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Final Performance Evaluation
Feed the Future Bangladesh
Women's Empowerment Activity (WEA)

FINAL EVALUATION REPORT

January 3, 2018

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Final Performance Evaluation

EVALUATION REPORT

Women's Empowerment Activity (WEA)

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ACRONYMS

ACE	Agriculture Community Equity (Scorecard)
ACI	Advanced Chemical Industries, Ltd.
ACME	Accelerating Capacity for Monitoring and Evaluation
ADB	Asian Development Bank
AESA	Agriculture Extension Support Activity
AIN	Aquaculture for Income and Nutrition
AIP	Agriculture Input Project
ANGeL	Agriculture, Nutrition, and Gender Linkages
AOR	Agreement Officer's Representative
ATT	Agricultural Technical Training
BCC	Behavioral Change Communication
BRAC	Bangladesh Rural Advancement Committee
CAA	Community Asset Appraisal
CDCS	Country Development Cooperation Strategy
COP	Chief of Party
COR	Contracting Officer's Representative
CREL	Climate-Resilient Ecosystems and Livelihoods
DAE	Department of Agricultural Extension
DAM	Dhaka Ahsania Mission
DE	Domains of Empowerment
DLS	Department of Livestock Services
DOE	Department of Education
DOF	Department of Fisheries
DOWA	Department of Women Affairs
DYD	Department of Youth Development
DEC	Development Experience Clearinghouse
DFED	DAM Federation for Economic Development
DO	Development Objective
EDT	Entrepreneurship Development Training
ELTE	Entrepreneurial Literacy Training for Empowerment
FGD	Focus Group Discussion
FTF	Feed the Future
FY	Fiscal Year
GDP	Gross Domestic Product
GII	Gender Inequality Index
GOB	Government of Bangladesh
GPI	Gender Parity Index
HDI	Human Development Index
IBTCI	International Business & Technical Consultants Inc.
IFPRI	International Food Policy Research Institute
IGA	Income Generating Activity
IR	Intermediate Result
IRRI	International Rice Research Institute
KII	Key Informant Interview
LAC	Local Advisory Committee
LfC	Leadership for Change
LPIN	Livestock Production for Improved Nutrition
M&E	Monitoring & Evaluation

MEL	Monitoring, Evaluation and Learning
MFI	Micro-Finance Institution
NGO	Non-Governmental Organization
RVC	Rice Value Chain
SDG	Sustainable Development Goal
SOW	Scope of Work
SMKK	Sheba Manab Kalyan Kendra
TEC	Total Estimated Cost
UNDP	United National Development Programme
UNO	*Upazila Nirbahi* Officer
USAID	United States Agency for International Development
VSL	Village Savings & Loan
WEA	Women's Empowerment Activity
WEAI	Women's Empowerment in Agriculture Index
ZOI	Zone of Influence

EXECUTIVE SUMMARY

PROJECT PURPOSE AND BACKGROUND

USAID/Bangladesh Development Objective (DO) 2: Food Security Improved is the flagship DO for the U.S. Government's Feed the Future (FTF) initiative in Bangladesh. Within the DO2 portfolio, USAID is funding a three-year activity titled "Feed the Future Bangladesh Women's Empowerment Activity (WEA)" (Cooperative Agreement No. AID-388-A-15-00001), implemented by Winrock International and sub-partners from December 1, 2014, to November 30, 2017 since extended to May 31, 2018 with a Total Estimated Cost (TEC) of $5,970,000. Other DO2 projects have gender components or involve women beneficiaries, but WEA is the only DO2 activity focused explicitly on the nexus of agriculture and women's empowerment.

WEA is a pilot activity implemented in five districts within the Feed the Future Zone of Influence (FTF ZOI), namely Jessore, Khulna, Barisal, Barguna and Patuakhali. WEA aims to reduce gender-based constraints to women's full participation in agricultural production and food security, and is guided by and informs the Women's Empowerment in Agriculture Index (WEAI). WEA works towards empowering women by strengthening women's community leadership, improving women's decision-making over productive resources and agricultural production, improving control over income and time-use, and increasing social acceptance of women's empowerment. WEA has supported 30,000 women and 7,500 men through several training initiatives, including Entrepreneurial Literacy Training for Empowerment (ELTE), Agriculture Technical Training (ATT), and Entrepreneurship Development Training (EDT).

PURPOSE OF THE EVALUATION

The purpose of the WEA final performance evaluation is to assess the extent to which WEA has achieved its overall performance goals. The primary goals of the evaluation are to assess the efficiency, effectiveness, and sustainability of the approaches and models of WEA for promoting women's empowerment and to identify and document good practices, lessons learned, and factors that influenced program effectiveness. The evaluation addresses six questions related to WEA's success in increasing women's empowerment; the effectiveness of WEA training; challenges WEA faced; the effectiveness of WEA's approach for linking women to training, financing and markets for income generating activities (IGAs); the effectiveness of village savings and loan (VSL) activities; and sustainability.

EVALUATION METHODOLOGY

The evaluation team used a mixed-methods approach to gather both qualitative and quantitative data from primary and secondary sources, with attention to gender sensitivity and sex-disaggregated data. The team reviewed relevant documents and data provided by USAID and WEA, including reports from other USAID FTF activities in Bangladesh. Three districts were selected for data collection, namely Jessore, Khulna and Barisal. The team conducted 37 Key Informant Interviews (KIIs) with106 individuals and 22 Focus Group Discussions (FGDs) with 180 individuals. In total, the evaluation team met with 286 people representing a range of stakeholders in Dhaka and selected districts. In order to avoid sampling bias, the evaluation team used a three-tier random selection of [1] *upazilas*, [2] women's groups, and [3] participants from women's groups. Six direct observation visits were carried out as well as a "mini-survey" given to 62 women beneficiaries of WEA.

FINDINGS AND CONCLUSIONS

Question 1: Success in increasing women's empowerment

Success in increasing women's empowerment: WEA measures "success" in "women's empowerment" against 24 WEA indicators and 5 Domains of Empowerment (five DEs, which map onto the five WEA Intermediate Results, IRs). In estimating WEA's success in increasing women's

empowerment, the evaluation team notes that during the nine FGDs held with women's ELTE groups, at least two-thirds of the women participated enthusiastically..

Sixty percent of all stakeholders demonstrated an understanding of the concept of "women's empowerment" *("nari khomotayan")* and were able to define and articulate in their own words how women are exercising empowerment in their lives. Their common responses can be grouped in categories according to WEA Indicators, including: *Increased community life skills (Sub-IR.2); Strengthened decision-making in agricultural production (IR 4), Improved control of income and financial literacy (IR 3); Increased leadership in the community (IR 1); Increased social acceptance of women's empowerment (IR 6); and Increased mobility,* which is not a WEA indicator. Please refer to Annex 7 WEA Performance Data Table for a list of WEA indicators.

Stakeholder interviewees comprised women beneficiaries, Local Advisory Committees (LACs), Peer Leaders, ELTE facilitators, NGO and private sector sub-partners, government officials, and community people (non-beneficiaries). Women and stakeholders consistently informed that women have been empowered through knowledge and skills in a range of life and community skills, in agricultural technologies, and in making joint decisions with husbands on their agricultural activities. Women are initiating income-generating activities (IGAs) though they face constraints in access to markets and finance. They are recognizing the power of their voice: one-third of women in FGDs said that they are increasingly speaking out in family gatherings, in school meetings, and participating as witnesses in *Shalish* (traditional village courts).[1] Women are increasingly self-confident, and have gained the respect of their families and communities and now have courage to interact with government extension services and other service providers. Social acceptance of women's empowerment was rated by all stakeholders as partially satisfactory with three exceptions in which it was rated as excellent and very good.

Success in women's empowerment has been supported by other actors and interventions, including men, Local Advisory Committees (LACs), Behavior Change Communication (BCC), women ELTE Facilitators, and Peer Leaders. Some of the main project interventions have included Entrepreneurial Literacy Training for Empowerment (ELTE), Agricultural Technical Training (ATT), Entrepreneurship Development Training (EDT), Village Savings & Loan (VSL), partnering with the private sector namely Advanced Chemical Industries, Ltd. (ACI), partnerships with other FTF projects, linkages with Micro-finance Institutions (MFIs), and capacity building of various actors supporting WEA implementation. Men are recognized as crucial to women's empowerment. Two-thirds of the men in FGDs indicated learning new concepts on women's empowerment. However, the effectiveness of ELTE training was constrained by attitudinal and logistical issues.[2] LACs played a catalytic role in the initial stages as an entry point in the community and in supporting women's empowerment and rights. The role and capacity of LAC members appeared more limited later in the course of the project due to inadequate capacity development by WEA and less focus on specific project activities. The potential and capacity of Peer Leaders as volunteers supporting women's empowerment was also inadequately captured by the WEA project. BCC activities were well received by the community, but WEA told the team such activities were limited by funding constraints. USAID told the team that funding had never been an issue for program implementation.

The most effective intervention in achieving programmatic goals: Women beneficiaries and other stakeholders confirmed that ELTE was the most effective intervention. ELTE resonated with 70 percent of women beneficiaries, who were empowered through acquiring knowledge, skills and links to

[1] *Shalish* is a "social system for informal adjudication of petty disputes both civil and criminal, by local notables, such as *matbars* (leaders) or *shalishkars* (adjudicators). http://en.banglapedia.org/index.php?title=Shalish.

[2] This point is discussed in detail in Question 3 on Challenges.

resources. **Unanticipated impacts** include the *multiplier effect*[3] from women sharing their knowledge and skills with husbands and women neighbors. Women and men, LACs and other stakeholders also said WEA trainings led to *decreased conflict*[4] within families.

WEA made significant progress in a short period of time towards women's empowerment and IRs 1-6.

Question 2: Training effectiveness for women's empowerment

WEA organized seven-month, community-based ELTE for 1,200 ELTE groups totaling 30,000 women and 240 ELTE groups totaling 6,000 men (according to WEA performance data as of July 24, 2017). The same groups of beneficiaries received either one or two days of ATT. A total of 421 women beneficiaries participated in an additional three-day residential EDT held in their district centers. The effectiveness of training in empowering women is reflected in the following four areas identified by USAID:

Women's Decision-making over Food Choice and Nutrition: Women's decision-making over food choice and nutrition is not among the WEA Intermediate Result (IRs) or the 24 WEA Indicators. Among 62 women respondents in the evaluation mini-survey, two-thirds said they make decisions about what their family eats, and one-third said they make these decisions jointly with their husband.

Women's Control over Income: For FY 2016, WEA reports that 41 percent of surveyed women beneficiaries said they have sole or joint control over their income (IR 3, Indicator 12), such as decision-making about saving and investing in children's education, agriculture and other IGAs. WEA reports that 5,209 women beneficiaries have membership in 251 VSL groups[5]. However, among evaluation mini-survey respondents, one-quarter said they make decisions about how to spend their income, and nearly three-quarters said they make these decisions jointly with their husband.

Women's Time Use: Women in each FGD noted that after their WEA training, their husbands, mothers-in-law, and other family members now contribute to household chores (such as childcare or cooking) to enable them to attend ELTE classes, complete other household tasks, or devote time to their agricultural IGAs.

Women's Leadership in the Community: WEA IR1 relates to "increased leadership in community economic or social groups by women." Indicator two tracks the number of "women beneficiaries who make at least one public presentation", and Indicator three measures the number of "individuals actively participating in groups." These performance indicators do not capture all of the ways in which beneficiaries are exercising leadership in local communities. At least two women in each of eight FGDs said that because of ELTE classes, they have more confidence and courage to speak to other people, including their husbands, visitors, neighbors, and in *Shalish.*

Most effective training and cumulative effect: ELTE was the most effective training for women's empowerment. Women in FGDs said that both ELTE and ATT (and EDT for the few who participated) added value such that the cumulative effect was increasingly positive. ATT was regarded by both women and men as being effective in teaching useful knowledge and skills related to agriculture. However, FGD participants consistently said that more ATT and EDT skills trainings are needed. Winrock and WEA

[3] Multiplier effect- Activities initiated in a project that have spin-off activities and results with wider impact through sharing of knowledge, information and skills.

[4] Decreased conflict: Women beneficiaries reported less discord and tension between spouses and family members on financial and other issues. This is contrary to findings in some studies showing increased family conflict as a result of women's empowerment initiatives. Women beneficiaries explained that they have gained knowledge and skills and are increasingly contributing to family income, making joint decisions with spouses on financial issues and agricultural matters including sharing of household tasks. Spouses and family members also have increasing respect for the different ways in which women are supporting their families. This has helped reduce causes of intra-family conflict.

[5] (Draft)Economic Empowerment of Women Report, Winrock Interntional Dhaka, August 7, 2017

sub-partners agree that introducing these skills earlier within the ELTE curriculum could increase the cumulative effect for women's empowerment, especially with applied learning methods.

Whether ELTE could be shorter and have the same results: Women felt that ELTE could not be shorter, and most agreed they would prefer a longer period for ELTE classes. ELTE facilitators and representatives of WEA's four non-governmental organization (NGO) sub-partners said that some of the success of ELTE for women's empowerment requires a long period of time to build trust among participants and with the facilitator and to accumulate knowledge, skills and confidence. Nevertheless, the evaluation team's analysis of the ELTE curriculum (see Annex 6, section C) suggests that as many as 14 lessons *are not essential to increasing women's empowerment in the rural agricultural context*, and therefore could be eliminated without compromising the women's empowerment training objective. Men in the FGDs as well as Winrock and WEA sub-partners indicated that a shorter duration and different approach for men's ELTE could be effective for engaging men in women's empowerment.

Question 3: Challenges

Four key challenges were identified by the evaluation team:

- *Social resistance in communities and among men*: These are key barriers for a women's empowerment program in rural communities. Strategies employed effectively included WEA inception workshops with government and community stakeholders, as well as LAC interventions to mobilize communities and husbands.
- *Men's ELTE classes faced logistical and attitudinal obstacles:* LACs successfully intervened to motivate men's participation.
- *Budgetary constraints:* According to Winrock, the project experienced budgetary constraints that required WEA to adjust and reduce its activities. USAID subsequently told the team that WEA received timely funding in line with its annual work plan.
- *Constraints in a short project period:* WEA and partners said that time constraints were caused by delays in project start-up and signing a contract with the private sector partner ACI.

Question 4: Links with training, financing and markets

WEA and sub-partners facilitated women beneficiaries' links with government departments (such as the departments of Agriculture Extension, Livestock Services, Fisheries, Education, Youth Development, Women's Affairs and the Upazila Nirbahi Officer), the private sector, and NGOs to promote women's sustainable IGAs. However, these links were only partially achieved; few women are linked with training, finance and markets, and there is limited synergy among sub-partners, NGOs and ACI to graduate women from traditional IGAs into profitable market-driven IGAs. In addition, the experience of and activities carried out by field team members of ACI were limited.

Links to training: Results of the mini-survey with WEA women beneficiaries show that almost one-third said that WEA facilitated links to additional training but more than half said WEA did not link them with training. In instances where WEA facilitated links, it included linking women beneficiaries to government training opportunities such as with DYD (Department of Youth Development), which provided training to 110 women on cattle and poultry rearing. The USAID-funded International Rice Research Institute (IRRI) Rice Value Chain (RVC) project provided training to 964 WEA women beneficiaries on rice production and management, and links were also made with several more FTF projects.

Links to financing: WEA facilitated women's linkages with Micro-finance Institutions (MFIs) such as Grameen Bank and Jagorani Chrakro Foundation, and NGOs such as Bangladesh Rural Advancement Committee (BRAC) and WEA sub-partners to obtain loans for their IGAs. Based on FGDs with women beneficiaries, about a quarter reported that they were able to obtain loans of US $62-250.

Links to markets: ACI conducted 26 familiarization workshops between women and local agro-inputs retailers, and seven workshops between women and local output traders. In total, workshops included 1,370 beneficiaries and 327 traders. However, buying of agro-inputs and sales of agro-products has progressed slowly, remaining more of an *ad hoc* process rather than one of long-term business relationships.

Question 5: Effectiveness of village savings and loan activities

WEA VSL activities included 251 ELTE women's groups, representing 21 percent of the total number of 1,200 ELTE groups. In FGDs with women in four VSL groups, women reported that they learned for the first time the importance of saving money, how to save and how to use savings wisely. Women in FGDs said that they have saved only small amounts, which allowed only a few members to take small loans to finance their IGAs. As of August 3, 2017 when the evaluation team was in the field, VSL groups had not yet completed a one-year VSL cycle.

Strengths of the VSLs: A VSL is a self-managed group; members decide among themselves how much they will save and who may take loans from their collective savings. This autonomy is empowering for the women participants. VSLs enable women in remote areas to obtain loans where MFIs are rare, charge lower interest than MFIs, and provide emergency loans with zero interest. The interest paid to VSLs is redistributed to the women rather than going to an external lender. Women in FGDs expressed that now they have stronger group cohesion and mutual support than before they started their VSLs.

