

# MICROLINKS

## RESOURCES FOR IMPLEMENTERS: THE WEAI INTERVENTION GUIDE AND THE GENDER INTEGRATION FRAMEWORK

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AUDIO TRANSCRIPT

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## PRESENTATION TRANSCRIPT

*Jenn Williamson:* Hello. We are about to get started. So I want to say welcome to everyone who has joined us, or who has continued to join us. If you haven't already, please feel free to introduce yourself in the chat box on the side. But we'd like to say welcome, today. Today's webinar is called Resources for Implementers: the WEAI Intervention Guide and the Gender Integration Framework. We're very happy to have two experts here with us today who are going to talk about these two resources, as well as the Women's Empowerment in Agriculture Index, which is what the guide is going to be helping you with.

And the guide is also not a brand new resource. This is actually a revised version of a resource that was released last year. So we're happy to re-introduce you to it. Today, we're going to start with an overview of the Gender Integration Framework, then go into the re-introduction of the WEAI guide, after which we'll have moderated questions for the presenters. And then we'll open it up to questions from our participants online.

Our speakers today are Krista Jacobs and Lindsey Jones Renaud. Dr. Krista Jacobs is a gender advisor at USAID Bureau for Food Security and a development economist whose work focuses on gender, food security, and assets. She currently works on advising agricultural projects on gender integration, program evaluation, developing methods to measure women's and men's land and asset rights, building gender capacity of community-based programs, and building the monitoring and evaluation capacity of local civil society organizations. Her work has focused in East and West Africa.

Lindsey Jones-Renaud is an advisor on gender mainstreaming and women's empowerment with ACDI/VOCA, and a co-author of the intervention guide for the Women's Empowerment in Agriculture Index. She has more than ten years of experience in international development, women's empowerment, gender mainstreaming, youth development, community advocacy, training facilitation, research, and program management. Lindsey is also the co-founder of a monthly Twitter chat, the Gender Happy Hour, which you can find at #GenderHH, where she cohosts virtual discussions about a range of topics related to gender equality in the US and around the globe. So we encourage you to find the conversation there.

Our first speaker will be Krista, who is going to tell you about the Gender Integration Framework.

*Krista Jacobs:*

Thank you, good morning everyone. I'm excited that you're here, and to be talking with you. We're going to talk today about the Gender Integration Framework, which we affectionately call the GIF. We have been slowly reintroducing and rejuvenating the GIF in our Feed the Future programs and projects and with missions. So today we'll discuss – what is the GIF? And we'll talk generally about how projects and missions can use it. A lot of the language I'll use today will be talking about the GIF, applying it to overall country portfolios of projects, but you can, and we have worked with the GIF in individual projects as well.

The GIF can help us to organize what we're already doing. But also help us to have a conversation to focus on what priority actions we want to be taking going forward for women's empowerment and gender equality. This slide here is a fictional country, not representative of anyone in particular. In our countries where we work in Feed the Future, there tends to be a lot going on with women's empowerment and gender activities. But it's often not well documented, or organized in a way – or designed in a way to really sum up to a coherent movement on women's empowerment or gender equality.

So if we look at this slide, imagine it's a country. If we try to understand, well, what are we doing in gender quality and women's empowerment? We often see a variety of different pieces happening at different scales. So maybe we are working in a couple villages, working with their leaders to help do some land reclamation, and, as a result, we've got 30 women now with access to land. Maybe we've got a really big value chain project. And a part of that is trying to increase credit for input.

And so we've got 10,000 people, and we think a lot of them are women, and we're doing better with our ... data. And as a part of that project, we're also doing some work training in ag processing. And that's mostly women. Maybe we've got a big wash project, where lots of households are getting taps, and we're doing community water management, but we're not necessarily really tracking what are the implications for different people in households and communities.

We could have a nutrition project that's working to engage men as caregivers. And of course we have our fabulous success story about the star woman who started out as a smallholder, and is now running her own business. If this were a country where you were working, and you had to say, well, what is our country's gender equality and women's empowerment story, that's kind of hard to put together and understand from this. And so what we'd like to do with the GIF is fill in this missing middle.

We want to be able to create a narrative to say, in our country, X and Y are the important issues that Feed the Future is concentrating on, and here's why. Here are the ways and the steps we're going to take to address X and Y. And we expect to reach such and such number of women, and such and such number of men, and we think our outcomes are going to be A, B, and Z towards solving the problem. And that is going to be the story of our contribution to women's empowerment. We may be doing other things here and there, but here is really our focus, and here's why, and here's what we expect to get to.

I want to take a small step back to the underpinnings of both the GIF and the WEAI. The diagram you see on your screen in front of you is a graphic that summarizes the results of a literature review that looks at evidence of different aspects of women's empowerment, and how they relate to household agricultural productivity. Each of the green boxes, dark green and light green, represents an aspect, or you'll hear us say a lot domain, of women's empowerment that has evidence of impacting women's – of household ag productivity.

The dimensions in the top tier of the green boxes are ones that directly affect ag productivity. We have decision making power over production. For example, who decides what to plant, how much to plant, what kinds of inputs and fertilizer might we use, when are we going to harvest, what seed are we going to use? These are things that fairly directly you can imagine impacting ag production.

The second box is access to and control over productive resources. For example, whether or not women or men have secure access to resources like land, how much land, land of good quality, access to other assets like processing equipment or livestock for plowing, but also access to services, like transportation to get goods to the market, or get input, as well as credit and financial services.

The third box is human capital. And I interpret that fairly broadly. It can be health, but it can also be literacy, education, and numeracy. And also specific training and knowledge about agricultural practices. So how do I use a new technology? Things like row planting. And I think of human capital as the knowledge and experience that influences how a person goes about agricultural activity.

The last box in this top tier is access to technology. This can be technology like improved seeds or drip irrigation, and these have fairly clear, direct impacts on ag productivity. Technology can also include things like ICT, communication technology, phones and applications that help you get timely access to prices and

market information, but it can also include practices. It doesn't have to be a physical technology.

