

# Expanding the Intervention Space: Embedding Social Activities for Women Within Market Oriented Programs

**Advancing The FIELD**

Lindsey Jones & Michelle  
Stern

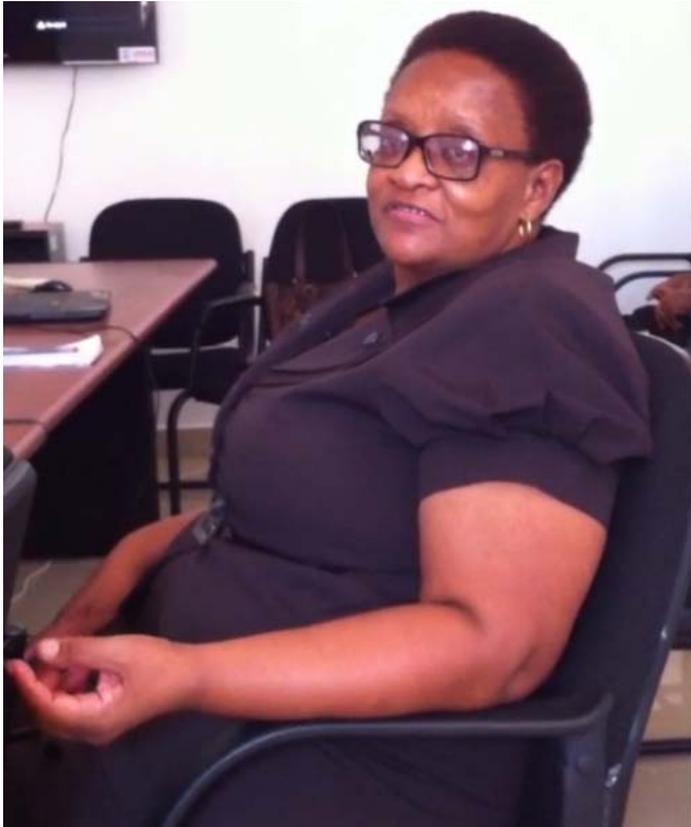
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# Session Objectives

- To share experiences in combining social, education and rights-based activities with economic growth interventions
- To explore ways to prioritize socio-economic interventions that will have the greatest impact on addressing gender inequality while also contributing to food security and economic growth

# Why embed social activities for women in market-oriented programs?



**Mrs. Elizabeth Maeda**  
**Research and Production Advisor**  
**USAID/Tanzania**

Women who are battered, women who don't have rights to land, women who are widows, vulnerable groups of women, really face a big and difficult task of trying to get along in their daily activities.

When women are being harmed by the other sex it can really affect her mentally, physically, and socioeconomically. She and the rest of the community are not able to be productive.

We need women who have confidence, who know what they want and understand their rights to coexist and have the ability to function well. These trainings are needed.....I wish we would be able to scale this up to a wider audience.

# NAFAKA Staples Value Chain Activity



Country: Tanzania

ZOI: Morogoro, Dodoma and  
Manyara regions

Target VCs: Maize & Rice

No. of Beneficiaries: 80,000

Gender target: 50:50 women:men

# Gender, Human Rights & Women's Empowerment Training

- Demand driven
- Objective to enable women and men to negotiate rights within households and communities
- Building expertise in partner organizations



# Agricultural Development and Value Chain Enhancement II



Country: Ghana

ZOI: North, Upper East & Upper West regions

Target VCs: Maize, Rice & Soya

No. of Beneficiaries: 100,000

Gender target: 40:60 women:men

# Numeracy Training

- Initiated as staff observed women's challenges
- Objective to empower them to transact business more efficiently
- Over 4000 women trained in two years





# Areas to Explore

- How do you identify the need for “additional” activities?
- Are there any topics that are too far outside economic growth objectives?
- Is there donor support for additional activities?
- How do you measure impact of additional activities in terms of economic results?