WEA was instrumental in forming and assisting VSL groups. ELTE facilitators trained by WEA presented the VSL concepts to each of the 1200 ELTE women's groups at ELTE classes to create awareness. Those women interested in participating were invited to form VSL groups. The trained ELTE facilitators in turn conducted a one-day training for VSL group members and continue to provide technical assistance to VSL group's fortnightly savings and loan meetings for one cycle, typically lasting 12 months to build institutional capacity for self-sustaining VSL groups.

Challenges faced by VSLs: The VSL members have inadequate accounting skills and are dependent on ELTE-VSL facilitators for technical assistance. In addition, each of the VSLs has only a small amount of savings and therefore most of the members in VSL groups are unable to take loans. VSLs ideally should have been initiated earlier by WEA as part of the ELTE classes so they would have had time to benefit more women and have a greater chance of sustainability. VSLs also would have been an ideal mechanism to teach women numeracy and accounting skills in ELTE classes.

Question 6: Sustainability

At least three-quarters of women beneficiaries in FGDs reported that through WEA trainings they had gained new knowledge and skills, which are valuable permanent assets. Others who participated in a variety of WEA trainings have also gained new knowledge and capacities, including men who participated in ELTE and ATT; ELTE facilitators; LAC members who received Leadership for Change (LfC) training; Peer Leaders who received Tab-Based Data Collection (TBDC) training; and all WEA staff members at Winrock and NGO sub-partners. However, capacity building for LACs was inadequate for institutional sustainability and Peer Leaders were another under-capacitated and under-utilized resource.

Women's contributions to family income and their knowledge from ELTE about managing household finance are empowerment gains likely to be sustained beyond WEA. However women's IGAs might not be sustainable without establishing better links to markets and other resources. Especially if their IGAs are sustained, women are likely to maintain increased confidence in both private and public spheres.

Institutional Sustainability – VSLs might have the strongest potential for sustainability, if reinforced beyond the one-year fund disbursement. Consolidating VSLs requires more time, stewardship, and capacity building within women's groups. Although the LACs might have the potential to help sustain WEAs

women's empowerment gains, the evaluation team did not find evidence that the LACs *per se* have the information or tools to sustain themselves. WEA provided an orientation session for LACs, but did not support LACs in other ways, such as by attending or guiding the agenda of their meetings or by providing follow-up capacity building. Winrock and sub-partners agree that WEA could have done much more to strengthen and potentially sustain the LACs. WEA partners initiated links between some women's ELTE groups and government extension officers but these relationships have yet to be solidified for sustainability. WEA also planned to establish strong linkages with local input and output markets for cost-benefits and sustainability, but did so relatively late and with limited success perhaps because of poor planning or weaknesses in Winrock's management of private sector partner ACI. Solidifying women's IGAs requires more and repeated agricultural technical training such as that offered in WEA ATT and EDT, and forging stronger market linkages. Other avenues for sustainability have been initiated but are somewhat weaker, such as with government, connections between ACI and NGOs, and among LACs and Peer Leaders.

RECOMMENDATIONS

The evaluation team offers the following 15 recommendations:

Question 1

1. Integrate some aspects of the WEA approach, with its core element of women's empowerment in agriculture, in other USAID/Bangladesh FTF programs where applicable.
2. Strengthen the role of LACs through facilitated hands-on learning opportunities to help women link with public and private sector services for sustaining empowerment.
3. Expand BCC to reinforce women's empowerment messages in communities through the support of WEA staff and NGO sub-partners working in concert with LACs and community people to implement specific BCC community-based activities that can be undertaken within the remaining project period.

Question 2

4. Provide additional, hands-on technical training for WEA women beneficiaries.
5. Incorporate technical training and VSLs into ELTE early and more effectively.
6. Decrease the length of ELTE training for men or find better approaches to reach men.
7. Include technical training for women in all USAID FTF programs.

Question 3

8. Consider alternative vocabulary to "women's empowerment" to reduce resistance. This may include terms such as "empowering women to strengthen families" or "women in agriculture."
9. Engage men more effectively in women's empowerment efforts.

Question 4

10. Organize and facilitate additional workshops for women with market actors.
11. Facilitate women's development of long-term business plans.

Question 5

12. Enhance training on accounting systems for VSLs members and start a new VSL cycle.
13. Revise VSL guidelines in consultation with VSL members.

Question 6

14. Consolidate WEA gains.
15. Gather and disseminate best practices and lessons learned.

LESSONS LEARNED

The evaluation team suggests the following six lessons learned from WEA:

- Group-based strategies empower women.
- Engaging men effectively in women's empowerment is essential.
- Technical training for women on agricultural and entrepreneurial skills is a good approach to women's empowerment.
- Earlier and more reinforced links to government, NGOs and private trader services are essential for the long-term success of women's IGAs and for women's full empowerment.
- Women's VSL groups have significant benefits for women's empowerment and other development outcomes.
- Private sector partners can significantly contribute to women' empowerment, but present challenges for development partners because their primary focus is efficient use of human and other resources to ensure profit, rather than long-term investment in the development and empowerment of people and communities. The capacity of the private sector and its field teams also needs to be strengthened to work with poor rural women.

INTRODUCTION

Bangladesh is one of the most densely populated countries in the world, with a population of 162 million people, expected to increase to 220 million by 2050, threatening to outpace food production.[6] World Bank country data shows that more than 70 percent of the population lives in rural areas and most rural households (87 percent) rely on agriculture for at least part of their income.[7] Agriculture is a key driver of economic growth in Bangladesh; it contributes almost 17 percent of the country's gross domestic product (GDP) and is the largest employer in the country, employing 47.5 percent of the population.[8]

World Bank data also shows that the country has made substantial progress in reducing poverty from 44.2 percent in 1991 to 18.5 percent in 2010, projected to decrease to 12.9 percent in 2016,[9] supported by steady economic growth of 6 percent over the past decade.[10] The UNDP Human Development Index (HDI) ranks Bangladesh 139 out of 188 countries and places it among countries considered to have achieved medium human development.[11] Bangladesh aspires to reach Middle Income Country status by 2021.[12] Despite declining poverty, UNDP finds that Bangladesh faces continued challenges to sustain its economic growth trajectory build on the achievements of the past decade and meet its targets under the Sustainable Development Goals (SDGs). These challenges include environmental issues and climate change, political and economic issues, and an increasingly competitive international trade environment, which impedes higher growth rates.[13]

Women comprise 49.5 percent of the Bangladeshi population.[14] According to the Asian Development Bank (ADB), "Women's opportunities and public participation in Bangladesh have changed significantly and improved in recent decades such as in closing the gender gap in school enrollments and achieving parity at both primary and secondary levels; girls currently outnumber boys in enrollments."[15] The 2011 USAID-funded Bangladesh Maternal Mortality and Health Care Survey results show a 40 percent decline in the maternal mortality ratio over the previous nine years.[16] Notwithstanding important gains, Bangladesh continues to score poorly on gender indices. It ranks 119 out of 159 countries on the Gender Inequality Index (GII), which reflects inequalities in three dimensions -- reproductive health, empowerment and economic activity.[17] Women are increasingly entering the labor force but their participation rates (43.1 percent) are much lower than their male counterparts (81 percent).[18] With regard to the vital link between agriculture and women in Bangladesh, the Ministry of Agriculture is currently implementing a pilot project called "Agriculture, Nutrition, and Gender Linkages" (ANGeL) funded jointly by the Government of Bangladesh and USAID.[19]

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[6] Bangladesh FY 2011-2015 Multi-Year Strategy, Feed the Future - a US Government Initiative (February 22, 2011), page 5.
[7] World Bank Bangladesh Country at a glance. WB http://www.worldbank.org/en/country/bangladesh
[8] Government of Bangladesh, Agriculture Sector Development Strategy: background paper for preparation of 7th Five Year Plan http://www.plancomm.gov.bd/wp-content/uploads/2015/02/17_-Agriculture-Sector-Development-Strategy.pdf, page 1.
[9] The figures are based on international poverty line of $1.90 per person per day. http://www.worldbank.org/en/country/bangladesh/overview
[10] Bangladesh Development Update: Breaking Barriers Shows Resilient Economic Growth Despite Headwinds, World Bank (May 14, 2017). http://www.worldbank.org/en/news/feature/2017/05/14/bangladesh-development-update-breaking-barriers
[11] UNDP Human Development Report 2016. http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/BGD.pdf
[12] Government of Bangladesh, Agriculture Sector Development Strategy, page 1.
[13] UNDP - About Bangladesh http://www.bd.undp.org/content/bangladesh/en/home/countryinfo/
[14] https://tradingeconomics.com/bangladesh/population-female-percent-of-total-wb-data.html
[15] County Gender Assessment Bangladesh (2010) Asian Development Bank, page viii.
[16] USAID/Bangladesh Country Development Cooperation Strategy (September 2011) Bangladesh FY 2011- FY 2016, page 16.
[17] UNDP Human Development Report 2016. The GII can be interpreted as the loss in human development due to inequality between female and male achievements in the three GII dimensions.
[18] UNDP Human Development Report 2016.
[19] World Food Programme, Strategic Review of Food Security and Nutrition, Bangladesh 2016, pages 43-44.

THE DEVELOPMENT PROBLEM AND USAID'S RESPONSE

THE DEVELOPMENT PROBLEM

Bangladeshi women play a vital role in agriculture, which is crucial to livelihoods, nutritional outcomes and well-being. However, women "face persistent obstacles and economic constraints limiting [their] inclusion in agriculture."[20] The commonly held view is that women are not involved in agricultural production outside the homestead and are not "farmers"[21]. "Food insecurity is further complicated by gender-related factors, as women have very low levels of land and asset ownership, and do not have access to extension services or other inputs, such as seeds and fertilizer."[22]

Figure 1. The Five Domains of Empowerment in the WEAI

Domain	Indicators	Weight
Production	Input in productive decisions	1/10
	Autonomy in production	1/10
Resources	Ownership of Assets	1/15
	Purchase, sale or transfer of assets	1/15
	Access to and decisions on credit	1/15
Income	Control over use of income	1/5
Leadership	Group member	1/10
	Speaking in public	1/10
Time	Workload	1/10
	Leisure	1/10

Source: https://www.feedthefuture.gov/tags/weai

An ADB report further indicates that economic opportunities for women are "limited by labor market discrimination, high levels of illiteracy, limited access to market oriented training, and basic services and a heavy household burden."[23] Gender inequalities in the agriculture sector mean that women in relation to men lack the necessary information about new technologies and services in agricultural extension even when these may relate to areas in which they predominate, such as vegetable growing.[24]

USAID's RESPONSE

The Women's Empowerment in Agriculture Index (WEAI) is the first-ever standardized measurement to directly capture and track women's empowerment and inclusion levels in the agricultural sector in an effort to identify ways to overcome obstacles and constraints. It was developed in partnership between USAID, the International Food Policy Research Institute, and the Oxford Poverty and Human Development Initiative, and is comprised of two sub-indexes. Figure1 shows the five Domains of Empowerment (5DE) in the WEAI. The Gender Parity Index (GPI) measures women's empowerment

[20] Women's Empowerment in Agriculture Index (booklet) (2012), USAID Feed the Future, The US Government's Global Hunger and Food Security Initiative, USAID, International Food Policy Research Institute (IFPRI) and Oxford Poverty and Human Development Initiative (OPHI), page 2. (file:///C:/Users/admin/Downloads/127148.pdf)

[21] Esha Sraboni, Hazel J. Malapit, Agnes R. Quisumbing and Akhter U. Ahmed, (2014) "Women's Empowerment in Agriculture: What Role for Food Security in Bangladesh?" IFPRI, Dhaka, Bangladesh, and IFPRI, Washington, DC, USA, World Development, Volume 61, September 2014, page 12.

[22] Hazel J. Malapit, et al, Measuring Progress Toward Empowerment: Women's Empowerment in Agriculture Index: Baseline Report, USAID, IFPRI and OPHI, 2014, page 8. (https://www.feedthefuture.gov/sites/default/files/resource/files/ftf_progress_weai_baselinereport_may2014.pdf).

[23] Country Gender Assessment Bangladesh, Asian Development Bank (ADB), 2010, page ix.

[24] Kelkar, Govind, The feminization of agriculture in Asia: Implications for women's agency and productivity. UNIFEM South Asia Regional Office. 2009, page 3.

relative to men within their households. A woman is defined as empowered in the 5DE if she reaches the threshold of empowerment in 80 percent or more of weighted indicators[25].

Results from the WEAI study piloted in southwestern Bangladesh in 2011 showed that about 25 percent of women have achieved adequate empowerment, and that 39 percent of women have achieved gender parity[26]. Among the 5 WEAI domains, those that contributed most to women's disempowerment are: lack of control over resources, weak leadership and influence in the community and lack of control over income. Research by the International Food Policy Research Institute (IFPRI) in Bangladesh shows that "an increase in women's empowerment in agriculture helps to move people out of poverty; improves household, child, and maternal dietary diversity; and increases agricultural diversity."[27]

In the above context, USAID provided a three-year Cooperative Agreement with a Total Estimated Cost (TEC) of US$5,970,000 from December 1, 2014, to November 30, 2017, since extended to May 31, 2018 for the Feed the Future (FTF) Bangladesh Women's Empowerment Activity (WEA). The project is implemented by Winrock International in collaboration with sub-partner non-governmental organizations (NGOs), namely DAM, SMKK, Nabolok and SAINT Bangladesh, and private sector partner ACI.

According to the USAID Final Performance Evaluation Scope of Work (SOW):

> The overall goal of WEA is increased empowerment of women and gender parity in WEA targeted areas in the FTF Zone of Influence (ZOI). WEA works towards empowering women by strengthening community leadership, improving decision-making among women over productive resources and agricultural production, improving control over income and time-use, and increasing social acceptance of women's empowerment. Through these efforts, WEA aims to reduce gender-based constraints to women's full participation in agricultural production and food security. The activity uses community-driven approaches in agricultural production and income generation to achieve women's empowerment."

WEA also engages men and local leaders to support gender equality**.**

The USAID SOW states that "The WEA is a pilot activity and contributes to 'Development Objective (DO) 2: Food Security Improved,' of USAID/Bangladesh's Country Development Cooperation Strategy (CDCS). In particular, WEA is intended to inform the WEAI under DO2, which is the flagship DO for the FTF strategy and its objective in Bangladesh, namely 'Availability, Access, and Utilization of Domestically Produced and Nutritious Foods Increased.' "

WEA uses the following development hypothesis:

> ***Development Hypothesis:*** *"If decision-making by women in agricultural resources, production, and income use improves and they have increased leadership roles underpinned by balanced time management, then women will be empowered to actively participate in and benefit from economic growth and move toward gender parity."*

The WEA objective, according to the USAID SOW, is "increasing women's empowerment and gender parity in five districts within the FTF ZOI," namely Khulna, Jessore, Borguna, Barisal, and Patuakhali. "WEA aims to support 30,000 women [and 7,500 men] in 1,350 communities through increased contributions to production, market access and improving household wellbeing." WEA includes several

[25] WEAI booklet (2012), page 3.
[26] WEAI Baseline Report (2014), page 8.
[27] Akhter Ahmed, Julie Ghost law And Nusrat Hossain, "Empowering women in Bangladesh by strengthening the agriculture-nutrition-gender nexus," IFPRI Research Blog, March 10, 2017 (http://www.ifpri.org/blog/empowering-women-bangladesh-strengthening-agriculture-nutrition-gender-nexus)

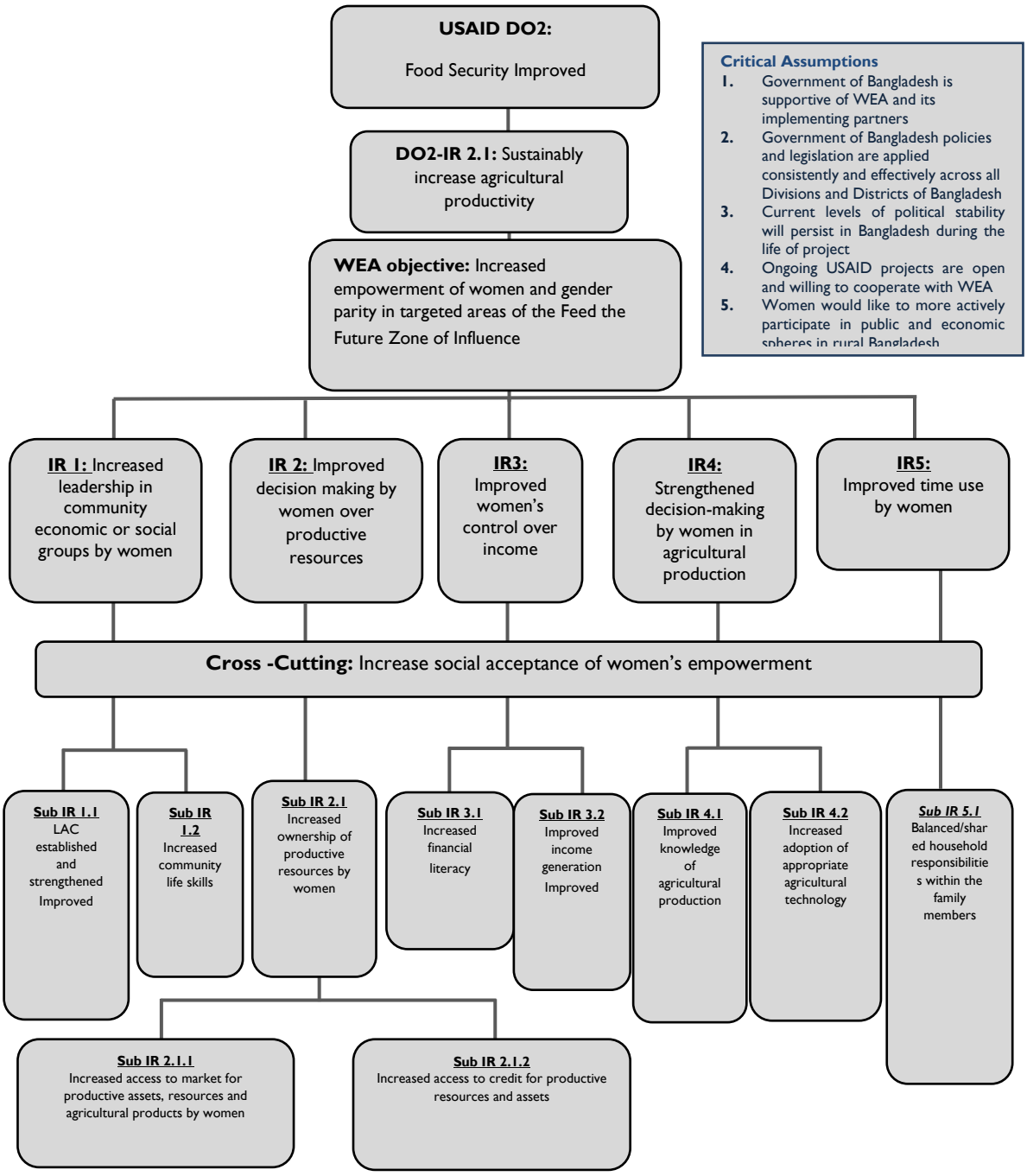
training initiatives, including Entrepreneurial Literacy Training for Empowerment (ELTE), Agriculture Technical Training (ATT), and Entrepreneurship Development Training (EDT).