The second tier of boxes are where we have domains that have an indirect effect on household ag productivity. So control over income. Well, having income to spend or save, and being involved in deciding how it can be used, is going to affect what services, resources, or technologies you're using in agriculture. Time use is about how people's time is allocated across different activities. That can include agricultural activities, other livelihoods, and also care work, community activities, and work for which people don't receive pay. And women tend to work more hours than men. And are expected to do more unpaid work.

Last box is leadership and social capital. So for families and processors, network and groups are often sources both of information, as well as new technology. And they often can be places where farmers voice what their preferences are, and where decisions are made. So those are the seven domains in the GIF. You'll see that five of them are darker green. And these are the five domains of the WEAI, and Lindsey will talk about them. So the WEAI measures these five domains. But in the GIF, we're working with all seven.

So the GIF looks at all seven of these domains. The nice thing is, if we have a WEAI, we have some starting information for five of those seven. It's not the only information we have, but we've got a good place to start. What the GIF does is it's really a conversation guide to examine, well, what is happening in each of these domains? What's going on with women's and men's access to land and assets? Who is making what decisions about a particular crop or value chain might be concentrating on? What does literacy and education look like, and how is that affecting how we're doing our programming?

So the GIF is a way to organize what is happening in each of these domains, in areas where we're working. And then start to map, well, what are we doing in our programming in each of these areas, whether it's overtly related to gender or not. How does that match up, and how do we want to work going forward? Are there things we're missing that we need to work on? Are there things that make more sense to concentrate our time on? And so it's really a conversation guide to plan what activities we're going to do going forward, and how to measure that progress.

So I'm clicking over. If you want to go to full screen, it probably won't help to read. However, there is a resource downloadable if you go over to your left. You should be able to see in the downloads box a GIF there. And that's an Excel file.

And that Excel file has a slightly different format, but everything's still there. It has a version of the GIF. Also on the Microlinks webpage for this event, you can download the GIF as well.

Really, what I want to do with this slide is just to show you the structure of the GIF, and then we will walk through the rows and columns in the upcoming slides. So the GIF is really just a matrix. You'll see numbered rows, one through seven. Those correspond to the seven domains. And we're going to walk first through the blue columns on the left. And then we will talk about where all the fun happens in the yellow columns to the right.

These are the blue columns on the left. And really, these are just a way of articulating what we mean by each domain. The middle blue column simply is the name of the domain. Desired outcome. Increased decision making power. Increased control over resources. The column on the left looks at it more in terms of – well, what is the problem we're trying to address? And the column on the right is more what are we aiming for?

So if we look at the second to last column, increased human capital, we see on the left the problem, if we were to think of it that way, is women or men have low or inadequate skill or knowledge levels in activities that are economically profitable or socially beneficial. And we want to move towards beneficiaries increasing their technical skill and knowledge and activities that can improve their economic or social situation.

So these blue columns are really just labels for the domains. But you'll notice we're talking about women and men in these. So our next slide, at the top, in the pink, you'll see what the guiding questions are in each of the columns. The first question is where you would – the first yellow column, you would fill this in for every row or domain. How is the problem or constraint relevant in your specific context, or is it? Please explain and provide evidence.

So in this column, this is where you're going to put in what you know about what does women and men's land access, for example, look like. What does education and literacy look like under human capital? And so on. And evidence is important. We don't want to be making our decisions based on programming. This is also a place based on – we don't want to be making our programming decisions based on assumptions. And this is where you can also start to see, well, gosh, what information don't we have that we need to have? Is there a gap that we have in what we know or understand, or what even we or others are measuring?

So this is the really long part of the GIF, for me, when I prepare it. Because I'm going to all sorts of data. And so you can pull from various M&E and learning efforts, from your project data, from the WEAI, from your Feed the Future and other project indicators, some evaluations, gender analyses, national surveys, DHS, LSMS, this is really where you're trying to understand what is the lay of the land in these seven domains where I'm working?

The second yellow column, again, you'd also fill in for every domain, as applicable. What activities are you implementing or planning that address this problem, and how? So this is where if you have a project or portfolio of projects, you would say, okay, what are we doing in access to technology? What are we doing that relates to decision making in agriculture? You might not be doing something in every domain. That's perfectly normal and acceptable and probably a better way to go. But it's a way to understand and back up your activities to understand which of these domains and issues are we working in, and not?

And that also helps you to tell the story, later on. Because now you've sorted and categorized the activities that you're doing. Once you've got those first two yellow columns, now you're at a point where you can start to compare, well, what are the constraints and issues we think are important in the first column, and how do they match to what we're doing or not doing in the second column? How do they align? And talk about what are some of the reasons you may be covering some and not others?

This could be an issue of budget, or the flavor of money. It could be an issue of what your expertise is, if you have partners who are doing other pieces. But this is where you can start to have a conversation of based on what we think the important constraints are, and what we're doing, where do we think we want to move forward, and what additional information do we need to know?

The third yellow column is, well, how could we modify our current activities to better address this topic? This is where you can say, what are some small to medium adjustments to our current programming where we think we could make a difference, but that isn't a complete overhaul, or isn't a big redesign? So what could add on or change fairly naturally with what we're already doing to address some of these issues?

And you don't need to fill in every single box and row for this. This is just where you think where you have a place you want to move forward, and the ability to do so. And, again, this is where the WEAI Intervention Guide can come in and be

very useful, because once you've identified, okay, here are some topics in control over income, or decision making we think we want to address, but we're not sure, let's go see what other people have done in that domain, in those areas.

The fourth yellow column is what new activities could be designed around this topic or domain, and how would they address it? So this is similar to the column before, but it's more for issues where you say, you know, we want to address this, but it just doesn't fit with anything we're already doing. Or we need to step back and really think about a new design. Again, this is a place you can turn to the WEAI Intervention Guide for others' experience and inspiration.

