



# FEED THE FUTURE

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# WELCOME BACK!





## REVIEWING YOUR VIDEO

- Reconnect with your Feedback Partner from yesterday (**not** your co-facilitator)
- Share the critiques of your video
- Be sure to share your reflections on:
  - ✓ One thing that surprised and delighted you about your facilitation
  - ✓ One thing that you learned you could develop even further



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## DAY 3 AGENDA

8:00 OPEN THE DAY

Checking in on Video Review

GIF 101

LUNCH

Difficult Training Moments: People, Situations, and Environments

GIF case study and presentation preparation

Office Hours



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## Gender Integration Framework (GIF) 101 Workshop





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## WELCOME





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## U.S. GOVERNMENT PARTNERS





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## INTRODUCTIONS

**Please share:**

- Your name
- Your organization, title and/or role



## OBJECTIVES

**By the end of this session, participants will be able to:**

- Describe what data can feed into the GIF
- Practice using the GIF
- Reflect on how to use the GIF in your own strategic planning



## WORKSHOP AGENDA

### **Workshop Opening and Welcome**

**9:00 AM or 1:00 PM**

- Workshop objectives and agenda
- What is empowerment?
- 7 domains of empowerment
- GIF structure
- Practice using the GIF – Bangladesh
- Practice using the GIF – your context

### **Break**

**10:30 AM or 2:30 PM**

### **Continue GIF Practice**

**10:45 AM or 3:45 PM**

- GIF report outs
- Planning to use the GIF

### **Session Conclusion and Evaluation**

**2:30 PM or 4:30 PM**



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# GIF - HOW TO TELL OUR STORY





## TELLING & CREATING OUR STORY

**Training in ag processing**

50 women, 5 men

**WASH**

???

**Men in care  
& nutrition**

500 men

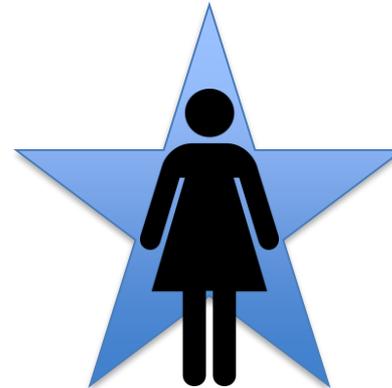
**Land  
access**

30 women

**Credit access**

10,000 total

# women? # men?





## WHAT IS EMPOWERMENT?

Similar to Kabeer (2001), we define empowerment as:

*The expansion of people's ability to make strategic life choices within their households and their communities, particularly in contexts where this ability has been limited.*





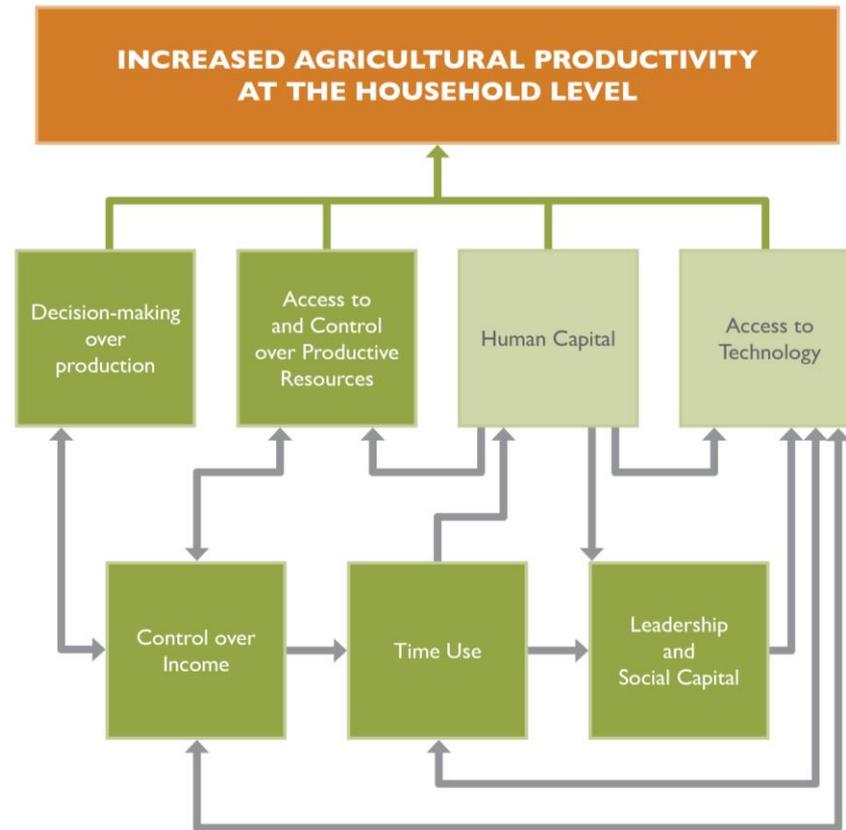
## WHAT IS EMPOWERMENT IN AGRICULTURE?