To achieve this goal and support the development hypothesis, the project has five intermediate results (IRs), one cross-cutting result and 10 Sub IRs, which are represented in Figure 2. The project measures the overall achievements in women's empowerment through changes in the FTF WEAI scores. The project tracks further measures of success over time in women's decision-making, women's empowerment through group formation and participation, and women's income-generating activities.[28]

Gender is not a new agenda in the agriculture sector, and USAID has many agriculture (DO2) programs in Bangladesh that include gender components involving small numbers of women. However, WEA is the only program that focuses explicitly on the issue of women's empowerment in agriculture.

[28] Feed the Future Bangladesh Women's' Empowerment Activity Baseline Report, Verulam Associates Bangladesh Limited for Winrock International, December 2015, page 7.

Figure 2: Result Framework of WEA



EVALUATION PURPOSE AND EVALUATION QUESTIONS

EVALUATION PURPOSE

The purpose of the WEA final performance evaluation is to assess the extent to which the Women's Empowerment Activity (WEA) has achieved its overall performance goals. In keeping with USAID's 2011 Evaluation Policy, the goals of the evaluation are to:

- Assess efficiency, effectiveness and sustainability[29] of the approaches and models employed by WEA to promote women's empowerment, especially with regards to social acceptance, leadership development, decision-making, time-use, and control over their incomes.
- Identify and document good practices and lessons learned, and factors that influenced program effectiveness.

EVALUATION QUESTIONS

USAID/Bangladesh articulated the following questions for the WEA final evaluation:

1. To what extent has WEA been successful in increasing women's empowerment in the community? What interventions were the most effective in achieving the programmatic goals? Were there any unanticipated impacts?
2. How effective were the WEA trainings (ELTE, ATT, and EDT) in terms of increasing women's empowerment, specifically in the areas of decision-making over food choice and nutrition, control over income, leadership in the community, and time use?

   - What training (of the ELTE, ATT, and EDT) has been most effective in achieving outcomes? What is the cumulative effect of receiving all three trainings?

   - How successful has been the long-term (7 month) training in achieving the WEA outcomes? Could the same results have been obtained with a shorter period of training?
3. What have been some of the key challenges affecting the achievement of WEA's desired outcomes? What strategies were employed to overcome the challenges and how effective were these?

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[29] Effectiveness, Efficiency and Sustainability are among the standard criteria used in evaluations by development organizations.

Effectiveness: This criterion measures the extent to which a project achieved its objectives or is likely to attain its objectives, and the major factors influencing the achievement or non-achievement of the objectives. Effectiveness also assesses the extent to which results were achieved both qualitative and quantitative, the progress made and the changes that occurred.

Efficiency: Efficiency is a measure of how economically resources such as inputs, funds, expertise and time are translated to producing project results (outputs and outcomes) both qualitative and quantitative. The efficiency criterion assesses whether the objectives were achieved in a timely manner, and if the project was implemented in the most efficient and cost-effective way.

Sustainability: It analyzes the likelihood of services, processes, or benefits being sustained and or continued for a reasonable period past the project period once the original sources of funding, materials and training have been decreased or phased out. It includes assessing institutional, financial and environmental sustainability, and factors that influence sustainability achievements and non - achievements.

The above evaluation criteria definitions are adapted from the following sources:
http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm, http://pdf.usaid.gov/pdf_docs/Pnado820.pdf, http://web.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf

4. How effective has the WEA approach of linking beneficiaries to appropriate training, financing, and markets been for creating long-term income generating activities?

5. How effective have the village savings and loan (VSL) activities by WEA been? What are the greatest strengths of the VSLs and what have been some of the challenges faced by the VSLs?

6. Will the achievements by WEA sustain beyond the life of the activity? How successful has WEA been in planning and ensuring the sustainability?

EVALUATION METHODS & LIMITATIONS

The evaluation team used a mixed-methods approach to gather both qualitative and quantitative data from primary and secondary sources, with attention to gender-sensitivity and sex-disaggregated data. This approach enabled the team to integrate data from multiple sources and develop a richer understanding of each evaluation issue. Evaluation questions were linked to particular data collection approaches and sources (see Evaluation Matrix in Annex 2), including the following:

Document Review - See Annex 9 for a full list of the documents reviewed by the evaluation team. The team reviewed all available documents and data provided by USAID and WEA to understand activity goals and objectives, outputs, results and the M&E system. The team also consulted secondary sources that provided the context for WEA, including reports from other USAID FTF programs and from other relevant projects in Bangladesh. Insights gained from the document review informed the development of the evaluation tools as well as the analysis of evaluation findings.

Site and Participant Selection - In order to avoid sampling bias, the evaluation team used a combination of convenience[30] and random sampling. Three districts for data collection were selected in order to include: a) districts with longer and shorter periods of project operation; b) districts that collectively included participation of all sub-partner NGOs; and c) districts with logistical accessibility issues, including security and weather considerations. Within the selected districts, the evaluation team identified a three-tiered random selection of [1] *upazilas*, [2] women's groups, and [3] participants from women's groups. See Annex 3 (Table A) for a list of the three districts, 10 *upazilas*, 14 Union *Parishads* and 17 villages visited by the team, Annex 3 (Table C) for the summary evaluation calendar, Annex 3 (Tables D-F) for the full schedule of meetings in each district, and Annex 8 for a list of organizations and persons consulted.

Key Informant Interviews (KIIs) - The team conducted 37 in-depth KIIs with a range of stakeholders in Dhaka and selected districts to ask about their perceptions and insights on WEA performance and results. See Annex 3 (Table B) for the types and number of KIIs. Interviews with a diverse range of informants exposed the evaluation team to varied perspectives and enabled triangulation of responses to each of the evaluation questions. Interviews were semi-structured, including standardized questions, but permitting flexibility. The team's approach combined close-ended questions (to ensure comparability of answers among respondents) with open-ended and tailored questions (to take advantage of different insights and roles in WEA). See Annex 4 for the Evaluation Tools, including KII Guides.

Focus Group Discussions (FGDs) – The evaluation team also conducted 22 facilitated FGDs with small groups of 6-10 persons. This method engaged an array of stakeholders and enabled the team to reach larger numbers of interlocutors, including women and men beneficiaries. See Annex 3 (Table B) for the types and number of FGDs. In each district, the evaluation team held three FGDs with women's group members and one FGD with men's group members (3:1), approximating the ratio of female-to-male

[30] https://research-methodology.net/sampling-in-primary-data-collection/convenience-sampling/

WEA beneficiaries (4:1). FGDs were semi-structured, guided by standardized questions, but permitting flexibility. See Annex 4 for the Evaluation Tools, including FGD Guides.

Direct Observations / Site Visits – Following some FGDs with women beneficiaries of WEA, the evaluation team visited poultry farms and other agricultural income generating activities being undertaken by women beneficiaries. Five direct observation visits gave the evaluation team a glimpse of how women beneficiaries are applying the training they received. Another planned site visit in Barisal district was cancelled due to sudden heavy rain. The site visits are included in the district schedules in Annex 3 (Tables D-F) and the list of organizations and persons consulted (Annex 8).

Mini-survey - The evaluation team developed a 10-question mini-survey (originally in English and translated to Bangla) for women beneficiaries of WEA before they participated in FGDs. See Annex 4 for the Evaluation Tools, including the mini-survey, and Annex 5 for the full mini-survey dataset. Although the sampling size of 62 women was not statistically significant, data gathered from the mini-survey was useful in triangulating information collected through other methods. The team administered the mini-survey beginning on the third day of fieldwork in Jessore. The data collectors were members of the evaluation team, and the Gender Specialist provided data collectors with a short training.

Evaluation mini-survey in Barisal

Limitations - Constraints included time and geographical distances, which made it impractical to conduct the evaluation in all five project districts. The evaluation team visited three districts of the five, namely Jessore, Khulna and Barisal. Accessing women's groups and other key stakeholders in villages in the selected districts required significant travel time by road. In addition, language interpretation (Bangla-English) was necessary in each meeting in which the two international team members participated. The interpretation process under time pressure might not have always fully captured the nuances of what stakeholders stated. Finally, the evaluation took place during the monsoon season, with heavy rains in some locations. One site observation visit in Barisal was cancelled due to a sudden downpour. Another heavy rain prevented the team from crossing a slippery bamboo footbridge to meet a men's group. Instead, six members of the group met the evaluation team in the village clinic on the main road.

FINDINGS & CONCLUSIONS

QUESTION 1 To what extent has WEA been successful in increasing women's empowerment in the community? What interventions were the most effective in achieving the programmatic goals? Were there any unanticipated impacts?

FINDINGS

Sub-question 1.1 Success in increasing women's empowerment

WEA measures "success" or progress in "women's empowerment" against 24 WEA Indicators and 5 Domains of Empowerment (5 DEs, which map onto WEA's 5 Intermediate Results, IRs). WEA has invested in empowering 30,000 women by implementing interventions across all 5 DEs. IR1 and IR6 (Cross-cutting) are directly relevant to women's empowerment "in the community"; other IRs are primarily relevant to women's empowerment for themselves and in their families. WEA IRs are interrelated and mutually reinforcing [See Annex7 for WEA Performance Data as of July 2017].

In estimating WEA's success in increasing women's empowerment, the evaluation team notes that out of nine FGDs[31] held with women's ELTE groups, one women's group was less forthcoming and articulate than the others. In each of the other eight FGDs, two to three women were less articulate than their peers.[32] The remaining two-thirds or more of the women participated enthusiastically in the evaluation FGDs.

Women in eight FGDs said that because of WEA they have had new opportunities to exercise empowerment at the family, household, and community level. At least five to six women in each FGD, and sometimes all, articulated in turn what they had learned in WEA and what had been most important in empowering them. These articulations closely match some of the 24 WEA Indicators and are organized according to these Indicators in the analysis that follows.

When asked by the evaluation team what "women's empowerment" means, 60 percent of all stakeholders in the FGDs and KIIs, including women in ELTE groups, demonstrated some understanding of the concept of "women's empowerment" ("*nari khomotayan*"). They were able to articulate it in their own words, in different ways from their personal experience and within their local context and social environment. The most common responses can be grouped in the following categories:

1. Increased community life skills (Sub IR 1.2 - *Indicator 6*)
2. Strengthened decision making by women in agricultural production (IR 4 - *Indicator 15*)
3. Improved control of income (IR 3 - *Indicator 12*) and financial literacy (Sub IR 3.1 - *Indicator 13*)
4. Increased leadership in the community (IR1 - *Indicator 2*)
5. Increased social acceptance of women's empowerment (IR 6 Cross-cutting)
6. Increased mobility (not included among WEA Indicators)

Each of these definitions of "women's empowerment" as stated by women beneficiaries and other stakeholders is highlighted below.

1. Increased community life skills (Sub IR 1.2 - *Indicator 6*): According to WEA FY 2016 performance data, 90 percent of beneficiaries report, "using community life skills acquired through ELTE." Women in FGDs explained that they have acquired a wide range of life skills from ELTE, which has contributed to their self-confidence and empowerment and is also discussed in Question 2. They are able to sign their names on documents such as school registration forms, help their children with schoolwork, and use basic accounting skills for their small IGAs. They have increasing courage to engage with government officials such as with the agricultural sub-assistant officers and others. In one FGD, four women pointed out that they were teaching their husbands accounting for businesses, which contributed to their self-esteem.

> "*No one calls me an illiterate anymore; people respect me because they know I have taken ELTE classes and learned a lot.*" (Woman in an FGD in Barisal)

Husbands acknowledged that the learning and skills acquired in ELTE has in tangible ways benefited their families and livelihoods and they now regard their wives with greater respect. Husbands are now more supportive of women attending ELTE than they were at the start of the project. Other stakeholders said the same, including LACs, Peer Leaders, WEA sub-partners, and ELTE facilitators.

[31] A total of 76 women participated in nine FGDs, with an average of eight women per FGD.

[32] According to WEA field staff in Khulna, beneficiary selection for the project was facilitated by WEA sub-partners and guided by criteria that included wealth ranking and Community Asset Appraisal (CAA). WEA required that at least 30 percent of women beneficiaries must be poor or disadvantaged, including divorced and disabled women and women from marginalized families, including religious and ethnic minorities.

2. Strengthened decision-making in agricultural production (IR 4 - *Indicator 15*): Half (49 percent) of women beneficiaries report "having input into agricultural production decisions as a result of WEA," according to WEA performance data for FY 2016. Women in FGDs said they have acquired technical knowledge and skills through ATT in agricultural technologies, such as vegetable production and poultry farming, and technical self-confidence in improved agricultural practices, such as buying higher-quality seeds. At least five out of eight women in each of eight FGDs said that they were increasingly exercising joint decision-making with their husbands on agricultural IGAs, including making decisions together on sharing of household tasks in order that women can pursue their own agricultural activities. After receiving EDT, one woman is working with her husband in pond aquaculture in Babugonj, Barisal and expects to earn US $500 net profit in one year.

WEA EDT participant at her aquaculture pond in Barisal district

ELTE Facilitators (e.g. in Sujapur village, Jessore) observed that because women have increased knowledge on agricultural techniques, they are more empowered and better able to be involved in joint decision-making with their husbands on these activities. WEA field staff in Khulna said that they had noted dramatic change in women's increased self-confidence and use of agricultural technology.

3. Improved control of income (IR 3 - *Indicator 12)* **and financial literacy** (Sub IR 3.1 - *Indicator 13):* Women beneficiaries said that their capacity to earn income has increased their value in the household. ELTE has helped women learn about decision-making on income they earn and making joint decisions with husbands on the use of household income. Not all women articulated this evenly. In one FGD in Barisal, four out of nine women explained that their husbands are now turning over their own income to the women to manage and plan for family savings. In WEA's 2016 Annual Sample Survey, 41 percent of women reported "sole or joint control over income" compared to the baseline of 23 percent. With regard to financial literacy, women in VSL groups said they had learned the importance of savings and how to obtain VSL loans and make repayments, and had greater self-confidence in these activities. They also recognized the importance of savings in their own names and ability to use these funds (discussed in Question 5). WEA data says that 68 percent of beneficiaries report having savings accounts, compared to 59 percent in the baseline (Note: these data seem surprisingly high, as only about 6,000 WEA beneficiaries (20 percent) participated in VSLs, and no women in FGDs mentioned having bank or other savings accounts..

4. Increased leadership in community economic or social groups (IR 1 - *Indicator 2*): About a third of women beneficiaries in FGDs said they now have an increased voice in the home, in family gatherings and in the community, such as speaking up in parent-teacher meetings about their children's education and girls going to school, and at meetings in the Union *Parishad*. The WEA Agriculture Community Equity (ACE) Scorecard data for FY 2016 shows that 2,283 women reported making at least one public presentation. Women in an FGD in Madobpasha Union in Barisal said they recognized the power of their voice when 9-10 women from an ELTE group together with members of the LAC approached local authorities to successfully stop a child marriage in their community. Three women in an FGD in Rupsa Upazila (Khulna) said they have participated in *Shalish (*traditional village courts; refer also to footnote1*)*

> *"Before we could not speak to strangers, but now we can speak in front of everyone."* (FGD woman beneficiary in Sujapur village)

as witnesses. Other women have spoken to local authorities about poor road conditions, resolved conflicts for their neighbors, and taken on leadership roles in managing VSLs.