The next yellow column, activity specific contributions to the desired outcome, is a really long and awkward of saying what's your theory of change? So what we're looking for here is a few sentences that say – what's the problem within that domain that's going to be solved, and why is that a problem you're working on? What actions you're going to take. What do you think the outcomes are going to be? You're not going to solve all of control over income, or all decision making. But what are the outcomes you think your actions are going to have? And how do they contribute to the overall positive and measurable change in that domain?

The final yellow column is what indicators are you going to use to measure that positive change? And the last blue column is really just a series of checks to help remind you to tie it back to the domain that you're working in.

So that's the GIF. And when you look at it, it can seem kind of overwhelming. So a few caveats. First is remember this can apply both to – you can use this as an individual project. You can also use it if you've got a portfolio of projects. It is not the goal, and we do not recommend, filling in the entire GIF. Or filling in every box. Also, no mission and no project is expected to address all seven domains. That would be absolutely ridiculous. In fact, the goal of the GIF is to help us think more about what are the problems in domains that we think we need to be working in, and we think we can really have some measurable and important movement in, if we concentrate our resources?

So I see the boxes of the GIF really as placeholders, and recommend people work to two to three priorities, and go from there. The GIF is really about the conversation. And you can apply the GIF at the design stage, if you're in a Mission, and you're designing a PAD or an RFP, you can apply it then. You can apply it as a project as you're starting up. You can also apply it anytime during a project, or kind of anytime in Feed the Future to see, well, how have we been doing? Do we need to adjust our work plan? Is there something we need to add?

Is there something we've been doing really well and want to capture and keep doing?

So ways to use the GIF. What we have been doing is having someone like me or other gender advisors, or other people that we're training in the GIF, to facilitate a conversation with FTF missions, and with projects, to talk about especially the first two columns. What's going on with the GIF domains in the areas where you're working? What are your activities doing? And to start to have that conversation of how is that going, is there anything working well, is there anything you're finding you're running up against, and how do we want to plan going forward, and what information can we get for you to make those decisions?

We get a little bit further each time we go. But the idea is the GIF is really a conversation for projects to have, and for missions to have. It's not an exercise that any one person can sit down and fill out in a day and you're done. It's also not a conversation that you can have in a half day, and you're done. So we really want this to be a facilitated, ongoing conversation. And that's why we want it to live in the missions. Because with the missions in country, and with the projects, that's where the detailed programmatic knowledge is, that's where the decisions happen.

So we in BFS can support that process. And for training others in the missions as well. We have 12 missions now who have people trained in the GIF. So they are ready to go, and we'll be training more later this fall. But it's again a conversation. So it's not a tool you sit down and fill out. It a tool where you gather your process colleagues, you gather your mission colleagues, and you sit and have this conversation, you stew, you think about it, and then you come back and have the conversation again.

So ways to use the GIF. Making that narrative and documenting what your projects are already doing. And that in itself is very powerful. Because a lot of the time you haven't seen that in one place. Especially in the mission level.

To articulate and measure progress along your theory of change. Of how you're going to advance gender equality and women's empowerment. And what particular aspects you're concentrating on. And really I love prioritization. So I always see it as a good thing to prioritize what are we really after in our project, in our FTF portfolio, in terms of improving gender equality, women's empowerment.

We've had some projects say to us, wow, if we followed the GIF, we've pretty much done our gender analysis. And we can use that in proposal after proposal. And so great. This does – this is a great guide for doing our work there. And we've had people in missions say this is a fantastic checklist for what I need to be looking for in program design. And it's also something we really want to use to start to get into project work plans, because that's where the rubber eventually meets the road.

So, going forward, there is an Excel version of the GIF posted with this webinar's materials. It has a blank GIF. It has a stylized example GIF from Bangladesh, and some of those facilitated questions. There is a webinar from two years ago, where, if you go halfway through, you can see a walkthrough of an earlier version of the GIF. Lindsey will be talking about the WEAI Intervention Guide, which can help you think about how you want to fill out some of those columns about, well, what might we do, going forward? And we'll be training more people in the missions to introduce the GIF and get those GIF conversations going in the missions as well.

If you are a project, and you're interested in doing a GIF, please reach out to your FTF counterparts in the mission. You can also see me directly, but I have very little power over what happens in the mission context, and can't always coordinate with all the different people at once who want to do a GIF. If you are in a mission and you'd like to do a GIF, please contact me or email [BFSGender@USAID.gov](mailto:BFSGender@USAID.gov), and you will get a whole host of MNE and gender folk ready to assist you.

And with that, thank you. And I think we're going to head back to Jen.

*Jenn Williamson:*

Thank you very much, Krista, for that very informative presentation. The GIF is a very useful resource. We're excited to see what's coming out of the missions, and how our implementing partners can work together with the missions in this process. Our next presenter is Lindsey, who's going to be presenting using a Prezi format. So if you're having any difficulties seeing it and would like to make it larger, you're welcome to make it full screen, which you can do by clicking the four arrows at the top. And if you want to shrink it back down and see the rest of the pods on your screen, you can hit Escape to get out of it.

*L. Jones-Renaud:*

All right. Hi, everyone. This is Lindsey Jones-Renaud. It's a pleasure to be here today. I'm really excited to be talking to you and sharing our intervention guide for the Women's Empowerment in Agriculture Index. We – this has been a work in progress that we've been working on for a few years now. We came out with

the first edition last March, I think, in 2015. And then we came out with a second edition a few months ago, new and improved.

So what I'm going to be doing today is I'm going to go over why it was created, how it was created, when to use it, what's in it, and what's new about this new version, and how to apply it in your program. So we're not going to go into some of the specifics in what it covers, because it's about a 70 page document, and that would be about a three day training, and not a 20 minute presentation. But the whole purpose of this is so you can understand how to use it, and what to use it for.

So for those of you who are familiar with the first version, one of the first things you'll see when you open it up is one of our big improvements was that we give it a much fancier design, and made it easier to read, and easier to improve. But don't worry, that's not all.

