.
  - c. Next, around the leader draw resources this person has that enable them to be in a leadership position.
    - i. For example, if they have free time, you can draw a clock face.
2. Now each person please share the characteristics, skills, and resources that your leaders have.
  - a. What are some of the common traits, skills and resources of the leaders shared in the group?
  - b. What are some of the differences from the rest of the group?
3. Now, I would like to ask some questions to everyone
  - a. When you first drew your leader individually, was your leader a man or woman?
    - i. Why was the leader a man/woman?
  - b. What are the opportunities for participating in leadership roles in this village?
    - i. Are you a leader in the village?
    - ii. Would you like to be a leader in the village?
    - iii. Why?
  - c. What are the barriers to participating in leadership roles in this village?

- d. Are there any differences between generations in how they participate in leadership roles? Younger versus older adults?
- e. What are some positive changes that have happened in the village from the efforts of community leaders?
  - i. Have there been any negative changes?
- f. What skills or resources would you need in order to take on leadership roles if you wanted to?
  - i. Are any of these different from the leader you drew?
- g. When you think about your *[son/daughter/grandson/granddaughter]* future, do you think leadership is important for them?
  - i. Why?
- h. Is there anything else that you would like to share with me today?
- i. Do you have any questions for me?

\*\*Thank you so much for your time today. I learned a lot from all of you."

**Notes:**