5. LACs, Peer Leaders and sub-partners pointed to women increasingly speaking in public fora as a significant new development in their rural communities. Women are not only making public presentations, but are initiating action in their communities on social issues. It has made women visible in the public arena in rural communities covered by WEA interventions. Additionally, women ELTE facilitators, with one exception, have demonstrated their capacity and leadership as effective trainers at the community level. Based on FGDs with women ELTE facilitators and women beneficiaries, as well as KIIs with WEA staff and sub-partners, the evaluation team found that women facilitators effectively conducted the ELTE training curriculum on a wide range of topics. More than 60 percent of women ELTE participants reported that they acquired knowledge and skills from ELTE that they did not have previously, were increasingly using and applying these in their daily lives and were more empowered. The facilitators also demonstrated competence as articulate individuals, strong advocates of women's empowerment and well respected women leaders in the communities. **Increased social acceptance of women's empowerment** (IR6 Cross-cutting): According to WEA's Monitoring, Evaluation & Learning (MEL) Plan, "Social acceptance of women's empowerment requires changes in attitudes, perceptions and views among a critical mass of individuals, [which] can lead towards greater social acceptance of women's empowerment."[33] WEA's Annual Sample Survey 2016 shows that 90 percent of respondents expressed "agreement with the concept that males and females should have equal access to social, economic, and political opportunities" compared to the baseline of 74 percent (Indicator 22). When asked to rate the level of social acceptance for women's empowerment, almost all stakeholders including women rated this as partially satisfactory. Exceptions include LAC members in Ichali (Jessore), a women's group in Barisal, and women ELTE Facilitators in Khulna who rated social acceptance as being excellent or very good. WEA and sub-partners pointed out that the process of changing social perceptions, attitudes and norms takes time and needs a long-term view. An example of social acceptance identified by the evaluation team was women's increased mobility and confidence in public places, such as going to the markets to purchase improved seeds, and community acceptance of this.

> **"***Women have rights, women should have equal opportunities as men, and gender equity is essential for women's active role in the community. Husbands now listen to and respond to their wives, and share household tasks."* (LAC member, Ichali, Jessore)

6. Improved mobility is not included among WEA indicators. The evaluation team views women's mobility as critical to women's empowerment since it gives women greater visibility and access to markets and allows participation in the public sphere. At least three women in each of eight FGDs and all women in an FGD in a Hindu community spoke of improved mobility, including freedom to go to the market to buy agricultural inputs, or to their children's schools or to visit friends. These women are not as restricted as before and welcomed the change resulting from their participation in ELTE.

Success in women's empowerment – contributions of other actors and interventions

Success in women's empowerment cannot be achieved by women alone. The evaluation team found that this empowerment has been supported by the contributions of multiple actors and interventions. WEA attempted to generate an enabling environment for women to exercise empowerment and gain the support of the community, community leaders, women, and men towards this end.

Men: Changes in men's attitudes and behaviors are crucial to women's empowerment. WEA women beneficiaries have influenced their husbands by demonstrating the benefits of ELTE not only for themselves but also for the family. More than half of the participants in three FGDs with men's ELTE groups (one in a Hindu community) said that gaining practical skills in ATT was a motivating factor for

[33] WEA Monitoring, Evaluation and Learning (MEL) Plan, Performance Reference Sheet (22), page 45, (April 14, 2017).

their participation in ELTE. In two of the FGDs, men also said they had learned new concepts about gender equality and the importance of sharing of household responsibilities and working together for the benefit of the family. However, ELTE was less effective for men, which will be discussed in Question 3.

Local Advisory Committees (LACs): WEA established 225 LACs, each comprised of 11-13 local community leaders. A little more than half of LAC members are women. The role of the LACs is to assist the community mobilization process and support women's empowerment. They served as a key entry point into communities, playing a vital catalytic role in mobilizing families and in motivating men for ELTE participation. In cooperation with NGO sub-partners, LACs assisted in the selection and mobilization of women participants for ELTE classes and in ensuring women's attendance. LACs were instrumental in facilitating links between women in ELTE groups and government services. WEA provided a one-day orientation and three-day Leadership for Change (LFC) training, which included gender equality topics.

The evaluation team found that the LACs' role appeared more limited later in the project perhaps because there was little follow up on capacity building after their initial orientation in LFC training, or in developing a strategy with LACs for amplifying and further strengthening their role in the project. According to SAINT Bangladesh and the WEA field office in Barisal, LACs have prepared Action Plans, but these were not shared with the team, nor did LACs mention that they had any such plan. In FGDs with LACs, the evaluation team found that about half the members expressed interest in continuing to be involved in women's empowerment activities. This interest needed to be captured by WEA. The team observed that LACs' capacity needed to be strengthened and their role enhanced for undertaking specific activities in the community.

Behavior Change Communication (BCC): BCC has been an important WEA strategy for engaging with the broader community to create awareness on gender equality, women's empowerment, and women's involvement in agriculture as farmers and producers. WEA has used media events, radio broadcasting, folk songs, drama and communication with households, local government officials, and community leaders. These activities were organized in project *upazilas* by NGO sub-partners, with the assistance of LACs and Peer Leaders, although the latter were minimally involved. Peer Leaders, three non-WEA participants, and a woman ELTE member who attended BCC events in Rupsa Upazila (Khulna), said that the events were popular and messages were very well received by the community. WEA staff told the team that BCC activities were limited and constrained by funding. USAID on the other hand, averred that funding had never been an issue for program implementation.

Women ELTE Facilitators: Women ELTE Facilitators (with one exception) demonstrated a strong understanding of women's empowerment in KIIs and effectively conveyed information and skills to their trainees on empowerment and other topics in the ELTE curriculum. They had received training and refresher training for implementing the seven-month course. Facilitators are selected from the community and are familiar with the local milieu and situation of women beneficiaries, which contributed to their effectiveness as trainers. They are a strong resource in these communities.

Peer Leaders: WEA recruited about 1,500 young women and men volunteers to support women's empowerment initiatives, including BCC. Peer Leaders were given a two-day training d on WEA and women's empowerment issues. About 950 Peer Leaders received a three-day Tab-Based Data Collection Training (TBDC) to conduct community-based monitoring for the project. The data Peer Leaders collect from women and men in the households is sent to WEA for inclusion in the web-based Monitoring and Evaluation (M&E) System. The evaluation team found that Peer Leaders, despite their commitment, had been minimally involved in BCC. Their potential, skills and capacity had not been sufficiently utilized, because of limited follow-up by WEA in developing a longer-term strategy for these volunteers to support women's empowerment and community activities.

Sub-question 1.2: Most effective interventions in achieving programmatic goals

Almost all women in eight of the nine FGDs expressed enthusiasm for the seven-month ELTE and the need to continue. All other stakeholders interviewed during the evaluation identified the ELTE classes as the most effective intervention in achieving programmatic goals. The exceptions were two KIIs in Barisal, one with Peer Leaders and another with a Field Trainer of an NGO sub-partner who said that while ELTE forms the basis of learning new concepts and skills, they perceived that ATT is the most effective intervention for women's economic empowerment, although ATT had not been adequate.

Stakeholders offered the following reasons why ELTE is the most effective WEA intervention:

- ELTE is the center point and major focus of the project and is naturally considered the most effective intervention. ELTE resonated with women: 70 percent of the women found that the knowledge and skills they learned gave them self-confidence and empowered them to navigate their daily lives in the family, household, and community.
- NGO sub-partners, WEA district staff at district level and LAC Ichali (Jessore) pointed out that the ELTE curriculum is holistic and comprehensive, consisting of 32 different topics encompassing both the social and economic dimensions of women's empowerment. These topics enhanced women's and men's understanding on a sensitive subject.
- ELTE is the foundational element in the project for women to acquire further technical knowledge and skills as in ATT and EDT or other higher-level skills.
- ELTE classes served as a platform for bringing women together as a group around a common theme, and the group strategy employed worked successfully for ELTE. It was also an entry point to engage with men in the community.
- Women in ELTE have been empowered to link with and access government services and resources. Local government finds it easier to establish linkages with and provide services to ELTE women's groups, such as training in agriculture or livestock, rather than working with scattered individual women.

Sub-question 1.3: Unanticipated impacts

Multiplier effect: Women in ELTE groups who acquired literacy and accounting skills said they had taught their husbands accounting and other topics learned in ELTE. Women also said their increased literacy impacts children's education, including girls. Women shared their knowledge and skills with other non-participant women in their communities, such as the value of good quality seeds for homestead gardening and other agricultural practices. WEA beneficiaries also are encouraging their neighbors to access services from local government offices, including social safety net programs.

Furthermore, interviews with non-participants in the targeted communities revealed that the project has had a broader impact in the communities. Three male non-participants and the headmistress of a kindergarten interviewed in Digulia Upazila in Khulna spoke of the value of the WEA project in creating a positive impact on women and men in the community by providing learning opportunities.

Reduced conflict: Women, men, and LAC members said WEA trainings led to decreased conflict over money and other issues within families (more "peace" in families). This finding is contrary to other evidence that women's work can sometimes unintentionally trigger tensions between women and men in families, leading to an increase in intimate partner violence.[34] Reasons for tensions lessening, especially over financial matters, may be that women ELTE participants can express themselves more effectively to their husbands, are contributing to family income, and are maintaining savings.

[34] See, for example, "Women, Work and Violence in South Asia Newsletter", Issue 2 (2016), IMC Worldwide, University of Portsmouth and the International Centre for Research. (http://www.gendersouthasia.org/wp-content/uploads/2016/11/VAWG-Newsletter-No.2-Final.pdf)

Government support forthcoming: NGO sub-partners and LACs facilitated linking of women beneficiaries with social safety net programs and other government resources**.** All WEA stakeholders indicated that local government representatives have provided women beneficiaries their phone numbers in case women have questions, a response that was not anticipated. The Agricultural Extension Officer in Rupsa Upazila (Jessore) was pleased to inform the team of the 10-12 presentations he had provided to ELTE classes on agriculture themes. The Education Officer in Terokhada Upazila (Khulna) was enthusiastic about WEA and had spoken at ELTE classes and interacted with women participants. The Sub-assistant Agricultural Officer in Jessore said that he travelled to villages and followed up women's agriculture activities. WEA field staff and sub-partners will need to take a proactive role to sustain the initial positive relationships and links established with government agencies and officials. The aim should be to formalize/ institutionalize the collaboration over the long run such as through Memoranda of Understanding (MOU) with specific government departments at the Upazila level. It requires continued dialogue, communication and sharing information on WEA progress to ensure that government is fully informed, involved and contributing to project progress. Regular quarterly meetings between WEA and government at the district or Upazila level called by District Deputy Commissioners or the Upazila Nirbahi Officer (UNO) would be effective. Given that government officials are often transferred, WEA may also want to request a focal point in the UNO to be a formal link with WEA for the sake of continuity. Mutual support among women: Most women's ELTE groups (but not all) apparently fostered strong connections and mutual support among the women. In one FGD, women said they used to fight a lot among each other; after ELTE they are friends and support each other. More broadly, ELTE classes seem to have given a large number of women an opportunity over many months to build relationships of trust and to discuss personal issues not necessarily related to ELTE. Women seem to have valued this experience of shared private time and may continue to maintain informal contacts.

Evidence of inter-communal harmony – One ELTE women's group in Barisal consisted of women from Hindu and Muslim families. They worked together well, with no indication of conflict. WEA did not create this harmony, but this WEA example is valuable evidence of the ability of people from different religious groups in Bangladesh to be mutually supportive.

CONCLUSIONS

The WEA project and approach has effectively contributed to increasing women's empowerment in the targeted communities, particularly in the context of a short pilot project implementation period. Significant progress was made towards women's empowerment and IRs 1-6.

ELTE resonated with 70 percent of women. Groups bonded and women were empowered with a substantive body of knowledge, life skills, agricultural skills, attitudes, and practices that have tangibly benefited the family and gained women respect in the household and community.

Project interventions at the community level – including LACs, Peer Leaders, BCC, engaging men in ELTE, capacity building on women's empowerment and gender equity – effectively laid the foundation to ensure support for ELTE, thus avoiding backlash from the community.

Increased social acceptance of women's empowerment in the community is only partially satisfactory and more remains to be done in the project extension period, including more BCC. Women's empowerment is a work in progress.

While LACs played an important catalytic role in the early stages of the project in ensuring family and community support for women's empowerment, their role seemed more limited over the project period and could have been further strengthened with specific activities by WEA and sub-partners. Similarly, the capacity of Peer Leaders needed to be strengthened and their potential appropriately captured. More BCC activities were needed, but were limited, including (according to WEA) by budgetary constraints.

QUESTION 2 How effective were the WEA trainings (ELTE, ATT, and EDT) in terms of increasing women's empowerment, specifically in the areas of decision-making over food choice and nutrition, control over income, leadership in the community, and time use? What training (of the ELTE, ATT, and EDT) has been most effective in achieving outcomes? What is the cumulative effect of receiving all three trainings? How successful has been the long-term (7 month) training in achieving the WEA outcomes? Could the same results have been obtained with a shorter period of training?

All WEA beneficiaries participated in a seven-month, community-based ELTE course. Groups of 25 women met with a trained female ELTE facilitator for two hours daily, five days per week. Each class included 30 minutes for discussion of a pre-determined topic (see Analysis of ELTE curriculum in Annex 6.) followed by 30 minutes each for reading, writing, and numeracy skills. Groups of 25 men met with a male facilitator two days per week for two hours each session. WEA organized 1,200 ELTE groups for 30,000 women and 240 ELTE groups for 6,000 men (according to WEA performance data as of July 24, 2017). The men were all husbands of women beneficiaries. The same groups of beneficiaries received either one or two days of ATT, led by ACI facilitators, on themes including crop production, poultry farming, cattle farming, and aquaculture. A total of 421 women beneficiaries participated in additional three-day residential EDT by ACI in the district town on one of the four ATT topics. ELTE included several stages of knowledge assessment tests among participants to measure their progress; ATT and EDT participants took tests before and after the training sessions.

FINDINGS

Sub-question 2.1 Effectiveness of WEA trainings for increasing women's empowerment

ELTE directly addressed the topics of women's empowerment in the areas of decision-making over food choice, control over income, leadership in the community, and time use. ATT and EDT had indirect focus on these issues based on new practical knowledge and skills that women could apply at home.

About three-quarters of the 76 women who participated in nine FGDs (about 7 out of an average of 8 women in 8 out of 9 women's ELTE groups) were able to articulate at least one way in which their participation in ELTE classes enhanced their empowerment as discussed in Question 1. Among the men who participated in three FGDs with men's ELTE groups, about two-thirds (16 out of 24 men)[35] were able to convey some ideas related to women's empowerment, but these ideas were often stated in abstract terms, such as "women are equal to men." Men offered a few specific examples, such as helping with household chores so that women can engage in income-generating activities, but women's empowerment did not seem to be the primary topic discussed in men's ELTE classes. Men also complained that that it was difficult for them to attend ELTE classes during the working day; evening timings were acceptable but not desirable after a long day of work; and convenient venues with lighting were hard to secure or not available. WEA NGO partners in each district suggested that requiring men from various villages to travel twice per week at night to a central location for ELTE classes might not be the best strategy. They said that other more convenient approaches, including less frequent meetings and more practical learning, could be more effective in promoting women's empowerment among men.

Women's Decision-making over Food Choice and Nutrition - WEA women beneficiaries never mentioned the topic of food choice and nutrition in FGDs unless the evaluation team specifically asked, and this theme is in only one lesson of the ELTE curriculum (Lesson 29). Women's decision-making about food choice and nutrition also is not among the WEA IRs or the 24 WEA Indicators. However, the importance of women's empowerment for family nutrition in Bangladesh is well documented.[36]One or two women in FGDs noted that women have primary control over food choices in their households, but ELTE classes

[35] This ratio represents all men in one men's ELTE group in Barisal, three-quarters of men in Khulna in a Hindu community, and one-third of men in a Jessore group. Note that the names of a few FGD participants are missing from Annex 9. Persons and Organizations Consulted.
[36] See, for example, Strategic Review of Food Security and Nutrition in Bangladesh, World Food Programme, September 2016, page 43.

gave them information about healthy foods and kitchen gardening skills that helped them improve food choices for better nutrition. Among 62 women respondents in the evaluation mini-survey (see Figure 3); nearly two-thirds (63 percent) said they make decisions about what their family eats, and one-third (32 percent) said they make these decisions jointly with their husband, but it was not clear whether ELTE classes had an impact on who made these decisions in the family.