So, first. Why create a WEAI Intervention Guide? The purpose of this is to help both donors and implementers translate the data and insights that they've gained from the WEAI data, the WEAI survey, into practice. So just a little bit of history about this. When several years ago, the lead author of this WEAI Intervention Guide, Michelle Stern, was a gender advisor at ACDI/VOCA, in our Ghana office. And this was back I think in 2012 when Feed the Future was just starting in Ghana.

And they got the WEAI data for one of ACDI/VOCA's project, the Ghana Advance project, and when they received the data, they all kind of looked at each other and said, well, what do we do now? What activities? We know there are barriers in for example decision making and production and leadership, but what do we do now? So Michelle started by creating this internal document of activities and indicators for each of the domains in the WEAI surveys.

That was the starting point. From then, we turned it into this much broader resource and toolkit, with the help of the USAID WEAI project, and in collaboration with the BFS Bureau for Food Security to create this broad resource and toolkit for you all to use as well.

So as many of you know, the WEAI survey is basically a data collection tool. It's a survey. For many of us implementers, there's an external evaluator that collects the data, then they – so they've conducted the survey, they've collected the data, they've analyzed the data, they do a presentation on the data, at the mission, or at

USAID, or whatever. And you see that it shows that women are less empowered than men. So, now what?

Krista just talked about the Gender Integration Framework. So the Gender Integration Framework, as she described, is a process to start a conversation of how to create a holistic approach to women's empowerment using the WEAI data. So you plug in the data from the WEAI, from gender assessment, sex disaggregated data, national surveys, into your GIF. And then as you're going through that process you need to design your activities, whether it's new activities or modified activities. And this is when the WEAI Intervention Guide comes into play.

We have this really fancy handout. One page. It goes over everything in the WEAI guide. So I'll walk through that first. So first is the approach. So the WEAI Intervention Guide takes both a market systems and gender responsive approach that integrates social and behavior change. And we describe this approach at the beginning of the guide and encourage you to read through that.

One of the things that's new about this second edition is that we have a more robust emphasis on some of the social behavior change elements for each of the domains of women's empowerment.

Then we have some implementation techniques. Again, one of the big requests from the first version was to provide more information on the how. How do you implement these interventions? So we went through the guide and pulled out some key market facilitation techniques, so working with local partners on implementation, and communication approaches for leading change in social norms and behaviors that are relevant to almost all or to many of the activities in the guide.

And these are spelled out, out front, at the beginning of the guide, with specific examples. I'll talk about that in a few minutes. The specific examples and case studies from other organizations that have used them.

Then we go into the five domains. As Krista mentioned, the GIF covers those seven domains, or aspects that lead to women's empowerment in agriculture. This guide focuses on the five that are in the WEAI index, the survey itself, decision making over production, access to resources, control over income, group participation and leadership, and time allocation. And the other two that are in

the GIF about technology and social capital are crosscutting throughout all of these. But we keep it organized and focused on these five.

So there's a chapter for each of the domains, and we'll take a look at an example in just a minute. Then these are the specific activities discussed under each. Now, I know there are some missing, and I'm sure some of you will probably point that out. These were the ones that were prioritized and that we had to draw the line somewhere, so these are the ones that are in the guide, as of now.

Then in addition to that, in each of those chapters, this is what we have in each of those chapters. This is one of the big areas of improvement from the previous version that gives it a very comprehensive way to tackle these interventions, to customize them to your specific context in your project, and a lot of these will help to answer some of the columns in the GIF.

So, gender analysis questions. There's a box of gender analysis questions for each of the domains. Specific questions you can ask as part of your gender analysis or value chain analysis or baseline study to understand the concept so you can customize the intervention to your context. There's an overview of the problem and the intervention. And here is where we included a significant amount. Did a detailed evidence and literature review. The third author on this report, Marga Hillisbrand, is an economist, a feminist economist, and led this literature review, to look at what evidence is out there about what interventions lead to empowerment in these domains? So, what do we know about what specific activities lead to control over income, for example?

And many of you probably won't be surprised that there really isn't that much out there in terms of research and evidence about what interventions work leading up to these domains. So we captured what is out there. And we captured also what isn't out there as well. And so Krista had mentioned in the GIF the importance of using an evidence based approach. This section, and the sections in the WEAI guide, can be a place to go and look and see what evidence is already out there in the literature.

So then we have the activities. We have examples from the field for each of the interventions that link back to an example from another program, from another organization, to a resource, to a toolkit, and you'll see an example in a minute. We have risk and mitigation strategies for each of the interventions, again, because all of these activities come with some risk, particularly from the gender side of things, as we're trying to change gender relations and gender roles, what are the risks there?

Indicators for monitoring change. There's some references to a few indicators, then it references the USAID MNE guide, which is not out yet, but is forthcoming, and will be out this fall. And then links to additional resources, again, to provide more guidance and more places to go to get at how to implement these activities and learn from how others have implemented them as well.

So let's take a look at an example. Here's a chapter on the first domain of the WEAI, decision making over production. So first we have this access to knowledge about production, so we have an overview of the problem. And this is where we pull out the evidence that's out there for the problem, where there are gender gaps in access to knowledge about production, and what has been proven so far about what works in this case.

Here are the gender analysis questions I mentioned. If you are planning a gender analysis and you need to come up with specific questions, there's a list here for you to use. The first one for example – what are the differences in male and female farmers' participation in extension and advisory services? And this is something that could go in your baseline, and then you analyze it from a gender lens when it comes back. And there's some other questions there as well.

Then it goes into some of the specific activities related to this intervention. Changing outreach efforts, customizing the extension curriculum, making the business case. Then a learn how box. This is where we get into – start getting into more specific examples of what other have done. And we have two references here from TechnoServe about some of the ways that they've done this to increase women's participation in extension activities.

One of these was done by Danielle DeFranco, who I saw online. Hi, Danielle. Then we have this section on mitigating risk. Some of the risks that could be – that come into play when you're trying to change these roles. And then references to the indicators. Again, references forthcoming WEAI MNE guide, and some indicators that could be used.