### A person who:

- Has the resources and opportunity to engage in agricultural activities that are productive
- Has a role in deciding how to engage in agricultural management decisions
- Receives and controls the benefits and returns from their efforts in agriculture



## BETWEEN DOMAINS OF WOMEN'S EMPOWERMENT AND AGRICULTURAL PRODUCTIVITY



NOTE: WEAI domains are indicated in the darker green boxes.



## THE GENDER INTEGRATION FRAMEWORK (GIF) – WHAT IT DOES

- Focuses on the 7 domains of women's empowerment in agriculture.
- Is a conversation guide to examine and prioritize:
  - The current status of different domains of empowerment
  - What activities exist in programming
  - What activities are needed in programming
  - What activities to do going forward
  - How to measure progress





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## GENDER INTEGRATION FRAMEWORK

	Problem/Constraint to Address	Desired Outcome	Definition of Outcome	How is the problem/constraint relevant in your context? Please explain and provide evidence. Is the problem/constraint of high, medium, or low relevance?	What activities are you implementing or planning that address this problem? How do they address it?	How could you modify current activities to better address the issue around this topic?	What new activities could be designed to address issues around this topic and how would they address it?	Activities' Specific Contributions to Desired Outcome	What Indicators do/will you use to measure the success of activities in terms of this outcome?	Checks
1	W/omen do not have equal or adequate power or input into household or community decision-making processes related to agricultural any stage of agriculture value chains, are excluded for decision-making processes, or make decisions based on external pressures.	Increased decision-making power in agricultural processes.	Beneficiaries engage in decision-making processes related to agriculture within the home or community either solely or jointly. Beneficiaries have increased autonomy in relation to production activity.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Promote or enable (w/omen's decision-making)</li> <li>Promote or enable (w/omen's autonomy)</li> <li>Do indicators measure (w/omen's)</li> <li>Roles in making decisions about agriculture and/or agriculture-related business</li> </ul>
2	W/omen do not have equal or adequate control over ownership of, or access to resources related to agriculture.	Increased control over productive resources.	Beneficiaries increase their ownership, access to, and decision-making power over productive resources.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Increase (w/omen's) access to, power over, or use of assets</li> <li>Increase (w/omen's) decision-making power over the purchase, sale, or transfer of assets</li> <li>Increase (w/omen's) access to and decision-making power over credit, loans, or other financial services</li> <li>Do indicators measure (w/omen's)</li> <li>Ownership of assets</li> <li>Purchase, sale, transfer of assets</li> <li>Access to and decisions on credit</li> <li>Area of land cultivated</li> </ul>
3	W/omen do not have equal or adequate control over the use of income. W/omen are not engaged satisfactorily in household decisions around how to use income.	Increased control over the use of income.	Beneficiaries increase their ownership, access to, and decision-making power over productive resources.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Increase (w/omen's) access to and control over income</li> <li>Improve employment opportunities for (w/omen)</li> <li>Do indicators measure (w/omen's)</li> <li>Control over use of income</li> <li>Cross margin from agriculture-related activities</li> <li>Income or change in income</li> </ul>