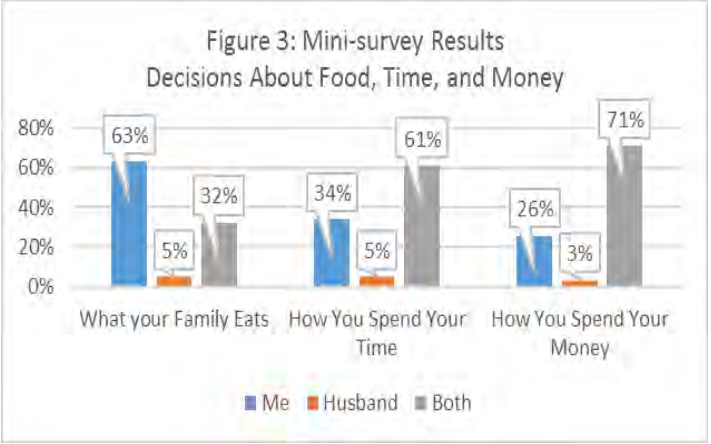
Women's Control over Income – Women's control over income and expenditures is the topic of one lesson in the ELTE curriculum (Lesson 52) and is reinforced in several other lessons. Women in 8 of 9 FGDs said that because of their participation in ELTE classes, they now have joint decision-making control with their husbands about how to spend family income. At least one woman in each FGD said her husband now gives her all the family income to hold and manage because of her new accounting skills and increased understanding of the value of saving money and how to do it. However, the evaluation team did not hear any examples of women having a mobile account, micro finance account or bank account to demonstrate greater control over their income.

For FY 2016, WEA reports that only 41 percent of surveyed women beneficiaries said they have sole or joint control over their own income, compared to a baseline of 22.8 percent (IR3, Indicator 12). However, among evaluation mini-survey respondents (see Figure 3.), one-quarter (26 percent) said they make decisions about how to spend their income, and nearly three-quarters (71 percent) said they make these decisions jointly with their husband. Only 3 percent said their husband makes these decisions alone.

Women's Time Use - When asked what they learned in ELTE classes, women in FGDs did not mention time use, although this topic is the focus of one lesson in the ELTE curriculum (Lesson 13) and reinforced in others. However, at least one women in each group noted that, because of ideas she has shared with her family from her ELTE training, her husband, mother-in-law or other family members now contribute to household chores (such as childcare or cooking) to enable her to attend ELTE classes, complete other household tasks, or devote time to her agricultural IGAs.

WEA beneficiary with her poultry IGA in Jessore District

Among evaluation mini-survey respondents (see Figure 3), one-third (34 percent) said they make decisions about how to spend their time, and almost two-thirds (61 percent) said they make these decisions jointly with their husband. In addition, at least one woman in each FGD said that women now have more freedom to leave their homes to attend ELTE classes or go to the market, for example.



WEA performance data are supportive of those evaluation team findings: about one-third of WEA beneficiaries (9,971 as of July 2017) report that they get "child care support from other family members … to improve time use," compared to the baseline of only 284 women (Indicator 19). One-half of women

report being "satisfied with time available for leisure," according to WEA performance data, compared to just over t one-third (36.6 percent) in the WEA baseline survey (Indicator 20).

Women's Leadership in the Community – WEA IR1 relates to "increased leadership in community economic or social groups by women." Indicator 2 tracks the number of "women beneficiaries who make at least one public presentation" at Union *Parishad* level or higher,[37] which was almost one-fifth of beneficiaries by FY 2016 (5,784 women, or 19.3 percent). Indicator 3 measures the number of "individuals actively participating in groups (women's groups, LACs) as a result of WEA."

These performance indicators do not capture all of the ways in which WEA beneficiaries are exercising more leadership in their local communities. At least two women in each of eight evaluation FGDs said that because of ELTE classes they have more confidence and courage to speak to other people, including their husbands, visitors such as the evaluation team, neighbors (for example, to convince a family not to arrange an early marriage for their daughter or to give advice about agricultural approaches), and in community forums such as *Shalish* (traditional village courts).

Sub-question 2.2 Most effective training and cumulative effect

As discussed above, ELTE was the most effective training for women's empowerment. ATT or EDT alone (without the foundational learning from ELTE) would not be effective, according to most stakeholders in KIIs and FGDs. Women in FGDs indicated that both ELTE and ATT (and EDT for the few who participated) added value such that the cumulative effect was increasingly positive. Other stakeholders agreed, including especially ELTE facilitators and WEA sub-partners.

With regard to the effectiveness of ATT, participants in all women's and men's groups said that ATT was effective in teaching useful knowledge and skills related to agriculture, including "new technology," such as packaged seeds. However, FGD participants consistently said that ATT was too short. NGO sub-partners (especially DAM and SAINT Bangladesh) also noted the following about ATT:

- ACI resource people who delivered ATT classes were mostly recent graduates without significant practical experience in agriculture, training, or working with rural women;
- ATT method was primarily lecture, with limited discussion and no practical application;
- ATT included at least four broad topics compressed into two days (or, for some groups in Barisal and other districts, one day), so trainers had to move quickly and omit details; and
- ATT was offered to ELTE groups at different stages of their evolution, some mid-course and some towards the end or after ELTE had concluded.

Several FGDs with women beneficiaries and six observation visits to women's IGAs revealed weaknesses in their understanding or application of best agricultural practices. One beneficiary lost all of her poultry to disease, and several poultry farms were not set up with appropriate attention to the health of the animals or humans living nearby. These problems with some women's IGAs might be the result of limited or weak ATT, lack of follow-up by agricultural experts (whether from ACI, NGO sub-partners, or government), and/or lack of printed materials with visual depictions of best practices.

The six women the evaluation team met who attended EDT all said it was effective for learning entrepreneurial skills that they could apply to the improvement or expansion of their IGAs. Women said that overcoming family resistance to be able to stay overnight at residential EDT also was empowering. However, only 1.4 percent of WEA beneficiaries attended EDT, and training methods were primarily lectures, discussion and videos. In addition, the evaluation team notes that the six EDT participants had not developed business plans, and most said they got help from other family members for record-

[37] Performance Indicator Reference Sheet (02), WEA Monitoring, Evaluation and Learning (MEL) Plan, revised April 14, 2017, page 25.

keeping and accounting. Several women said they used EDT learning to support their husbands' IGAs, which was valuable, but did not increase their independence or self-reliance.

Winrock personnel and WEA NGO sub-partners in the districts responded positively to the suggestion that WEA could have woven ATT (and potentially also EDT) information and skills more effectively into the ELTE curriculum in order to amplify the cumulative effect of training further. For example, if ATT were introduced to ELTE classes earlier, then women could start IGAs earlier, use their IGAs as mechanisms for practicing numeracy and accounting skills within the ELTE classes, and reap the benefits of the resulting increased empowerment earlier, both at home and in their communities.

Sub-question 2.3 Whether ELTE could be shorter and have the same results

Women FGD participants said that at the beginning they thought the ELTE period of seven months was too long, but now they feel that ELTE definitely could not be shorter, and most agreed they would prefer a longer period for ELTE classes. However, this consistently expressed point might be because, as several women said, "We can never be finished with learning" and "There is always more to learn." Neither WEA nor any of the women's groups had taken any proactive steps to continue the collective learning process or discuss how to do so.

ELTE facilitators and WEA NGO sub-partner representatives said that some of the success of ELTE for women's empowerment requires dedicating a long period of time in order to:

- build relationships of trust among participants and with the facilitator;
- accumulate knowledge and skills (especially literacy, numeracy and financial skills);
- allow attitudinal changes to evolve, especially on sensitive topics;
- share experiences and speak openly with other women; and
- build confidence, including the courage and ability to speak to others.

Nevertheless, the evaluation team's analysis of the ELTE curriculum suggests that as many as 14 lessons are not essential to increasing women's empowerment in the rural agricultural context, and could be eliminated. (See Annex 6 for an analysis of the ELTE curriculum.) Examples include HIV/AIDS and fair wages in the workplace. The content of another 12 lessons (of two days each) overlaps significantly with other lessons, and could potentially be combined. These changes would reduce the ELTE schedule to 4.5-5.5 months.

Also relevant for consideration are other projects in Bangladesh that claim to enhance women's empowerment based on much shorter trainings on agricultural income-generating activities that enable women to contribute to their families' income and reportedly have other benefits similar to WEA.[38] ELTE includes relatively esoteric empowerment themes, such as women's constitutional rights. Data from various projects might reveal approaches that could be implemented in a shorter time frame.

With regard to the length of time for men's ELTE classes, men in FGDs as well as Winrock and WEA sub-partners indicated that a shorter duration could be effective for engaging men in women's empowerment. For example, men could meet once or twice a month, rather than twice a week for seven months. This issue is discussed in response to Question 3 on challenges faced by WEA.

CONCLUSIONS

Effectiveness - Three-quarters of WEA's women beneficiaries report being empowered by ELTE, ATT and EDT, primarily because their new knowledge and skills enable them to contribute to family income,

[38] See, for example, "Sowing seeds of empowerment: effect of women's home garden training in Bangladesh," Marie Antoinette Patalagsa, et al, Agriculture & Food Security (2015) 4:24, page 1.

to more effective family decision-making, and to the well-being of their families and communities. In other words, the impact of WEA training for women's empowerment has come from women's tangible contributions, rather than abstract persuasion about women's rights and equality.

Participation in WEA training has enhanced women's empowerment by increasing their sole or joint control with husbands over income, primarily because women are contributing to family income and have new financial management skills. WEA training also has increased women's engagement (and some leadership) in their local community; improved women's time use as husbands and other family members help with housework and enable women's mobility; and increased knowledge about healthy food choices to enhance nutrition.

ELTE classes were less effective for men than for women. Men could learn the importance of women's empowerment and how to promote it through less time-intensive approaches. Technical training for men (such as ATT) is valuable, but does not contribute directly to women's empowerment.

Cumulative Effect - WEA's women beneficiaries say they want more ATT and EDT skills. Winrock and WEA sub-partners agree that introducing these skills earlier within the ELTE curriculum could increase the cumulative effect for women's empowerment, especially with more applied learning methods.

Training Duration - The ELTE curriculum includes themes that could be eliminated or combined, creating a slightly shorter training that would likely have similar results. Evidence from other projects suggests that shorter trainings emphasizing practical information and skills with more hands-on learning methods can enhance women's technical capacities and empowerment.

QUESTION 3 What have been some of the key challenges affecting the achievement of WEA's desired outcomes? What strategies were employed to overcome the challenges and how effective were these?

FINDINGS

The evaluation team identified four key challenges as described below.

1. Initial Social Resistance from Communities and Men

WEA field staff and NGO sub-partners pointed out that they faced initial resistance from the community and men in starting up the project. Women and men beneficiaries in FGDs also mentioned this initial resistance to WEA. The very term 'women's empowerment' is challenging and perceived as a threat or disruption in traditional rural communities. It is a sensitive issue as it touches on changing existing social and cultural norms and attitudes. Men were resistant to what women's empowerment would mean in their relations and family life.

Strategy employed: LACs played a significant role in assisting WEA to overcome the challenge effectively. They were catalytic in mobilizing the community and religious leaders, families and men to support women's empowerment and allow women to attend the ELTE training. LAC members went door to door to meet husbands and families. The strategy was effective in overcoming community resistance and avoiding community backlash.

WEA developed community-based approaches to involve the community from the beginning in the project through Community Asset Appraisals (CAA), small community/village-level meetings to gain 'buy in' on women's empowerment. WEA also held inception workshops at all levels of government, from the national level to the district, Upazila and union level to inform and orient government and seek support and cooperation in project implementation. These inception workshops, according to WEA and field staff, were well attended. The strategy was effective in bringing government on board, gaining support for the implementation of WEA and in further addressing community resistance.

2. Logistical and Attitudinal Obstacles to Men's ELTE Classes

The need to actively engage men in women's empowerment was considered critical by all stakeholders, including women beneficiaries. The project used ELTE classes for men as an entry point, but faced challenges in fully gaining the interest of men. Men were skeptical of the value of ELTE given other livelihood concerns. Social attitudes and pressure from male peers was another important obstacle, since the classes apparently did not provide any direct benefits to the participating men. In three FGDs with men's ELTE groups, examples were cited by a few (2-3) that at times they faced ridicule from their peers, which they countered by explaining what they learned in the training.

In addition, men often faced challenges in attending ELTE classes because of their on-farm and non-farm responsibilities and the time needed to attend the training. Training had to be held at the end of the day, and WEA encountered logistical difficulties in identifying proper venues for meeting and proper lighting, factors that did not contribute to a conducive learning environment. Some men had to travel considerable distances to come to the training sites because WEA combined men from multiple villages together to form some ELTE men's groups.

Strategy employed: LAC members successfully intervened in motivating men's participation in ELTE and went from door to door to talk with men. WEA recognizes that approaches other than long-term ELTE classes would have been more effective in engaging with men on women's empowerment.

3. Budgetary Constraints

WEA managers, field staff and sub-partners told the team that budgetary constraints were an important challenge to project implementation. According to WEA, the project experienced interruptions in the flow of funds from USAID. The Financial Summary of Fiscal Year (FY) 2016 points out that costs increased in accelerating Year 2 implementation. Winrock requested an increase in the obligation, but funds available were not sufficient to continue with the planned scale-up of activities. The budget was very tight and uncertainty about the timing and amount of the next obligation increase led WEA to adjust activities beginning in July 2016. The project had to scale back activities, reprogram and adjust the Work Plan. This in turn hampered planned project activities and affected program implementation. USAID officials indicated that it was not their understanding that there were budget constraints, but rather that USAID had asked Winrock to amend its work plan to more effectively achieve project goals. The evaluation team understood from USAID that there were other delays during the startup of the project, which may have affected smooth and successful program implementation.

Men's ELTE group in a Hindu Community in Khulna district

Strategy employed: Winrock and sub-partners adjusted and reduced their activities in Annual Work plans to address this challenge and meet project targets.

4. WEA Constraints within a Short Project Period

WEA managers, field staff and sub-partners repeatedly pointed out that an important challenge to implementation were time constraints, given the short project period of three years and the multi-dimensional nature of the WEA program and interventions. The project focus on bringing about attitudinal, behavior and perceptional changes in favor of women's empowerment, according to WEA, takes time and thus requires a longer project time frame and perspective. WEA constraints also included some delays experienced in the first year with staff recruitment and opening field offices due to

security, heavy rains and other issues[39]. Challenges were also encountered in negotiating and signing a contract with WEA's private sector partner, ACI, resulting in delays to some key activities.

Strategy employed: Winrock adjusted activities in the Annual Work plans to address this challenge and meet project targets. Winrock requested and USAID granted a no-cost six-month extension to allow completion of specific activities related to VSLs, improved market linkages, EDT, LACs, and BCC.[40]

CONCLUSIONS

- Social and cultural barriers are the most significant challenge for any women's empowerment program. Winrock and sub-partners addressed these challenges effectively by engaging early with communities and enlisting district and local government support for the project.
- Engaging men in support of women's empowerment is essential, but challenging. Tailored approaches are needed that provide incentive and motivation for men's participation. WEA involved LACs to meet this challenge, but did not fully succeed.
- Budget and time constrains are common to most development programming, and are especially relevant for projects that aim to change traditional attitudes and behaviors. WEA realigned its work plan as required, but was not fully successful in completing planned activities to ensure maximum impact and sustainability.

QUESTION 4 How effective has the WEA approach of linking beneficiaries to appropriate training, financing, and markets been for creating long term income earning activities?

FINDINGS

To help women beneficiaries create long-term income generating activities, WEA's approach included linking beneficiaries to appropriate training, financing and markets through the private sector, government, NGOs, or other sources. These links contribute to WEA IR2 Improved decision-making by women over productive resources, including Sub-IR2.1.1 Increased access to market for productive assets, resources and agricultural products by women and Sub-IR 2.1.2 Increased access to credit for productive resources and assets. They also contribute to WEA IR4 Strengthened decision-making by women in agriculture production, including Sub-IR4.1 Improved knowledge of agricultural production and Sub-IR 4.2 Increased adoption of appropriate agricultural technology.

As part of this strategy, WEA has set as one of its conditions in the partnership arrangements with sub-partners that they should facilitate linking beneficiaries to relevant service providers in their local area. Indeed all the sub-partners have tried to make these linkages in areas where they are operating. With regard to government services, for example, WEA sub-partners invited Block- and Upazila-level[41] officers from the Department of Agricultural Extension (DAE), Department of Livestock Services (DLS), Department of Fisheries (DoF), Department of Youth Development (DYD), and Upazila Nirbahi Officer (UNO) as guest speakers to brief the participants at ELTE classes about the services available from their departments. WEA field staff informed that all the 1500 ELTE groups received some of these visitors during the opening and closing ceremonies of ELTE classes and during the distribution of literacy materials. Women in six FGDs said that they had requested government officials to share their cell phone numbers at ELTE classes. In turn, government officials offered women participants their cell phone numbers so that they could follow up for any other information and technical services. These interactions were intended to help women beneficiaries access services not provided by the WEA

[39] WEA Annual Performance Report FY 2016.