Additional guidance. There's a lot of other resources out there about women's access to increasing women's access to extension services. And so we have links here. A brief discussion in them. Including to USAID's new program integrating gender and nutrition into agricultural extension services, which I know will come out with a ton of new information.

Then finally this is a new – another new aspect of this second edition is that each domain has a section on social and behavior change. And these cover some possible, typical types of norms or responses that you may be getting from people that you're working with in the field. So, for example, the perception that men are the head of the household, and therefore have authority over women. Here's an example of something you can do to address that perception. So sharing examples with families of husbands and wives working together as equal partners, citing national policies and international human rights standards that state women are equal to men.

And, in a minute, I'll talk about some of the communication techniques that I mentioned before that will help support you in how to actually do this. So how do you go about sharing those examples?

So this in general is what each of the domain chapters look like. Now, as I mentioned, we have, at the beginning of the guide, market facilitation and communication techniques that can help you to implement those interventions that I just shared with you, as well as many of the other interventions in the guide. These are really crosscutting to many of the examples. So I'm not going to go into detail on them here. You can look them up in the guide. But the three main ones we cover under market facilitation techniques, some of the very common ones, are things like making the business case.

We talk about this a lot when you're working with private sector actors. How do you convince them to bring more women over into their networks, for example? Financial institutions, to partner, to ... to a greater number of female buyers, things like that. Borrowers, sorry. Leveraging buyers' standards is an example that there's a lot of learning coming out of this, particularly in higher quality, higher value, value chains, products such as coffee. Where buyers, you work with the buyers to have them put in place standards with their suppliers.

So, for example, a coffee buyer, a roaster, requiring that their cooperatives put in place requirements that for a certain number of women that come to trainings, or that they designate some of their premiums or profits to conduct gender trainings for their members, or things like that. There's some great examples in the guide about how to do that, and what – and examples of other organizations and businesses that have done that.

And then creating gender standards for partners, I will go into this in a little bit of detail, because for many of us we are implementers, and this is something we

have some control over. It's things like contractual requirements for receipt of money. So if you're a lead implementer, and you're partnering with an organization or business that is providing extension services, require them to – if they're receiving any sort of grant or subsidy, to have quotas for women's participation. Any other partners, local organizations that you're working with, for example, having requiring them to have an anti-harassment policy and training in place, and helping them put that in place.

If you're sponsoring an industry event, having your co-sponsor also requiring them to include a booth on land rights, or gender based violence, or some other gender issue that is often overlooked. These are ways that, as implementers, we can kind of jump start change. And there's some other examples in the guide as well.

Then communication techniques for social and behavior change. Again, at the start of the guide, there's an overview of various techniques that can be used to facilitate that social and behavior change. For each of these, there are examples in the guide of what other have done, or toolkits that have been used. Informal engagement with community leaders. Formal trainings and workshops on gender topics. Community and industry events. Exposure trips. Videos, and other media.

So, for example, back to this example I mentioned earlier, where trying to change this norm, if you find, through formative research, that this is a problem in your context, sharing examples of families with husbands and wives working as equal partners experience higher quality of life. Well, how do you go about doing that? If you go back here, a community event could be a great place to do that. International Women's Day event. You have men speaking about the benefits they've seen in their family as they've become – as they and their wives started working together as partners and shared information and discussed decisions about production and how to spend their money. And there's, like I said, other examples in there as well.

Some of you may be saying, wow, this guide is long, where do I begin? Well, it depends on what you need. So say you know someone – or I know nothing. I know that we need to take a better approach at women's empowerment in agriculture, but I really just don't know where to begin. Probably the people on this webinar are not – you're probably not one of them. But you probably know someone who is. And so you can encourage them to start by reading the introductory chapter, and the introductory sections in each domain, to understand the context, understand the problem. And then, as they come across one of those specific problems in their role, then they can turn back to the guide, or call on you to get your help to figure out how to address it.

Are you the person that says just tell me how already? I've known and heard for 20 years that there's a gender gap in agriculture that we need to focus on women's control over income, but no one will tell me how to do it. Okay. Well, first of all, the problem is there still is not actually a lot of data out there on how to do it, but there is a lot that we – there is a lot of places you can go. In the guide. To learn how ... and the resource ... excellent sources of how other organizations have implemented it, and also resources and toolkits that you can use to implement these interventions.

The gender analysis questions are great for customizing it to your context, because one of the problems with this session is that the how depends on the context. And none of these interventions can be packaged out of the box and applied across all situations. That's why you use gender analysis to figure that out. The mitigating risk sections as well is – if you're new to this, it's definitely for anyone really important to understand what are those risks, and what are some ways to mitigate them. Then the market facilitation and communication techniques are really prescriptive about some specific things that you can do.

So say you're the manager. I don't make work plans, I review them. Okay, that's fair. So for you, say you're a project. You're a manager in a mission, or you're a manager overseeing a project, and they're doing a gender analysis, and they send you the gender analysis script of work to review. Cross reference it with the gender analysis question in the guide. Or if you feel like there's something missing there, you can point them to the guide and say, hey, take a look at this. Go through this and see if there's anything you're missing.

So you're reviewing your work plan using – and you see that there's some sections about farmer's access to finance. And access to better market information. But you don't see anything in there specific about the gender context. Well, review the list of activities, in the WEAI guide, or point your team to do that, and make sure that they're including some as well. And similarly with the mitigating risk section. You're reviewing a work plan, and they have all these gender activities, but no discussion of what the potential risks would be. You can cross check with the mitigating risk and point your team to that as well.

Monitoring change. If you're reviewing your M&E plan. Again. If the indicators, there are some missing indicators, or they don't seem very good in your opinion, for example, you can go and point them to the cross reference with the indicator section in the work plan, and then the USAID, the WEAI, MNE guide, when it comes out, or point your team to do that as well.

So that's the overview of the guide. I hope this was helpful for you to understand how to use it and what's in it and how it can be useful to you, and I look forward to your questions in the Q&A period.