4	W/omen do not have strong social networks, have few social and economic opportunities because they lack strong social relationships outside the household, or are not connected with or through groups/organizations. W/omen are rarely involved in positions of leadership within their communities.	Increased social capital and leadership in the community.	Beneficiaries have increased social capital, improved social networks, and increased connectivity within their communities.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Increase (w/omen's) access to groups and opportunities to be a group member?</li> <li>Increase (w/omen's) associational and leadership capabilities</li> <li>Support (w/omen's) organizations or increase their size or strength?</li> <li>Do indicators measure (w/omen's)</li> <li>Group membership</li> <li>Commit to or practice of speaking in public</li> <li>Jobs created with USAID assistance</li> <li>Organizations receiving USAID assistance (disaggregated by women)</li> </ul>
5	W/omen have an overly burdensome workload that hinders them from having a healthy work-life balance, negatively affects the well-being of their household, and keeps them from accessing other opportunities which could help advance them socially and economically.	Increased social capital and leadership in the community.	Beneficiaries are more able to allocate their time as desired to productive and domestic tasks, leisure activities, increasing human capital and job setting.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Decrease the amount of time the (w/omen) engage in work activities</li> <li>Increase amount of time available for desired activities, leisure and personal goals</li> <li>Do indicators measure (w/omen's)</li> <li>Workload</li> <li>Satisfaction with time allocation</li> </ul>
6	W/omen have low or inadequate skills/knowledge levels in activities that are economically profitable or socially beneficial.	Increased human capital.	Beneficiaries increase their technical skills and knowledge in activities that can improve their economic or social situation.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Create training/learning opportunities that are well-suited to (w/omen) and relevant to (w/omen's) interests</li> <li>Offer (w/omen) opportunities to improve their skills and knowledge through degree-seeking programs or long-term training programs</li> <li>Do indicators measure</li> <li>Number of women in non-training short-term training</li> <li>Number of women in non-training long-term training</li> <li>Knowledge gained and applied by (w/omen)</li> </ul>
7	W/omen do not have adequate access to improved technologies that can improve their economic productivity or w/omen do not use or apply beneficial technologies or practices for some reason.	Increased access to and use of technologies.	Beneficiaries have more and better opportunities to access technologies and are making use of them in their agroecological/cultural practices.							<ul style="list-style-type: none"> <li>Does the activity strive to ...? If how?</li> <li>Increase (w/omen's) access to productive technologies</li> <li>Increase (w/omen's) application of technologies</li> <li>Do indicators measure</li> <li>Number of farmers applying new technologies and management practices (see disaggregated)</li> </ul>



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## QUESTIONS?





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## FEED THE FUTURE IN BANGLADESH





## FEED THE FUTURE FACTS: BANGLADESH

- In FY2013, Feed the Future reached approximately 1.7 million households; in FY2014, approximately 2.3 million households.
- Main value chains
  - Rice
  - Horticulture
  - Aquaculture





## EVIDENCE OF BANGLADESH CONSTRAINTS

Main sources noted in GIF:

- WEAI Baseline Results
- Asian Development Bank Country Gender Assessment
- *Women's Empowerment in Agriculture—What Role for Food Security in Bangladesh?*, Sraboni, Malapit, Quisumbing and Ahmed. IFPRI 2013.

Additional sources

- *Assessment Report on Women's Participation in Demonstration/Trial Plot Establishment and Rice Cultivation in Farmers' Fields*, IFDC, 2013.
- *Women's Participation in Agriculture in Bangladesh 1988-2008: Changes and Determinants*, Jaim and Hossain. BRAC, 2011.
- *Empowering Women to Become Farmer Entrepreneurs: Case Study of a NGO Supported Program in Bangladesh*, Hossain and Jaim. IFAD, 2011.



## TABLE TASK

- Identify which domain(s) is of higher relevance and which is lower.
- Why?



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## YOUR THOUGHTS ...

What other information would help you make programming decisions?