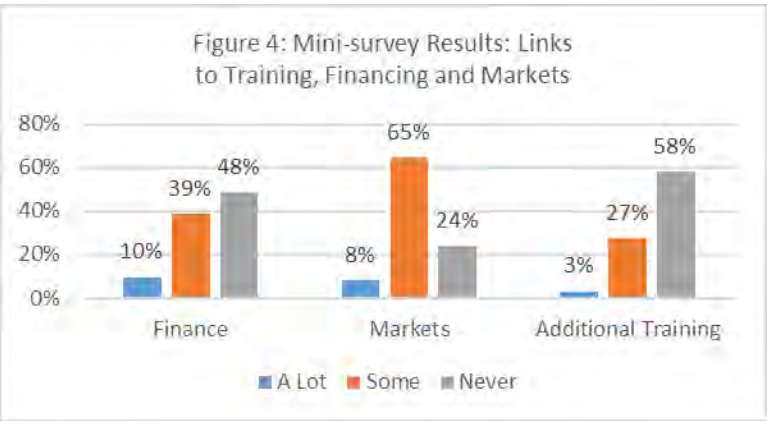
[40] USAID granted a no-cost six-month extension to the WEA project to May 31, 2018.

[41] Block: This is the grassroots level unit for providing agriculture extension services to farming communities.
Upazila: An Upazila is a sub-unit of a district in Bangladesh in the country's administrative structure . There are 491 Upazilas in Bangladesh as of January 2017 https://en.wikipedia.org/wiki/Administrative_geography_of_Bangladesh

project, such as training, loans, good quality vegetable seeds, vaccinations, and deworming. For example, seven women across three FGDs in Khulna said that they are utilizing the training received on pit making for vegetable seed sowing and received good quality vegetable seed packets from the DAE in their district. Thirteen women across nine FGDs engaged in poultry/cattle rearing also said that they communicate with the Veterinary Surgeon of the DLS for vaccination or treatment if their poultry/cattle are infected with disease. Other examples include organizing workshops for women with input and output traders, facilitating women's relationships with finance institutions, and linking women with other USAID projects.

Links to appropriate training - According to WEA beneficiary respondents in an evaluation mini-survey, (See Annex 5 Figure 4-"Mini-Survey Result") almost one-third said that WEA facilitated a lot of links to additional training (3 percent) or some links (27 percent), but more than half (58 percent) said WEA did not link them with training. As an example of government training DYD facilitated 110 WEA women beneficiaries to receive additional training on cattle, poultry rearing and aquaculture in Jessore and Khulna.

According to WEA[42], Memoranda of Understanding (MoUs) that WEA facilitated with other USAID- funded FTF programs led to additional training for 1,797 WEA beneficiaries, including 964 women who received training on rice production and management from the International Rice Research Institute (IRRI) Rice Value Chain (RVC) project, and two women who received training on agronomy, business management and safe use of pesticides from the Agro-Input Project (AIP).



Links to financing - WEA performance monitoring data for Fiscal Year (FY) 2016 indicates that 18,500 women beneficiaries are accessing credit for productive resources/assets through WEA assistance (Indicator 11). However, this figure seems surprisingly high, as according to the evaluation mini-survey (see Figure 4), only half of respondents said that WEA facilitated a lot of links to finance for their IGAs (10 percent) or some links (39 percent), and nearly half (48 percent) said WEA did not link them with finance for their IGA at all. The evaluation mini-survey data with a small sample of 62 women beneficiaries may not provide as comprehensive a picture as one that could be obtained from a larger survey. It would be useful for WEA to gather fresh data from beneficiaries to ascertain accuracy.

Based on interviews with WEA NGO sub-partners, on average 30 percent of women had access to capital through loans from Micro-finance Institutions (MFIs) such as Grameen Bank or NGOs, such as Jagoroni Chrakro, Bangladesh Rural Advancement Committee (BRAC), DAM, SMKK and Nabolok. Beneficiaries most frequently mentioned Jagoroni Chakro and DAM in Jessore, Nabolok in Khulna, and Caritas in Barisal. Loans from Grameen Bank and BRAC were mentioned by women in all 3 WEA districts the evaluation team visited.

WEA sub-partner NGOs stated that their staff assists women to initiate loan proposals for IGAs. The staff also communicates with MFIs over the cell phone to make recommendations for extending loans to women who are eligible to obtain loans for investing in IGAs in order to increase household income. After receiving the loan proposal from women beneficiaries, MFIs verify over the cell phone with nearby and other NGOs whether the same women submitted loan proposals to them to avoid duplication.

[42] (Draft) Economic Empowerment of Women report, Winrock International, Dhaka, August 7, 2017.

In FGDs with women, approximately one quarter of them reported that they were able to take loans of US$62-250 from MFIs for IGAs. Borrowers bought fish fingerlings, chicks, goats, and cattle for extending IGAs, and managing grocery shops. Only three women in FGDs said that they diverted some percentage (10 to 25) of the loans for buying food, paying for dowry, and other items. The WEA NGO sub-partners have worked to ensure that the loans are spent as stipulated in the loan proposals. DYD facilitated 40 WEA women beneficiaries to receive interest-free loans of US$125 each for investing in poultry farming, goat and cattle rearing in Batiagatha Upazila in Khulna.

Links with markets - According to WEA performance monitoring data for Fiscal Year 2016, 65 percent of women beneficiaries are purchasing agricultural inputs through WEA linkages (Indicator 9) and 26 percent of women beneficiaries are selling agricultural products through WEA linkages (Indicator 10). As a result of WEA and sub-partner NGOs technical assistance and ACI support in hosting introductory meetings to familiarize women beneficiaries with local agro-input sellers, women were able to buy improved seeds, fertilizers, chicks and other agricultural inputs. WEA partnered with MFIs and improved women beneficiaries' access to credit. This assistance and facilitation combined with ELTE classes contributed to increasing women beneficiaries' confidence to purchase agro-inputs and sell agro-inputs in the markets, with increasing independence over time. Among women respondents in the evaluation mini-survey (see Figure 4), three-quarters (73 percent) said that WEA facilitated a lot of links to markets (8 percent) or some links (65 percent), but another quarter (24 percent) said WEA did not link them with markets for their IGAs.

As per the WEA Annual Report 2016, there were delays in signing a contract with ACI, which delayed implementation of key activities related to linking women to markets. The WEA team indicated that it has been very challenging to get the private sector on board for implementing development projects. ACI, for example, refused to share any background information with WEA and required a lot of hand-holding and work to get started.

Ultimately, ACI conducted 26 workshops for women beneficiaries with local agro-inputs retailers and 7 workshops with local output traders (traders who purchase agricultural produce) in chickens (broilers) and fresh vegetables. A total of 1,370 beneficiaries and 327 traders attended the familiarization workshop. Traders shared their cell phone numbers so that the women could call them to check on seed availability and the demand and price of agro-products such as broilers and eggs.

Site visit-A woman's small scale cattle farm in Khulna

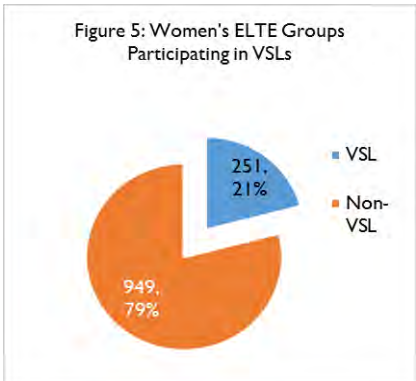
The buying of agro-inputs and-sales of agro-products has progressed slowly in an ad hoc manner among WEA beneficiaries rather than in terms of development of long-term business relationships. Based on interviews with output traders, the team understood that the workshop did not provide an opportunity to discuss the needs of both output traders and beneficiaries, so that beneficiaries did not have ideas on the kind of produce needed to satisfy the demand of traders. Based on FGDs with women beneficiaries, a quarter of women said they bought good quality packet vegetables seed from agro-input retailers and 16 percent women were able to sell their broilers and vegetables to output traders at 5 to 8 percent higher prices than in the market. Both women and traders reported that they received no reports on workshops from ACI to communicate and move forward for establishing profitable business. About two-thirds of women in FGDs who could not participate in WEA ACI-led workshops requested additional workshops with agro-input retailers and output traders.

CONCLUSIONS

Linkages to training, finance, markets and local extension service providers are crucial to women's IGA success, empowerment and to ensure effectiveness and sustainability.
The attempt to link beneficiaries to all these essential services for promoting IGAs was only partially achieved, because across WEA activities, few women are linked with training, finance and markets, and there is little synergy among sub-partners NGOs and ACI to graduate women from traditional income generating activities into profitable market-driven IGAs. In addition, the competency, experience, and performance of field team members of ACI were limited.

Six observation visits to women's small scale- farms with chickens, ducks, quail, cattle and aquaculture demonstrated the progress WEA is making in helping improve women's IGAs and incomes. It was not possible to observe vegetable gardens because it was not the growing season.

QUESTION 5 How effective have the village savings and loan (VSL) activities by WEA been? What are the greatest strengths of the VSLs and what have been some of the challenges faced by VSLs?



Source: Draft Economic Empowerment of Women Report, Winrock International, Dhaka, August 7, 2017

FINDINGS

Effectiveness of the VSL activities-The VSL model introduced by WEA provides its members a common place to save their money, to access loans and to obtain funds in case of an emergency. VSLs contribute to WEA IR3 Improved women's control over income and Sub-IR 3.1 Increased financial literacy. Indicator 13 tracks the percentage of women trained by WEA who have savings accounts as a result of WEA assistance. The baseline of 59 percent seems high for rural women, as does WEA data for FY 2016 indicating that 68 percent of women have savings accounts because of WEA.

According to WEA's 2nd Quarterly Report for FY 2017, a total of 223 women ELTE groups had started VSL activities by October 2016. WEA now reports[43] that 251 women's groups are involved in VSL activities, which represents one-fifth (21 percent) of the 1,200 ELTE groups (see Figure 5). Among 6,275 ELTE members in these 251 ELTE groups, 5,209 (80 percent) are taking part in VSL activities. Each VSL group is comprised of 18-25 members, each of whom is provided with an individual passbook. Members attend fortnightly meetings, where they make savings deposits by purchasing between one and five shares at each meeting, based on their ability to save that fortnight.

To ensure the security of funds in the VSL group, savings are kept in a locked box with three keys. The keys are held by members of a 5-person committee elected at the start of the cycle to manage the transactions of the group. The locked box is kept by the box-keeper, a member of the committee. VSLs allow members to take small loans from group savings with only 5 percent interest (zero percent interest for "welfare" or emergency loans). Loans are paid back to the group with interest within three months, thus giving members a positive return on their savings. VSLs run in 'cycles' of 12 months, after which the accumulated savings and profits are shared out among the members according to the amount they have saved.

> "*Previously we might have an extra taka 20, but we spent it in an unplanned way, which did not bring any results for the family. Now we spend* our *money more profitably,"* said a beneficiary, whose comments were echoed in other women's FGDs.

WEA conducted three days of training for ELTE-VSL Facilitators, who in turn provided one day of orientation to VSL group members and continue to provide technical

[43] (Draft) Economic Empowerment of Women Report, Winrock International, Dhaka, August 7, 2017.

assistance to the groups at meetings. Based on FGDs with women in four VSLs, women reported that they learned for the first time in VSL groups the importance of saving money, how to save, and how to use savings wisely.

According to data gathered by WEA[44], VSL groups' total savings as of August 7, 2017were US$25,822 and average savings amount per VSL was US$103. In FGDs, women confirmed that their collective VSL savings range from US$88 to US$175. These small savings enabled only one-fifth of the women to take loans. WEA indicates that of 5,209 members in VSL groups, 1,095 women (21 percent) were able to take loans of US$19,204 from their group savings (an average loan amount of US$17.50). FGDs with women in four VSLs confirm that 10-20 percent of women in each VSL group were able to take small loans of US$12-37 against their savings of US$4-5 (leveraging 3-7 times their individual savings). Loans are mainly used to finance existing poultry farms, for example, by adding more chickens or ducks and buying poultry feed. In addition, according to WEA, VSL group's emergency fund savings are currently US$1,785 and 324 women in VSL groups have taken welfare loans totaling US$939 to cover expenses such as medical bills, school fees, and other emergency items without selling their productive assets.

Strengths of the VSLs - The VSL activities enable women to save small amounts of their own funds. A VSL is a self-managed group that does not depend on any external funding; members decide among themselves who may take loans from their collective savings. This independence and autonomy is empowering for the women participants. VSL enables women in remote areas, where MFIs are rare, to access loans. VSLs also charge lower interest than MFIs, and provide emergency loans with zero interest. VSLs provide smaller loans than MFIs, which is most appropriate for the women's needs. VSLs also do not have strict criteria for loans, so that women can access funds without husbands. In addition, interest paid to VSLs is redistributed to the women rather than going to an external lender.

Women in FGDs expressed that now they have stronger group cohesion and mutual support than before they started their VSLs. The VSL activities also have strengthened the position of women in their families and communities. Women report that their husbands now recognize the value of the women's ability to help their families save money and have access to small loans. Communities see the effectiveness of what women have been able to do with the loans they have taken.

Challenges faced by VSLs - The accounting skills of VSL Management Committee members and other VSL group members are inadequate, according to VSL group members in FGDs. Therefore, VSL groups are still dependent on their ELTE-VSL facilitators for technical assistance, but WEA said this is because the VSLs as of start-August 2017 had not yet completed a full12-month cycle. Numeracy lessons in ELTE classes were not adequate to learn practical accounting systems for financial management of VSLs. In addition, each of the VSLs has only a small amount of savings and therefore most of the members in VSL groups are unable to take loans. WEA explained that WEA's policy is not to impose anything on the women participants, giving them autonomy to make decisions, such as the amount of funds to be saved.

CONCLUSIONS:

VSL activities are effective for teaching the importance and skills of savings, which has been beneficial for women's IGAs, ability to respond to emergencies, confidence and mutual support, and respect within their families and communities.

VSLs need more time, and participants need enhanced accounting skills. Ideally, VSLs should have higher rates of savings to enable more women to take small loans.

VSLs should have been initiated earlier by WEA as part of the ELTE classes so they would have had time to benefit more women and have a greater chance of sustainability. VSLs also would have been an ideal mechanism to teach women numeracy and accounting skills in ELTE classes.

[44] Ibid.

QUESTION 6: Will the achievements by WEA sustain beyond the life of the activity? How successful has WEA been in planning and ensuring the sustainability?

FINDINGS

Sub-question 6.1: Sustainability of WEA achievements beyond the life of the activity

Knowledge and Skills – Among the WEA women beneficiaries with whom the evaluation team met, at least three-quarters reported that through WEA trainings they had gained new knowledge and skills, which are permanent valuable assets. In particular, women's literacy, numeracy, and basic accounting skills will continue to be a foundation for further empowerment. Women also learned useful information about agricultural and entrepreneurial topics in their WEA training sessions.

Everyone else who participated in a variety of WEA trainings has also gained new knowledge and capacities. These secondary beneficiaries of WEA include 7,500 men who participated in ELTE and ATT; about 750 ELTE facilitators, including about 600 women and 150 men who attended Training-of-Trainers; at least 2,600 LAC members who received Leadership for Change (LfC) training; about 950 Peer Leaders who received Tab-Based Data Collection (TBDC) training; and all WEA staff members at Winrock and NGO sub-partners. However, capacity building for LACs was inadequate for institutional sustainability (see below); Peer Leaders were also insufficiently trained and under-utilized.

Women's IGAs and Income - With regard to women's IGAs, many are very small-scale and could be vulnerable to events such as floods or disease, especially as women had limited ATT and technical follow-up support. Six observation visits indicate that poultry farms were not set up very effectively or based on best practices. Links to input and output market traders facilitated by ACI were also limited, in part because of delays in WEA implementation and challenges WEA faced in collaborating with a for-profit private sector partner, according to WEA senior management. Women's IGAs might not be sustainable without establishing better links to markets and other resources.

Local government could potentially contribute to the sustainability of WEA achievements. Some government representatives (including agricultural, livestock, and fisheries extension officers) attended some WEA events and made presentations to some ELTE classes. A few women reported that government representatives shared their phone numbers, and some women said they had contacted government officials for advice. However, the links WEA created between women and extension officers did not seem strong, based on KIIs with government officials and FGDs with women.

Nevertheless, women and men beneficiaries in FGDs reported that husbands value their wives' contributions to family income and their knowledge from ELTE about managing household finances. At least one woman in each FGD said she and her husband now make decisions together about household spending and saving. A few women said they now manage all of the family income. These empowerment gains are likely to be sustained, especially if women's contributions to family income continue.

Women's Confidence and Leadership – Based on the factors above, at least three women in each FGD reported increased confidence and courage, which embolden them to be more vocal and active at home and in their immediate communities. Especially if their IGAs are sustained, women are likely to maintain this increased confidence in both private and public spheres. Other factors relevant to women's community engagement are greater control over their use of time and freedom of movement, both of which women in FGDs reported as resulting from WEA interventions. Communication and problem-solving skills were also included in the ELTE curriculum and mentioned by FGD participants as helping to reduce conflict at home, such as fights about family finances, and giving them courage to speak in public.

Institutional Sustainability - LAC members and most WEA sub-partners believe that LACs are sustainable, and sub-partner SAINT Bangladesh said that all LACs have developed "action plans" for the future. However, the evaluation team did not find evidence that the LACs *per se* have the information or tools to sustain themselves, and no LAC members mentioned any action plan for the future. LACs met

quarterly, but WEA partners did not provide an agenda, facilitate the meetings, or guide LACs in any activities. LACs were primarily tasked with helping to ensure that women and men attended ELTE classes, and at least half of LAC members could not articulate other meaningful purposes of their group or anything specific about women's empowerment. Winrock and sub-partners agree that WEA could have done much more to strengthen and potentially sustain the LACs.