# GENDERFIRST

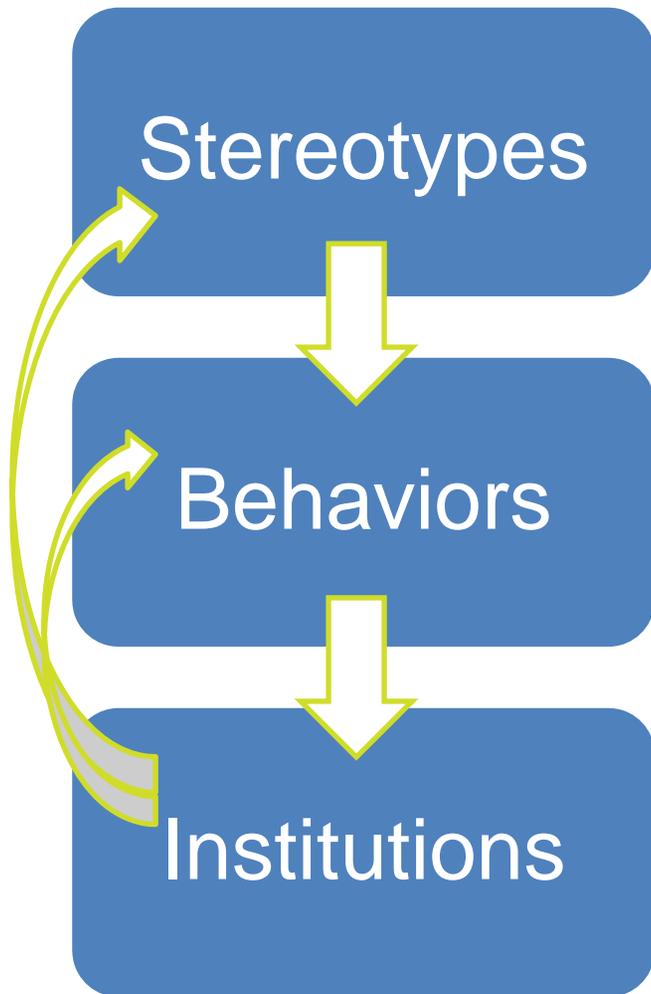
Starting with gender, so we all finish together.

A development resource from  



How do we prioritize gender integration activities in order to have the greatest impact on gender equality and women's empowerment?

# Understanding the Cycle of Gender Inequality



**Stereotypes** reflect the widely held beliefs and values about men's and women's traits, roles, capabilities and how they should behave.

Stereotypes influence our individual **behaviors** in how we act, what we do, and how we treat others.

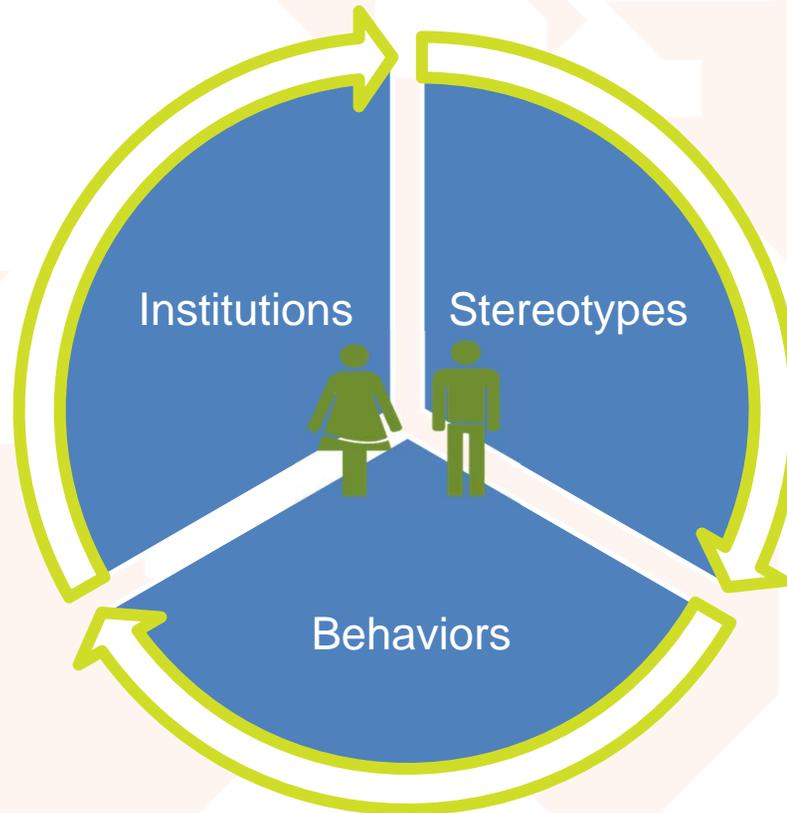
Repeated by multiple people at multiple levels of society, these behaviors result in **institutions** that then reinforce gender stereotypes and behaviors.