*[End of Audio]*

## QUESTIONS & ANSWERS TRANSCRIPT

*Jenn Williamson:* We're going to start with a few pre-prepared questions, and then go into the audience questions. So as we are talking, please feel free to continue to type questions in the chat box. So first, Lindsey, I'd actually like to ask you what your favorite case study or story is from the guide. Because we know there are a lot of them. Is there one or two in particular you'd like to direct people to take a look at?

*L. Jones-Renaud:* Yes. There are – it's hard to narrow that down. There are – I think we have more than 130 sources ... case studies ... examples ... success stories. And it's really amazing how much is out there. Some of my personal favorites were – there's an empowered entrepreneur handbook under – in the section on I think the entrepreneur section, which would be in domain three, control over income.

And I love – this was created through the UN Foundation's ... initiative, actually, where they take – they're working to train women as distributors of .... So they do this in entrepreneur business training, but they have a very strong agency focus empowerment message as well, which I think is great. It's rare to see those two come together.

I also love Root Capital's inclusive training checklist. I believe this is under – would be in domain two, access to resources, under maybe financial education. And it's a very simple, but very important one place to go if you're giving a training. And this is in the finance section, but it's relevant to really any training you're giving in the field about things to do and to consider when giving that training.

And then I found the communication techniques resources in the communication techniques section at the beginning also really fascinating. HKI, Helen Keller International, has this nurturing connections, which is a couple hours a week type reflection session between men and women to talk about their roles and it's often based around nutrition and what not. But there's very much a discussion about gender roles.

And then there's another great guide in there, engaging men in gender, what change agents need to know, that I think is another. So those are just a few of my favorites.

*Jenn Williamson:*

Thank you. Krista, have any projects or missions used the GIF or the WEAI guide? We saw a question earlier about the number of which missions are using the GIF, but could you tell us a little more about which missions and projects are using these resources?

*Krista Jacobs:*

Sure. Since this is the second iteration of the WEAI Intervention Guide, we hope that missions, all sorts, have been using the WEAI Intervention Guide since the first edition, but we're happy to create a second round of awareness with the revised guide. With the GIF, Bangladesh was probably the first to really systemically use the GIF. They looked at their whole portfolio, and the baseline WEAI data, and decided that in order to address what they found the priority gaps were, they really wanted to work in control over income and groups. They were able to make some tweaks to their extension projects, some of their existing projects with groups, but they decided they wanted to do an entirely new project, really, to address what they were finding. And that became the Women's Empowerment Activity in Bangladesh, which is currently ongoing.

There are several missions, in Bangladesh, I believe Pakistan, and I believe some others, who are using the GIF currently in some of their program design, as not necessarily a checklist but really some of those guiding questions to say what are the gender issues in these domains, and Feed the Future, since we are committed to improving women's empowerment, how are we going to work in each of these domains, and what do our projects need to focus on?

At the project level, in Senegal, Paysayah, which is now Naatal Mbay, they have done a full GIF for their project. They actually went in and filled every project in French. So we have a bilingual GIF now. And they use that in their kind of current project, the current version, of starting up in Pal Mbay, and also to do a project centric WEAI survey, where they are.

Someone had asked about the – we've worked with about five projects in Ghana, and five projects in Senegal, having really introductory conversations about the GIF, especially those first two columns, saying this is our understanding of what the domains looks like where you're working, how does that match with your understanding? Let's identify some priorities. Let's see what you're already doing. Let's start thinking about what questions you want to move forward with.

Someone had asked about what the 12 missions are that have someone there who can facilitate a GIF session. I will see if I can name all of them. So Bangladesh definitely has plenty of people. RDMA, Tajikistan, Senegal, Ghana – I saw Susan, you're on. Hi, Susan. Susan will facilitate a GIF for you. Nigeria,

Ethiopia, Tanzania. They're facilitating a GIF session right now. Afghanistan, Pakistan. Some people I am probably forgetting. But again, we in BFS are happy to get a GIF conversation started.

*Jenn Williamson:* Great. Well, we're glad to see it's being used in so many places and that there's even a bilingual GIF. So hopefully we'll start to see that in more locations. So, Lindsey, you've already given us a fantastic presentation, introduction into the intervention guide, but could you give us a little bit more of a reminder about where a staff member or program manager should begin if they're jumping right into it?

*L. Jones-Renaud:* Yes. Great question. First, start with the data and the research, and the data and the information that you have. So what data do you have, what gender analysis do you have, what's the problem that you have? As Krista described, the GIF is a great way to kind of organize that information and figure out what you need to do. So go through that process. Then once you go through that process and you realize what are the activities you want to focus on, then you can appeal to the WEAI guide. Or, if that's a situation, where you're looking big picture.

If there's something specific, say you know that land is a very particular problem in your context, then you just open up the guide to the section on I think it was in the second domain, the section on access to land. See if there's information there for you. A lot of that covers awareness and information about land rights. So if that's not quite what you're looking for, then there's a ton of resources in there about other places you can go, organizations. And so starting that process would be what I would recommend.

*Jenn Williamson:* Great. And, Krista, would your advice be the same or different if the staff is in the mission for where to start? Where would you recommend someone in the mission begin if they were jumping right into the intervention guide?

*Krista Jacobs:* I think Lindsey's advice holds. I would say if you're in the mission, also, check with your gender advisor and POC, and also if you are in a mission that has had a WEAI done, go ahead and take a look at your WEAI results. The WEAI results aren't the end all and be all of information in your GIF. You'll want to incorporate other information. But it's a good place to start to get a first glance at where do we think we might need to be working.

*Jenn Williamson:* Great. So we've seen a lot of discussion about trying to link to the WEAI Intervention Guide, so I think we got our technical difficulties sorted out and

people can link directly from this chat. But for anyone looking for a copy of the WEAI Intervention Guide at a later date, Lindsey, would you like to tell them how they can find it?

