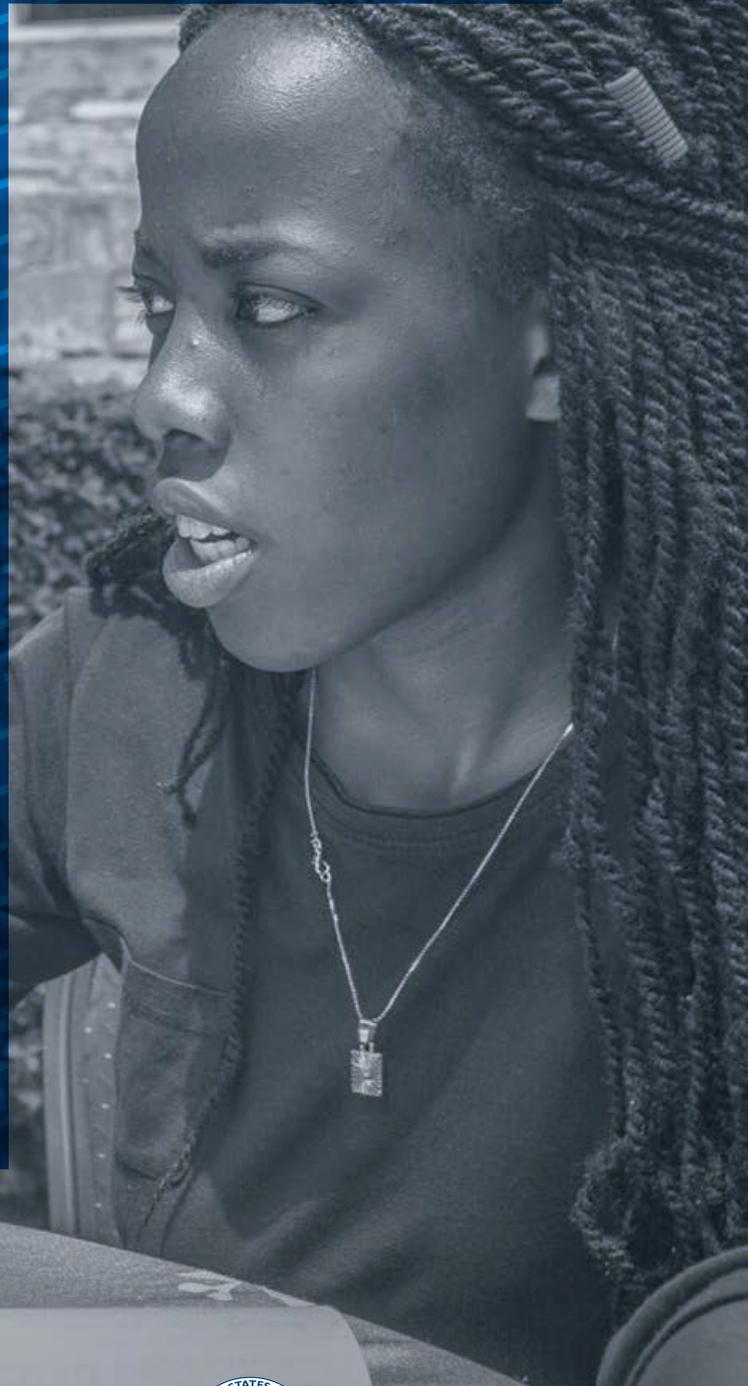




TOOL 1

# INTEGRATING WEEGE INTO ACTIVITY DESIGN



**USAID**  
FROM THE AMERICAN PEOPLE



This tool helps design teams ensure women’s economic empowerment and gender equality (WEEGE) is integrated into an activity design. It assumes that a gender analysis integrating WEEGE has been done (or that other research and information gathering has taken place) to ensure that the design team has relevant information about the WEEGE context of the activity.

Following are general discussion questions that design teams can use to determine how best to address WEEGE in an activity design:<sup>1</sup>

- » **HAVE SPECIFIC ISSUES**  
been identified that will impact the ability of the activity to advance WEEGE?
- » **SHOULD THE ACTIVITY**  
include standalone WEEGE results or objectives? Or should proposed activity objectives be re-conceptualized or refined to integrate WEEGE? Or both?
- » **DO WOMEN**  
(or a specific subgroup of women) need to be targeted explicitly to meet activity results or objectives, due to differences in access to economic opportunity?
- » **IS THERE AN OPPORTUNITY**  
to encourage women’s and girls’ participation and/or preparation for working in non-traditional economic sectors or activities (including through training and capacity building)?
- » **HOW CAN THE ACTIVITY**  
strengthen women’s decision-making authority and expand their leadership roles?
- » **HOW CAN THE ACTIVITY**  
address social norms that hinder women’s access to resources or decision-making authority or curtail their legal rights?
- » **HOW CAN THE ACTIVITY**  
be designed to ensure that women have equal access to and control over resources and assets, as well as increased capability and agency to improve their opportunities for economic participation, contributions, and benefits?