Women in five non-VSL women's groups said that they do not continue to meet as a group since the end of their ELTE class, but that they continue interacting on an *ad hoc* and individual basis. Women in four VSL groups said they will continue meeting as a group. VSLs might have the strongest potential for sustainability, if reinforced beyond the one-year fund disbursement, according to WEA partners.

Sub-question 6.2: Success of WEA in planning and ensuring sustainability

Knowledge and skills Winrock and sub-partners planned for the sustainability of WEA achievements in various ways and with varying degrees of success. Based on pre- and post-training tests as well as FGDs with women, WEA's investment in building individual capacities was highly successful, especially in providing 30,000 women with new knowledge and skills as permanent assets. WEA also required all staff to attend ELTE Training-of-Trainers sessions and built substantial capacities among NGO staff, based on KIIs with sub-partners, but less so among ACI personnel. Capacity building for LACs and Peer Leaders was much more limited and, based on FGDs and KIIs with these stakeholders, less successful.

Connections among sub-partners: WEA district offices housed all sub-partners together, enabling them to work in proximity and meet regularly. However, links between ACI and NGO staff in each district seem weak, based on KIIs with sub-partners and observations of their interactions. As NGOs and ACI will be present in project districts after WEA ends, stronger links among these development sector and private sector institutions could have helped with sustainability. WEA could use the extension period to facilitate weekly coordination meetings, longer-term planning sessions, and joint activities between each of the NGO partners and their ACI colleagues in the districts In addition, ACI managers in Dhaka mentioned the need to hire thousands of agricultural extension workers in rural areas, and they should be encouraged to consider hiring some of the WEA women beneficiaries who received ACI training.

Government: WEA planned to establish formal MoUs with various government departments, especially at the *Upazila* level, to provide sustained support to women beneficiaries. WEA held inception workshops with government officials at all levels, but the MoUs were not formalized. KIIs with government officials revealed that they were not very knowledgeable about or involved in WEA activities. WEA partners initiated links between some women's ELTE groups and government extension officers who gave *ad hoc* presentations to the groups, but these relationships were not solidified and there was little follow-up.

Links to training, finance and markets: WEA signed MoUs with several other USAID-funded FTF projects and facilitated about 1,800 women to benefit from those projects. Other WEA beneficiaries were linked to government training opportunities, bolstering the sustainability of WEA impact. With regard to linking women to additional financing for greater sustainability of IGAs, WEA originally planned for women to "graduate" to a level of IGA success that would enable them to access loans from MFIs. However, WEA later realized that more onerous MFI loan conditions were not appropriate for most women. Instead, WEA started 251 VSL groups. WEA also planned to connect women to local input and output markets for cost-benefits and sustainability, but did so relatively late and with limited success.

CONCLUSIONS

WEA contributions to women's empowerment with regard to knowledge, skills, household decision-making and community engagement are likely to be sustained beyond WEA for many women beneficiaries. This ongoing impact is not primarily related to institutional sustainability of the women's groups or LACs. Rather, the sustainability of women's empowerment benefits is most likely for women

who are now contributing to their household income through IGAs and household savings through VSLs.

Other avenues for sustainability have been initiated but are somewhat weaker, such as with government, connections between ACI and NGOs, and among LACs and Peer Leaders. Solidifying women's IGAs requires more technical training and forging stronger market linkages. Consolidating VSLs also requires more time, stewardship and capacity building within women's groups.

RECOMMENDATIONS

Question 1 Recommendations

1. Integrate some of the WEA approach, with its core element of women's empowerment in agriculture, into other USAID/Bangladesh FTF programs where applicable.

WEA is the only program in the USAID-supported portfolio of FTF projects in Bangladesh with a specific focus on women's social and economic empowerment in agriculture measured against the 5DE. Although not fully matured, WEA did achieve significant progress in empowering beneficiaries (about 60 percent) with knowledge and skills, including skills in new agricultural technologies and self-confidence. Consistent with the USAID policy on Gender Equality and Female Empowerment, parts of the WEA model and approach and lessons learned could be integrated and replicated in current and future USAID FTF programs where and as appropriate and applicable, to provide similar opportunities and benefits to other women.

2. Strengthen the role of Local Advisory Committees (LACs) to help women link with public and private sector services for sustaining empowerment

LACs played a vital and effective role in the project in mobilizing the community, families and husbands in support of women's empowerment and initially linking women with government services and resources. Based on this valuable experience, the LAC role should be strengthened to further interface with local technical services, including government agricultural extensions services (going beyond social safety nets) and market actors, to better inform and facilitate women's linkages with appropriate public and private sector institutions. LACs should also continue to promote and enhance social acceptance of women's empowerment in the wider community through community mobilization efforts. WEA partners should develop concrete activities in consultation with LACs, orient LACs in practical ways to follow through with these activities, and both facilitate and monitor progress. Such activities could include assisting LACs to acquire the know-how for facilitating joint meetings between LACs, government agencies, market actors, and other technical services to plan for better coordination and support for women's empowerment activities and ways to sustain this, including through information sharing. WEA could also assist LACs in crystallizing a strategy whereby LACs would continue to provide leadership in the communities on women's empowerment activities building on their WEA experience.

3. Expand BCC to reinforce women's empowerment messages in communities

BCC has significant potential to enhance women's empowerment by reinforcing positive messages repeatedly to broad audiences in local communities. WEA BCC events were well attended and well received, according to project photos, WEA sub-partners and a few women and men in FGDs who attended. WEA and future USAID projects should incorporate more BCC using a variety of media, including potentially Public Service Announcements (PSAs) or call-in shows on radio and television, leaflets and posters, "street theater" in markets and other public places, as well as more community-based events similar to those hosted by WEA.

Question 2 Recommendations

4. Provide additional, hands-on technical training for WEA women beneficiaries

WEA should provide more agricultural and entrepreneurial technical skills training (such as ATT and EDT) for women beneficiaries, and other USAID programs could consider doing so also, whenever feasible. Training should include more hands-on learning methods, visual materials about agricultural best practices, and practical business planning to strengthen women's enterprises. Technical training should be led by facilitators who use contemporary training methods and understand the practical realities rural women face. Ideally, trainers or other technical experts should follow-up with training participants to ensure they are applying what they learned effectively and to offer practical advice.

5. Incorporate technical training and VSLs into ELTE earlier and more effectively

If ELTE is offered again in the future, amending and shortening the core ELTE curriculum could create time in the schedule to include more training on technical information and skills. ATT and EDT themes, as well as VSLs, should be included early in the curriculum so that women can initiate IGAs, begin saving, and use these tools for early empowerment progress and for practicing literacy and numeracy skills.

6. Amend the ELTE training approach for men

To engage men more effectively in women's empowerment, WEA and/or future USAID programs as applicable should use approaches other than ELTE classes twice a week for seven months. Men could meet once or twice per month in tea stalls or other convenient venues, for example. Meetings/trainings should focus directly on women's empowerment themes, but should also include practical skills and perhaps be framed with the goal of strengthening families to provide incentive and reduce resistance.

7. Include more technical training for women in other USAID FTF programs

Whenever appropriate, other USAID FTF programs could include training for large numbers of women beneficiaries on agricultural and other technical skills, and could incorporate women's empowerment themes in training for both women and men. USAID FTF programs could consider whether training for women on larger-scale agricultural activities that are not home-based, such as field crop cultivation, could further contribute both to women's empowerment and to agricultural development in Bangladesh.

Question 3 Recommendations

8. Consider alternative vocabulary to "women's empowerment" to reduce resistance

To decrease resistance from communities and men, and to reflect more fully the intended benefits of any future project, USAID might consider alternatives to the vocabulary of "women's empowerment" in project and training titles. Examples might include simply "Women in Agriculture" or a hybrid approach such as "Empowering Women to Strengthen Families" Training titles might be better framed as a single word in Bangla to avoid resistance and to make names easier to say and remember.

9. Engage men more effectively in women's empowerment efforts

Programming focused on women's empowerment should seek ways to create incentives that motivate participation by men. Using a consultative approach at the outset to gain men's insights on their specific needs and interests would help to engage them in the most effective ways within their context and environment. FGDs with male groups indicated that men were interested in more practical training such as ATT, which was useful for their livelihoods. This could well be an important entry point and motivating factor for engaging men in a sustained manner, and at the same time integrating women's empowerment issues in such practical training.

Question 4 Recommendations

10. Organize and facilitate additional workshops for women with market actors

WEA should organize additional workshops with agro-input retailers and output traders for women beneficiaries who were unable to attend previous workshops. The workshops should address issues of market demand from buyers and women's ability to match this demand with their production. At the end of workshops, a report should be produced and distributed with contact information for traders and beneficiaries and an action plan of agro-input procurement and agro-products supplying schedules.

11. Facilitate women to develop long-term business plans

WEA should facilitate women beneficiaries to develop business plans for three to five years for their IGAs. This could be carried out through a systematic process that addresses key aspects required in planning for businesses and builds on the experience gained in WEA such as:

- Market assessments: to determine the market demand for agriculture- based products/IGAs feasible in the local context and with potential for increasing incomes and profitability; analyzing market demand from buyers and the ability of women to match production demand; selection of potential inputs and output traders and consultations with them on product specification;
- Technical requirements: technical knowledge and skills required for enhancing IGAs productivity;
- Selection of appropriate technologies and where these could be sourced locally; and
- Financing requirements for IGAs and identifying sources of finance;

Based on the above information, business plans could be prepared for IGAs to be managed by a group of interested women beneficiaries in order to promote economies of scale. Business plans should emphasize the development of long-term business relationships with market actors and financial and technical service providers rather than *ad hoc* transactions.

Question 5 Recommendations

12. Enhance training on accounting systems for VSLs members and start a new VSL cycle

Skills training on accounting systems should be organized or enhanced for VSL members and especially for the women nominated to VSLs management committees. WEA should enable ELTE-VSL facilitators to help all existing VSL groups start a second cycle of savings in order to practice the accounting skills and to show women how to transition from one cycle to the next. This supplementary capacity building will help ensure that women VSL members are not dependent on their facilitators in the future and therefore are more likely to complete a second VSL cycle independently and begin a third cycle.

13. Revise VSL guidelines in consultation with VSL members

WEA should revise VSL guidelines in consultation with women members in VSL groups in order to give women ownership of the process and make the guidelines more user-friendly for women. WEA should facilitate consultations with representatives of VSL groups in all five WEA districts in order to reach a participatory consensus on VSL guidelines.

Question 6 Recommendations

14. Consolidate WEA gains

Suggestions for consolidating WEA's women's empowerment gains that have been articulated in earlier recommendations above include:

- Strengthening LACs and their linkages to local government and market actors for the benefit of women (Recommendation 2);
- Organizing additional BCC to bolster community acceptance (Recommendation 3);

- Providing additional technical training for WEA beneficiaries on agricultural and entrepreneurial themes to reinforce these skills (Recommendation 4);
- Arranging additional workshops for women with input and output market traders (Recommendation 10);
- Helping women create business plans for the sustainability of their IGAs (Recommendation 11);
- Enhancing VSL group members' accounting skills and continuing through a second VSL cycle (Recommendation 12); and
- Consulting with VSL groups to improve VSL guidelines (Recommendation 13).

All of these activities could help consolidate WEA's achievements for greater sustainability of women's empowerment. WEA's newly approved no-cost extension provides an opportunity to do so.

15. Gather and disseminate best practices and lessons learned

Given the uniqueness of WEA's focus on women's empowerment in the agricultural sector, WEA should host a lessons learned conference among its field staff and sub-partners to document what has worked well and the challenges the project has faced. The results of this effort should be professionally documented in ways that can be disseminated within USAID, among other FTF project teams, and to other development partners. A second event with all of these stakeholders would enable USAID to showcase its flagship initiative on women's empowerment in agriculture and would provide another chance to continue the learning process towards greater sustainability of all such efforts.

LESSONS LEARNED

Group strategy empowers women on specific issues - Evidence from WEA indicates that a group strategy such as ELTE groups worked very well in bringing together women from diverse socio-economic backgrounds (including minority groups) around thematic areas, facilitated bonding and cooperation between them, fostered peer learning, and built social capital. Groups provide an important space and platform to empower women in a group context that is non-threatening and confidence-building. The ELTE group structure enabled women to access information, and provided an institutional base with which resources and linkages with government social services are more feasible. Beyond this, WEA could apply group/collective action as a strategy for improved market linkages for women through facilitating collective purchase of inputs and marketing of products. Group organization for specific activities can be a powerful strategy for women's empowerment but needs to be well facilitated.

Engaging men in women's empowerment is essential - Engaging men is critical to women's empowerment and gained greater currency in the WEA project for the positive effect it had on relations between women and men, family life and the community. However, strategies to engage men in the household and community could be better achieved with a consultative approach, linked with activities of high interest and by gaining men's perspectives and insights on the most appropriate entry points and activities to support women's empowerment. Linking such activities with moments of male socialization such as at tea stalls or in other settings where men gather, and taking into account time and logistical issues, would encourage men in taking the lead in planning their own engagement for women's empowerment with some facilitation and support.

Technical training for women on agricultural and entrepreneurial skills is a good approach to women's empowerment - Despite decades of development interventions in Bangladesh, women in at least some rural locations still lack basic information and skills that would enable them to do homestead gardening and/or small-scale agricultural IGAs. Training on these practical skills can have significant impact for women's empowerment as well as their families' income, nutrition and other development outcomes. Group-focused training for women is effective, especially when empowerment themes and technical skills are woven together in the curriculum in ways that reinforce each other.

Earlier and more reinforced links to government, NGOs and private trader services are essential for the long-term success of women's IGAs and for women's full empowerment - Government departments, NGOs, MFIs and other institutions providing credit and other services for rural populations are essential in assisting women to establish sustainable IGAs. The success of women's IGAs contributes to household income, women's empowerment, and other development goals. Links to the private sector and through NGOs to additional training, finance and markets are equally important. Such links should be initiated earlier in the project cycle for all beneficiaries, with opportunities to enable repetition and relationship building and solidification of connections.

Women's VSL groups have significant benefits for women's empowerment and other development outcomes – WEA initiated VSLs for sustainability of women's empowerment achievements, but not until relatively late in the WEA project period. Early indications of VSLs' success suggest that VSLs should have been initiated earlier by WEA as part of the ELTE classes so that the VSLs would have had time to benefit more women and have a greater chance of sustainability. VSLs also would have been an ideal mechanism to teach women numeracy and accounting skills in ELTE classes.

Private sector partners can significantly contribute to women's empowerment, but they present challenges for development partners – ACI senior managers told the evaluation team that they need tens of thousands of people in their local sales force to meet public demand. Women in rural areas could fill some of these positions, and certainly could be new customers for ACI, which seems to indicate that ACI would have strong profit-based incentives to collaborate on development programs like WEA. Nevertheless, WEA managers faced an uphill battle in negotiating a workable partnership with ACI, and WEA was only partially successful in getting ACI to deliver what was needed for women beneficiaries. Forging public-private partnerships for development projects has the potential to be a very strong approach, both for women's empowerment and other goals, but is challenging and requires significant additional research and pilot efforts. Private sector partners' profit motive will need to be part of a broader political economy analysis in order to identify effective strategies. Initiatives should try to identify profit-seeking incentives to attract long-term corporate interests, such as ACI's articulated need to hire many more trained rural agricultural extension workers. Another challenge is to strengthen the capacity and ability of private sector partners and their field teams to interact with and address the needs of poor rural women.

Annex 1: EVALUATION STATEMENT OF WORK

Scope of Work (SOW) for the

Feed the Future Bangladesh Women's Empowerment Activity (WEA) activity

Final Performance Evaluation

Project Name	Women's Empowerment Activity (WEA)
Award Number	Cooperative Agreement No. AID-388-A-15-00001
Duration of Project	December 1, 2014, to November 30, 2017
Total budget	$5,970,000
Implementing Partner	Winrock International
Point of contact	Marian Parsons, Agriculture officer, WEA AOR
	Farzana Yasmeen, Program Management Specialist, ACME COR

I. BACKGROUND:

Feed the Future Bangladesh Women's Empowerment Activity (WEA) is being implemented by Winrock International for a three-year period starting from December 1, 2014.