## GIF EXERCISE

As you reflect on your project, discuss and agree on:

- Which domains or issues within a domain are important in your context (country/ZoI, project)
- One problem/constraint area to work with in the GIF format



## GIF EXERCISE (CONTINUED)

Walk through the rest of the GIF for your chosen issue. Fill in each column appropriately for your domain.

During your conversation:

- Keep track of what additional information you would want to know.
- Broadly interpret the domains of the GIF beyond the context of agricultural production.



## GIF EXERCISE REPORT OUT

On flipchart paper, capture:

- Your chosen issue or domain and be prepared to share why you chose it
- Your responses to each of the GIF columns for that constraint/problem area

Share highlights from your group discussion, including your answers to:

- What additional information would you want to know?
- Where would you get this information?
- What's missing, if anything?



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## BREAK

### PLEASE RETURN IN 15 MINUTES



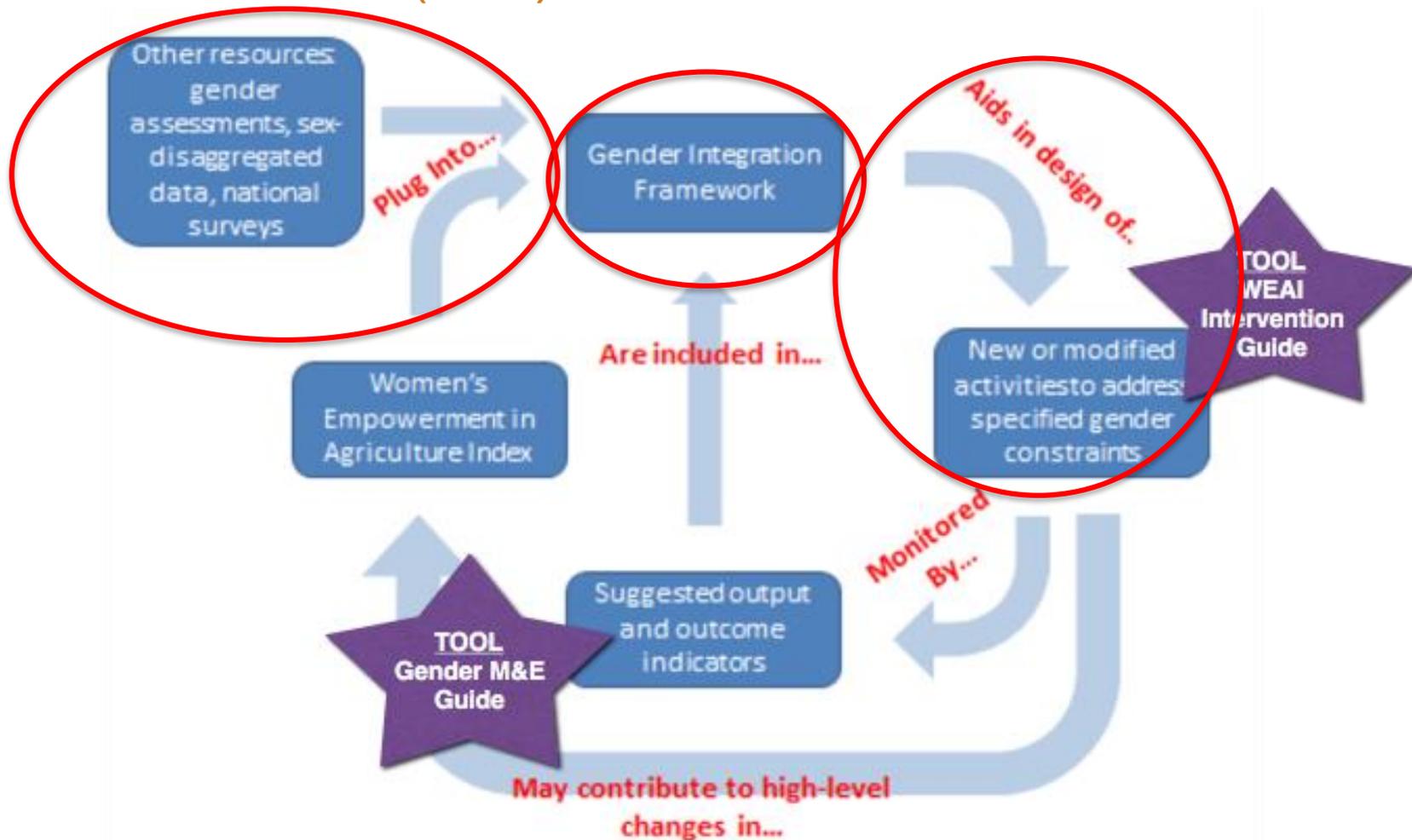


## WAYS TO USE THE GIF

- Document/Make a narrative of what your programs do regarding gender integration and women's empowerment
- Prioritize different gendered issues and approaches
- Outline for a gender analysis
- Checklist for gender integration in PADs
- Create an action plan & modify an activity's work plans to incorporate efforts to advance gender equality women's empowerment in GIF domains
- Missions/Activities articulate and measure progress along a theory of change to advance gender equality and women's empowerment in GIF domains
- Learning at different levels (project/activity, country, Feed the Future)



## THE GENDER INTEGRATION FRAMEWORK (GIF) – WHERE IT SITS





## OUR NEXT STEPS

As a project, fill out the Next Steps plan, responding to the following questions:

1. How will you complete the remainder of the GIF?
2. To that end, what concrete next step can you commit to taking by the end of this week?
3. What can you commit to do by the end of this month?
4. Who are you going to reach out to in order to have a conversation?
5. What further documentation do you need?



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## THANK YOU





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[www.feedthefuture.gov](http://www.feedthefuture.gov)



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## LUNCH