*L. Jones-Renaud:* Several places you can find it. It's on the Microlinks website. It's on the Agrilinks website. Pretty sure it's on – I know it's on the Feed the Future WEAI webpage. And it's also on ACDI/VOCA's website as well. So there's several places where you can get it. And, as Jen mentioned, I think we shared the link with you as well, and it will be sent around with resources to all who have participated in this webinar afterwards.

*Jenn Williamson:* Wonderful. And, Krista, what about the GIF? How can people go about accessing the GIF outside of the links here?

*Krista Jacobs:* So the GIF is not as well known, and doesn't have as good PR representation as the WEAI. We're working on that. So there is the download available in this webinar, and also on the page afterwards. If you go to the webinar link from my slides, you will find an earlier version of the GIF that the principles are quite similar. You can also email me or BFS Gender if you are within USAID. Or you can talk with one of your project gender advisors, or gender POCs within USAID, and they can get them.

*Jenn Williamson:* Great. Hopefully everyone will be able to find the resources after this webinar and in the future. We are now going to move towards an open question and answer session. So we already collected a lot of questions throughout this webinar. We're going to begin with a few of those. But please feel free to continue to enter questions into the chat box as we move forward. We'll start by going back to answer a few questions that came in about the GIF. And then we'll go from there. So one question that came in was from Revy Sterling, asking, how does this work with the Gender Empowerment Framework from the GenDev group?

*Krista Jacobs:* Hi. So, we are connecting with that framework. I think you're referring to the Women's Economic Empowerment Framework, and ... is leading a lot of that work. So we're connecting with them, but the GIF is focused in on empowerment in agriculture, and really at least more theoretically, tied to agricultural production. So lots of people have been asking us – are there tools like the GIF for other sectors? For health, nutrition, labor, employment, other economic sectors? And if you know of any, please feel free to share them. Copy paste them into the chat box. We're always looking for those. I'd say we're connected with

Women's Economic Empowerment Framework, but the GIF is really focusing on ag.

*Jenn Williamson:* Great. And another question came in from GIF from Andrea Kline, asking how is data being captured, and what type of software is being used to record and analyze data?

*Krista Jacobs:* Sure. So right now the GIF is not based in software. It's really a conversation guide. And it would be fantastic to use some qualitative software to look at themes coming up in the different – especially those first two columns. Right now, the way we have been doing the GIF is someone like your gender advisor, or your – someone working in M&E, or your AOR CORs, you really have to go around gathering a lot of the information to fill in the first column around what is happening in our country context around each of these domains.

So I go and I look at country level gender analyses. I look at national statistics and national reports. I look at project reports. I look at WEAI data. And for the understanding what projects are doing, it's a lot of looking at project information, looking at Feed the Future, and Feed the Future indicators and other indicators, and also having a conversation with mission staff and project staff to make sure what I'm capturing and what's coming through in the reporting is reflective of what they're seeing.

And that's honestly part of the process. If we think about that slide I showed where you have all these different kinds of programming, and those different numbers, part of the issue we're trying to address with the GIF is some of the information we need exists, but it's all over the place. It's not in a single location. And so we haven't been able to put it together and think about it in an organized way.

So someone had asked a question about if I'm doing the GIF at a project level, should I start with my theory of change, or should I start in the order of the GIF? You want to have your theory of change. The reason I would say, though, start with the GIF process, and seeing what's out there, first, through looking through that first column and all the different domains, is when you're working on a project, you are very deeply into and focused on that project. And so that's what you're seeing. And you're often not – don't have that kind of outside perspective of what else is going on, and what's the greater context we're working in, and how are some of those factors affecting what we're doing.

So that would be why I would recommend start with that overall first column of the GIF, understanding the context. Then have that mapping of what your activities are doing. Then you can have a conversation about does our theory of change map to what we're actually seeing happening. I wouldn't want people to miss out on some of the larger things. Often, we're so focused on what we're doing that we miss out on larger patterns.

*Jenn Williamson:* Speaking of larger patterns, a general question came in from Andrea Kline about women working longer hours, and at times for no pay. And she asks, are there laws in place to protect workers from working in an environment that can be likened to servitude?

*L. Jones-Renaud:* Hi, great question. So to find the answer to that question and resources on how to figure that out, the WEAI guide, you can go to the chapter, the domain chapter, control over income, and it has a section on wage employment. And that will connect you to some other organizations. The one I can think of off the top of my head is WIEGO – Women in Informal Employment Organizing – they're a great organization that can talk about some of the things you can do with this problem.

I think this is a good way to clarify sort of what is the purpose of what the guide does and what it doesn't. There's another question about the guide in terms of any specific projects on gender empowerment in rice farming. So the guide is not set up in that women's empowerment in agriculture in this value chain, in that value chain, in this crop. It's what you would do in that context if you're looking for empowerment in rice farming. What you would need to do is figure out what is the specific program you're trying to solve? Is it access to information, is it financing, is it a sociocultural issue?

Then you go to that part in the guide to just figure out what are some things you can do to address those barriers to customize it to the right context. That's when you need to use your gender analysis, your value chain analysis, your data, to understand the rice context. Then you customize those activities to fit that context. Same thing with Andrea, your question about the employment. Same thing. You need to understand what is the context, what is the challenge you're trying to address, you go to that section in the guide, and then you use your data and gender analysis to understand what how to customize it to that context.

*Jenn Williamson:* Great. Speaking of context, would you like to talk a little bit about the specific projects or whether there are resources about projects doing gender empowerment in rice farming

*L. Jones-Renaud:*

Yes, so, again, for this one, it would be what you want to start by doing is understanding what is the problem you're trying to face in rice farming? And then is it access to information, whatever. And then you use the guide to adjust, to find out what are the context, the projects, what are the interventions that address that barrier? Then you use your gender analysis, value chain analysis, to understand the rice context, and customize the activities in the guide to fit your rice context.

There may be some specific examples in here about rice farming, but, again, the guide is not organized around specific value chains. That would be a way to – that would be 500 pages or something. It'd be very long. So that's the way you can use the guide to answer that question.