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1. These general questions are adapted from USAID (2010), “Tips for Conducting a Gender Analysis at the Activity or Project Level,” Working draft, prepared by Cathy Cozzarelli, USAID E&E Bureau Gender Advisor. Available at [https://pdf.usaid.gov/pdf\\_docs/Pnadt865.pdf](https://pdf.usaid.gov/pdf_docs/Pnadt865.pdf)



Table I provides a more detailed menu of discussion questions for design teams, organized around USAID's five domains for gender analysis. Select this link for [Automated Directives System \(ADS\) Chapter 205](#). For each domain, the table provides two types of illustrative questions - gender analysis review questions and activity design discussion questions:

- » *Gender analysis review questions ask:* What does the gender analysis or other research tell us about this category of gender issues that is relevant to WEEGE?
- » *Activity design discussion questions ask:* Are there WEEGE issues or gaps related to this domain, and how can they be addressed within the activity design?

These questions can be used to structure agendas for design workshops and consultations. They can also be used as a reference for team members as they design activities.

**TABLE I. INTEGRATING WEEGE INTO AN ACTIVITY DESIGN**

**GENDER ANALYSIS REVIEW QUESTIONS**

**DISCUSSION QUESTIONS FOR ACTIVITY**

**Laws, policies, regulations, and institutional practices**

**Identify key policy gaps**

- What are the most critical institutional barriers and policy gaps for WEEGE identified in the gender analysis?
- How do laws and policies support or impede women's ability to: access credit; access/benefit from infrastructure; own property; start a business; join or form associations/cooperatives; access education and training opportunities in relevant sectors?
- Do environmental laws, infrastructure development decisions, tax incentives and/or other policies consider their differential impacts on women and men?

**Address key policy gaps**

- If the activity has an explicit policy component, what policy revisions would have the greatest impact on WEEGE goals? Which have the best chances of success?
- If there is no explicit policy component, how can policy gaps and differential impacts be mitigated by the activity? Is there an opportunity to develop local capacity for policy analysis and advocacy?

**Cultural norms and beliefs**

**Identify key cultural barriers**

- What are the key gender analysis findings regarding cultural norms and beliefs? What cultural aspects create barriers to WEEGE? What elements support WEEGE?
- What are the most commonly held beliefs and opinions around: girls attending school; women working outside the home; women in leadership roles; gender and ethnic diversity in leadership?

**Address key cultural barriers**

- How will the activity work to influence and change beliefs and attitudes that impede WEEGE?
- How can men and boys be engaged in discussions and interventions that encourage and support women's and girls' economic empowerment?



**TABLE 1. INTEGRATING WEEGE INTO AN ACTIVITY DESIGN [CONT'D]**

**GENDER ANALYSIS  
REVIEW QUESTIONS**

**DISCUSSION QUESTIONS  
FOR ACTIVITY**

**Gender roles, responsibilities, and time use**

**Identify key findings on roles**

- What are the key gender analysis findings regarding the roles, responsibilities and time use of women and men?
- How do men and women differ in the amount of time they spend on domestic duties such as childcare versus work outside the home? Do they have different levels of satisfaction with their time allocation?
- How does the level of unpaid caretaking and household work by women and girls affect their access to education and training? Are there any informal work activities in the value chain being performed by girls or boys under the age of 13?

**Address key findings on roles**

- How can activity interventions be designed to best accommodate the schedules and availability of women and girls?
- Can the activity provide interventions that reduce the burden of household/caretaking work on women and girls?

**Access to and control over assets and resources**

**Identify key resource gaps**

- What resources and assets are identified in the gender analysis as having the greatest gaps in access/control between women and men?
- How is WEEGE impacted by women's and girls' access to: digital and information and communication technology resources; education/information; clean water, air and energy; financial resources and banking; and public infrastructure?
- Does access to occupations and livelihoods differ for women and men? Are women more likely to be in lower paying, higher risk or more difficult work? Do men and women get paid equally for equal work?

**Address key resource gaps**

- What interventions could help close the gender access gap for resources?
- Can the activity encourage or facilitate the participation of women in non-traditional sectors or occupations, or help prepare girls for those roles?

**Patterns of power and decision-making**

**Identify key power patterns**

- What did the gender analysis highlight as the most important disparities between men and women in power and decision-making? Which power imbalances represent the greatest barriers to the overall goals of the activity?
- To what extent do women have authority over or leadership roles in: public infrastructure planning; natural resource management; small and medium enterprise (SME) ownership and management; governance and boards of private-sector entities and associations; government policy-making; and investment and capital allocation decisions?
- Do women and girls have self-determination over marriage decisions and health choices? Do they have freedom of safe movement to support their economic and educational participation?

**Address key power patterns**

- How can the activity facilitate, encourage or mandate equitable participation of women in leadership roles in the most relevant bodies and organizations?
- How can the activity encourage key organizations and gatekeepers—such as financial services providers, infrastructure planning bodies, business leaders and owners—actively to seek the input and leadership participation of women?
- What interventions could help women and girls increase the skills and confidence needed to seek leadership roles?