**1 Hour**



## GIF Kparba Case Study Exercise

### COHORT A

***KPARBA PROJECT CASE STUDY 1***  
***(3 participant names)***

***KPARBA PROJECT CASE STUDY 2***  
***(3 participant names)***

***KPARBA PROJECT CASE STUDY 3***  
***(3 participant names)***

### COHORT B

***KPARBA PROJECT CASE STUDY 1***  
***(3 participant names)***

***KPARBA PROJECT CASE STUDY 2***  
***(3 participant names)***

***KPARBA PROJECT CASE STUDY 3***  
***(3 participant names)***



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# DIFFICULT TRAINING MOMENTS

**People**



**Situations**

**Environments**



## CHALLENGING FACILITATION MOMENTS...

Situations – As you think about delivering the WEAI 101 or facilitating GIF conversations, what will you need to be mindful of to ensure things go as well as possible?

Physical Environment – How might your physical environment positively or negatively impact your facilitation and training delivery? What can you do to try and manage that?



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## REMEMBERING THE KPARBA CONTEXT

- During the GIF 101, we spent sometime reviewing the Kparba country context ...





## THE GIF EXERCISES

Your entire small group will do an analysis of your assigned case study, thinking through how to approach a GIF conversation.

Tomorrow, there will be two exercises:

- Exercise 1: Two of you will make a presentation back to your cohort on the approach you would take in having the GIF conversation with this project. (This presentation will be recorded.)
- Exercise 2: The remaining colleague(s) will be asked to facilitate your group's approach to the actual GIF conversation in a role play. (This facilitation will be recorded and you will have time tomorrow to prepare.)



## ANALYSIS OF YOUR CASE STUDY

- Choose which two of you will deliver the presentation on your case tomorrow.
- Craft a presentation that shows a well-considered analysis of the following:
- Explain the GIF and placement of the data given within the GIF
- What information is missing that you would like to access (and why and where you might find it)
- What questions you would ask the project group to engage with in a GIF analytical discussion
- Where you foresee areas that could be challenging in the conversation
- REMEMBER: All of you must participate in the Case Study analysis...



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You have between now and 5:00 to work on preparing your presentation for tomorrow.

- From 4:00 on, you're welcome to take advantage of "Office Hours": Sign up for coaching with either of the technical or facilitation content experts in half-hour sessions.





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## HAVE A WONDERFUL EVENING!



See you tomorrow at 8:00 a.m.  
for our practice of the GIF!