*Jenn Williamson:*

So we have a few questions that came in about the WEAI itself. One question came in from Doug, I'm sorry, Doug Brown, that says do you have any news on the development of the WEAI for use with projects in baselines and or evaluations?

*Krista Jacobs:*

Sure, so we have a few things happening with the WEAI right now. One of the things we have happening is we have interim data coming in from our focus countries now. So we will have a second data point for most countries on the WEAI to compare with the baselines that came in 2011-2012. We also have an abbreviated WEAI, which takes 30 percent less time to do, still has all five of the WEAI domains, but not all of the different indicators and pieces.

And we're also working on a project WEAI. I think that was one of the things Doug was asking about. Those are – so if you are, say you've got a livestock project, or you have a project that has a strong nutrition component, or you're doing more in markets and agriculture. That kind of work might not necessarily be as suited to the original WEAI. There may be things you want to ask about and understand around women's empowerment in livestock, in markets, that aren't included in the WEAI as is.

So we are working with Gates and with IFPRI. We are working on several different kinds of modules to modify the WEAI, and to also not look at a kind of long term population measurement, but a shorter duration project. So what kinds of changes could we expect to see, say, in a livestock project in a one to three year period, as opposed to what kinds of changes do we expect to see at a population level in a five to ten year period, the way the original WEAI was designed? So those project level WEAI are still in the early stages of developing. I think one or two of them are about ready to pilot.

*Jenn Williamson:* And that sounds like an answer, a little bit, to the question Tara Gay asked, about whether projects are required to update the WEAI each year. With the new modules coming out, how are projects or missions following up with the WEAI as these changes take place, or as they're looking at the changes, given that the domains are intended to be tracked with changes over time?

*L. Jones-Renaud:* All right. So with Feed the Future projects, though I haven't read everyone's contracts, projects are not required to do a WEAI. And certainly not a full WEAI. So there's no obligation, again, unless it's in your project or work plan, that the projects have to be doing WEAI surveys. Projects should be responding to findings of WEAI surveys and working to address issues in the domains that the WEAI and GIF measure and examine, but no one's required to be doing a WEAI survey and updating the different survey tools. It would be good to look at your WEAI baseline data and, as it's coming in, the interim WEAI data.

Those are things you can find, along with all the survey tools for the full WEAI and the abbreviated WEAI that I mentioned. Those should all be available at the WEAI resource center, if you Google that, it's hosted by IFPRI. And those tools should be there, and the baseline data should be there as well. So in terms of updating and responding, you can and should certainly look at how WEAI data has changed in your country.

Several projects have collected WEAI's, or even pieces of the WEAI. So maybe there are projects who have said we're doing a lot with credit, so we're going to look at all the information from the WEAI that has to do with credit, and we're going to apply, we're going to use those questions in our baseline surveys and evaluations. So you can certainly take apart the survey. And use it in your MNE that way. And you can talk with other projects who have done it and see what their data is. And I'm happy to, if you send me an email, direct you to some of the existing surveys.

*Jenn Williamson:* So, Tabitha wrote in to say that we could consider youth as part of this analysis and WEAI process. And she says I believe it's okay to do an analysis not only of women in general but women and youth given the challenge of the aging agricultural population, which is an excellent point. Lindsey, would you like to comment on that?

*L. Jones-Renaud:* Yes. I agree. It's an excellent point. I think many of the – in the intervention guide many of the activities would benefit of having a more deeper youth lens applied to them. And I think doing a gender youth analysis would really help you to be able to customize to that context. I do think there's probably – if there was

going to be a third edition, that would be something we'd want to do a better job of, is pulling out the youth dynamics. I feel like that's a great point and I encourage you to use it in that way.

*Krista Jacobs:* And also, as you are doing those youth analyses and learning from that, you can certainly put some of that information in the GIF as well, talking about young women and young men, older women and older men, and having a place to store that information about youth.

*Jenn Williamson:* We had a question come in about technology, which is definitely featured in the guide a few times as an emerging issue, or an emerging opportunity to promote women's empowerment. So Andrea has asked to what degree does use of mobile devices and technology strengthen the ability of women to gain equality? So would one of our presenters like to comment on that?

*L. Jones-Renaud:* Yes, I think there's a couple places in the guide that you can go to, to answer the question. In particular, the most specific places would be in domain one, the interventions about using ICT for agricultural extension has talked about technology extensively. And then under domain three, control over income, let's see, there's a fourth intervention about secure deposit mechanisms. Talks about the importance of women having a secure place to store and save their money, and a little bit about mobile banking as well. And then there's several links to some great resources. The GSNA. Women in agriculture. To look at for mobile service providers as a great resource. It's actually on page 32. I'm looking at it right now. In the guide.

So I'd encourage you to – you can read the overview of that in the WEAI guide, and then if you want more information, you can go from there to the links provided.

*Jenn Williamson:* Great, well, thank you very much to our presenters, to all of our participants. I'd like to point out that there are many ways this guide can be used. It's not relevant only at the beginning of a project, but it can be used in the middle of a project if a project or a mission wants to consider how they can include or incorporate women's empowerment opportunities, because the guide has a lot of information about thinking about gender analysis, thinking about the indicators, thinking about behavior change messaging. So there's really a lot to dive into. There's a lot of great case studies and resources. There's links to resources so that you can go to many of the partners who contributed to this effort.

So there's a lot to dive into. And you can really think about it at many opportunities. So if you are thinking about embarking on work planning, or looking at your monitoring evaluation and learning plan, this is a really great resource for you to use. We're also interested in learning about how you might be using this resource, so please feel free to email us, contact us. I'm going to enter my email address in the chat box shortly. But we are definitely interested in hearing from you. And if we are blessed by our donor to perhaps do a third guide, then perhaps you'll be featured in it. But we definitely want to hear from you, and maybe we can moderate some sort of discussion in the future about all the learning we're generating from this opportunity.

So thank you again to our presenters. Thank you to you for participating. Thank you very much to Microlinks to hosting us, because they've done a fantastic job. And we look forward to seeing you at future events. Thank you very much.

*[End of Audio]*