# Where is the cycle of gender inequality in this cartoon?



# The Cycle of Gender Inequality

So... where  
do we  
start?





# Prioritizing Activities

## Institutions

Start with identifying the institutions or structures that need to change: which do you need to change – and can be changed within the scope of the project – to have the greatest impact on gender equality?

## Behaviors

What behaviors and practices within that institution need to change?

## Stereotypes

What are the underlying gender norms or stereotypes that have influenced those behaviors? How can you change them?



# Prioritization

- Avoid trying to change gender stereotypes or behaviors without linking it to broader institutional change
- Cannot change gender discrimination or inequality in an institution without addressing the influencing behaviors and underlying stereotypes within that institution

Tanzania NAFKA Project

**Institutions**

**Behaviors**

**Stereotypes**

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## Tanzania NAFKA Project

### Institutions

The household where men dominate financial and production decisions and women are overburdened with household labor

### Behaviors

### Stereotypes

## Tanzania NAFKA Project

Institutions	Behaviors	Stereotypes
The household where men dominate financial and production decisions and women are overburdened with household labor	<ul style="list-style-type: none"><li>• <b>Men make most of the decisions about household production and profits</b></li><li>• <b>Women do not invest in increasing their productivity because they are not as likely to reap the benefits</b></li><li>• <b>Women are constrained from improving productivity because of time-poverty</b></li></ul>	

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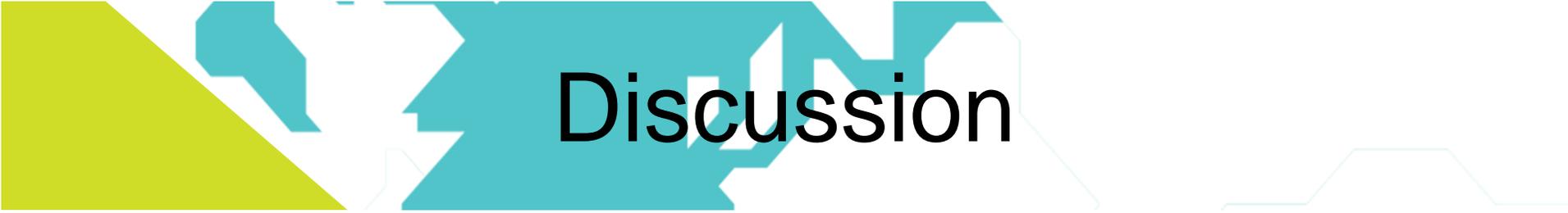
# Candy Land

A Case Study



# Your Task

Candy Land has come under recent scrutiny for its images, how the characters are portrayed, and the stereotypes they convey. You've been given a grant by a private foundation to convince Hasbro to change the design of the game Candy Land so that it reflects positive images of and for boys and girls.



# Discussion

- How does this activity relate to our challenges in integrating gender into development work?
- What does this tell us about how to facilitate this type of change and make it sustainable?



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