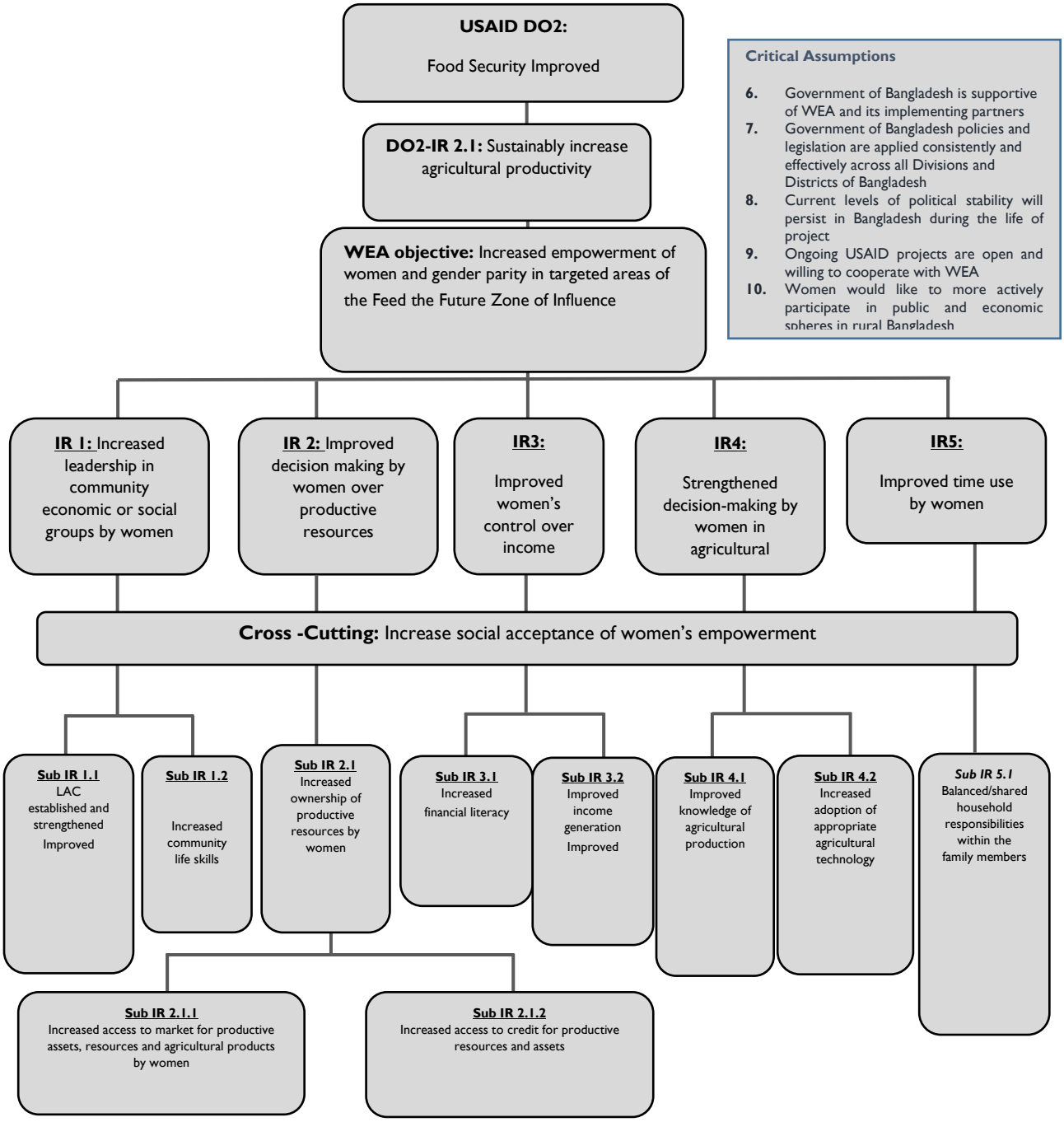
WEA's overall goal is increased empowerment of women and gender parity in WEA targeted areas in Feed the Future Zone of Influence (FTF ZOI.) WEA works towards empowering women by strengthening community leadership, improving decision-making among women over productive resources and agricultural production, improving control over income and time-use, and increasing social acceptance of women's empowerment. Through this effort, WEA aims to reduce gender-based constraints to women's full participation in agricultural production and food security. WEA approach uses community-driven agricultural production and income generation to achieve women's empowerment. This is a pilot activity and contributes to the "Development Objective (DO) 2: Food Security Improved," of USAID Bangladesh's Country Development Cooperation Strategy (CDCS). "In particular, WEA will inform the Women's Empowerment in Agriculture Index (WEAI) under DO2.DO2 is the flagship DO for the Feed the Future (FTF) strategy and its objective in Bangladesh: "Availability, Access, and Utilization of Domestically Produced and Nutritious Foods Increased.

The premise or development hypothesis for WEA is as follows:

"If decision-making by women in agricultural resources, production, and income use improves and they have increased leadership roles underpinned by balanced time management, then women will be empowered to actively participate in and benefit from economic growth and move toward gender parity."

The objective of WEA is increasing women's empowerment and gender parity in five districts within the FTF ZOI. To achieve this goal, WEA aims to support 30,000 women in 1,350 communities through increased contributions to production, access to markets, and improving household wellbeing. Below is the Results Framework of the activity and description of the major interventions.

Figure 1: Result Framework of WEA



II. ACTIVITY COMPONENTS:

IR 1.Increased leadership in community economic or social groups by women

To achieve this result, WEA implements several activities. The first of these activities is the formation of the Local Advisory Committees (LAC) which is comprised of local elites (such Union Parishad chairman,

members, school teachers, retired persons, and businessmen) who are willing to work for women's empowerment. Partner NGOs select LAC members (50% women) based on selection criteria and then provide training to them with the help of the WEA team. LAC serves as a change agent in their communities, resolves community impediments of women's empowerment, and helps in conducting Community Asset Appraisals (CAA) to identify peer leaders and potential beneficiaries of the Entrepreneurial Literacy Training for Empowerment (ELTE). WEA provided Leadership for Change (LfC) training to LAC members, orienting them on roles and responsibilities in relation to WEA project objectives.

After selection of the Peer Leaders, partner NGOs provide them with training and give them responsibility for conducting Behavior Change Communication (BCC) in their community with primary focus on women's empowerment, gender, awareness raising on gender-based violence, and basic leadership skills. The Peer Leaders played a vital role in advocating and motivating men and women to participate in ELTE sessions and other project activities. They help the ELTE graduates to be involved in different income-generating activities and link them to savings, credit, inputs, and market opportunities. They also support WEA partners in data collection of beneficiary information and other project activities.

ELTE is a seven-month training course provided by ELTE facilitators who are selected through the CAA process. After selection, WEA partners train the facilitators on the ELTE curriculum, teaching methodologies, and key concepts of women's empowerment and gender equality. After training, ELTE facilitators take responsibility of conducting ELTE sessions for the project beneficiaries. WEA targeted 30,000 beneficiaries to receive ELTE, followed by Agriculture Technical Training (ATT), and Entrepreneurship Development Training (EDT) for some women, which could include non-farm activities. ELTE sessions enhance women's public speaking ability and increase their understanding of women's rights, time use, and more equitable sharing of household responsibilities. In addition, WEA provides a shorter version of the entrepreneurial literacy training, short-term agriculture trainings, and program support to the male and other family members of the ELTE participants for awareness raising on women's empowerment and to be involved in income generating activities.

IR 2.Improved decision-making by women over productive resources

WEA sub-partner ACI has conducted a market value chain analysis comprising of a qualitative and quantitative study to explore the entry point of women, families, and entrepreneurs in the agriculture sector. The findings of the market analysis are integrated into technical training curriculum to ensure agribusiness concepts are appropriate and applicable to target geographical areas under the agriculture subsectors: white fish, vegetables, shrimp, poultry jute, rice, and dairy and meat cattle.

ACI developed four modules for WEA grounded on the findings of the subsector analysis and made the existing curriculum more gender sensitive and need-based.

ACI selected lead farmers (male and female) as trainers and provided them a two-day long Training of Trainers (ToT) on specific subject matter relevant for the communities. These trainings aim to increase knowledge and skills of the lead trainers to effectively deliver training to beneficiaries.

In order to establish a mechanism for women to purchase inputs directly, WEA organizes workshops with agricultural input retailers and dealers to increase women's access to quality inputs on time and at a fair price. ACI has also recruited a commission-based buying and collecting agent, an aggregator, from beneficiaries (men and women), who comes directly to beneficiaries' homes.

ACI also works with WEA staff to select potential sites for collection centers, which are located near farmer's fields, farms or homes where farmers can aggregate their produce for potential buyers. The

women beneficiaries of ELTE training groups receive credit individually or collectively from DAM Federation for Economic Development (DFED) or other micro-finance institutions (MFIs) which they use to buy inputs from ACI or other available suppliers recommended by the community and/or LAC to ensure quality product. This increased access to credit helps women start new and expand existing IGAs and businesses.

IR3. Improved women's control over income

As a part of ELTE, partner agencies provide financial literacy training to the beneficiaries, which enable them to open and operate individual savings accounts under MFI from where they will be able to get credit

WEA introduced a Village Savings Loan (VSL) program to ELTE groups to start self-help IGAs. These trainings help women understand the importance of having savings accounts that can be used for household expenses and in times of economic hardship. In this sense, these trainings enhance women's ability to make decisions about income.

Under this IR, WEA provides Entrepreneurship Development Training (EDT) to ELTE and ATT trainees who expressed interest in order to help women beneficiaries start up enterprises.

IR4. Strengthened decision-making by women in agricultural production

WEA sub partner ACI conducts training sessions on 'household nutrition and dietary diversity' to female beneficiaries with the aim that women and other family members will choose and cultivate nutrition-rich food in their homestead gardening, livestock rearing, and aquaculture and integrate this into their daily diet. The training covers various agriculture products, seed varieties, homestead gardening, soil fertilizer, machineries, and production technologies relevant to employment and income generating opportunities. These trainings help to increase technical knowledge on agriculture production and the nutrition of women beneficiaries, and increase their confidence and involvement in decision-making in agricultural activities.

ACI provides input, support, and training for demonstration plots on appropriate agricultural technology at the community level to demonstrate homestead vegetable production, cattle farming, poultry farming, aquaculture, etc. This results in improved knowledge on technology and agriculture production of the female beneficiaries which changes the existing mindset of traditional gender division of labor in a society. It also increases acceptability of women's role changes in off-farm and on-farm sector.

IR5. Improved use of time by women

ELTE trainings also include sessions on improved and balanced use of time in the household. Male and female beneficiaries learn about time-use analysis by measuring satisfaction and its positive impact in family life through these sessions. These initiatives will also help to change family's perceptions regarding traditional gender roles in households and communities.

Crosscutting: Increase social acceptance of women's empowerment

WEA follows a social marketing approach to Behavior Change Communication (BCC) using community events, radio broadcasting, engagement with journalists, distribution of communications materials, and direct communications with households, local government officials, and community leaders through WEA staff and LAC volunteers. BCC activities sensitize community members' perception and behavior towards gender equality, women's empowerment, and ingrained harmful gender norms. WEA engages women, men, and institutions at different levels of society to have greater impact. WEA's sub partners – DAM, Nabolok, SMKK, and Saint Bangladesh, organize street dramas and folksong programs at the community level in WEA project areas. The communities are entertained by the performances and also

learn more about issues relevant to women's empowerment such as women's legal rights, literacy, gender equity, and the consequences of early marriage, dowry, and sexual harassment. Additionally, the events focus on equal participation of men and women in household decision-making and control over income, leadership qualities, self-help approaches for individual and community, and socio-economic and political empowerment. A quiz on these issues is also conducted at each event and the winners receive small prizes, encouraging participation.

III. EVALUATION OBJECTIVE:

The purpose of the WEA final performance evaluation is to assess the extent to which the WEA activity has achieved its overall performance goals. Consistent with USAID's 2011 Evaluation Policy, the primary goals of this evaluation are to:

- Assess efficiency, effectiveness and sustainability of the approaches and models of WEA for promoting women's empowerment, especially with regards to social acceptance, leadership development, decision-making, time-use, and control over their incomes.
- Identify and document good (or best) practices and lessons learned, and factors that influenced program effectiveness.

With the exclusion of procurement sensitive sections, USAID intends to disseminate the report widely to stakeholders such as USAID/ Bangladesh implementing partners, different Government of Bangladesh (GOB) agencies, universities, other sector-specific donors, and the Development Experience Clearinghouse (DEC).

IV. EVALUATION QUESTIONS:

The final evaluation of WEA should address the following questions:

1. To what extent has WEA been successful in increasing women's empowerment in the community? What interventions were the most effective in achieving the programmatic goals? Were there any unanticipated impacts?

2. How effective were the WEA trainings (ELTE, ATT, and EDT) in terms of increasing women's empowerment, specifically in the areas of decision-making over food choice and nutrition, control over income, leadership in the community, and time use?
   - What training (of the ELTE, ATT, and EDT) has been most effective in achieving outcomes? What is the cumulative effect of receiving all three trainings?
   - How successful has been the long-term (7 month) training in achieving the WEA outcomes? Could the same results have been obtained with a shorter period of training?

3. What have been some of the key challenges affecting the achievement of WEA's desired outcomes? What strategies were employed to overcome the challenges and how effective were these?

4. How effective has the WEA approach of linking beneficiaries to appropriate training, financing, and markets been for creating long-term income generating activities?

5. How effective have the village savings and loan (VSL) activities by WEA been? What are the greatest strengths of the VSLs and what have been some of the challenges faced by the VSLs?

6. Will the achievements by WEA sustain beyond the life of the activity? How successful has WEA been in planning and ensuring the sustainability?

V. EVALUATION METHDOLOGY

Based on the SOW from USAID, the evaluation team will develop a detailed evaluation methodology and work plan for review and approval by USAID. The detailed evaluation methodology will include a data collection matrix that will explicitly link evaluation questions to particular data collection approaches and data sources. The evaluation team must use a mixed-method approach utilizing both quantitative (including non-experimental design and mini-surveys) and qualitative analysis (such as key informant interviews, stakeholder interviews, and focus group discussions). The evaluation team should develop the best evaluation design methodology in light of the evaluation questions, timeframe, budget, data collection requirements, quality of existing data sources, and potential biases.
The evaluation team should utilize several different, yet complementary and inter-related forms of gathering information/data such as those described below. The evaluation team is expected to utilize its expert judgment and evaluation best practices in selecting which methodological components to include in the evaluation design.

Document Review: Evaluation team members will review documents throughout the evaluation process including program reports, relevant studies to ensure that comprehensive and grounded best practices will be identified (see Section VI).

Key Informants Interview: The team will conduct one-on-one interviews with a variety of stakeholders including the most relevant GOB ministries and agencies, WEA sub partners, relevant DAE officials and other stakeholders involved in promoting women empowerment in agriculture. This will be done administering a semi-structured or structured questionnaire.

Self-assessment: The IPs will respond to a self-assessment either through a questionnaire or standard interview checklist put together by the evaluation team and approved by USAID before use.

Expert Opinion Survey: Utilizing expert opinion is a technique used increasingly in the market system sector. The Evaluation team, with approval of USAID, can apply this method as well.

Focus Group Discussions (FGD): FGD (small group of six to 10 people) will be used to lead open discussion through a skilled moderator to gather semi-structured qualitative data. The preselected participants (balanced to the extent feasible by gender, age, and any other relevant factors) will discuss issues and concerns based on a list of key themes drawn up by the moderator. No more than 10 questions will be addressed by a group. These sessions will encourage free flowing discussion about the activity.

Mini Survey: This type of survey is small (30-40 participants) and can be performed rapidly in the field without analytical software such as SPSS or a large questionnaire. The sample size is not statistically significant; however, this type of analysis can be used to triangulate with other methods. Because of the small sample size this type of survey can be implemented quickly when time and resources are constrained.

Social and Economic Analysis: This type of analysis might require a sample survey. Due to time and resource constraints, the survey should be kept to a manageable size since it is neither possible nor desirable to carry out a complete census for social and economic analysis. The team should select a sample that is representative of the beneficiary population and triangulate the findings from this survey with other sources.

Regardless of data collection and analysis methods, USAID requires qualitative and quantitative data disaggregated by gender.

Methodological limitations and challenges for this evaluation are expected to include:

- Ensuring that samples of interview sources are sufficient to support evaluation findings;
- Taking systematic actions to counter any biases in（a） reporting by data collection sources and （b） interpretations of collected data by the evaluation team; and ensuring "actual" results can be measured, which will only be possible if data can be gathered and analyzed beyond respondent perceptions.

All the methodological strengths and weaknesses should be explicitly described in the evaluation report.

The methodology must include a process for sharing draft findings and conclusions with key stakeholders, including beneficiaries and GOB officials, and incorporating a second round of their feedback in the final report, to be agreed upon by USAID. Prior to the start of the evaluation, the evaluation team shall meet with EG office to refine the evaluation methodology, and address any other concerns the EG office may have.

VI. EXISTING SOURCES OF INFORMATION

The evaluation team should consult a broad range of background documents apart from project documents provided by USAID/Bangladesh. These should include, but are not limited to, documents such as the Bangladesh 6th& 7th Five Year Plans, Country Investment Plan, Bangladesh Feed the Future Multiyear Strategy as well as other relevant national strategies and policies. USAID, ACME, and the WEA project will provide the evaluation team with a package of briefing materials, including:

1. Program description
2. Approved M&E plan
3. Approved Work Plan of each year
4. Final version of all Annual reports
5. Final version of all Quarterly reports
6. All DQA reports
7. Any other relevant reports (inception, expo, fare etc.)
8. Case studies and success story- if any (e.g. USAID FFP report)
9. Any research/study reports (e.g. sector study, BCC study etc.)- if any
10. Name of partners with contact details - International & National NGOs
11. MOU signed with any GoB wings and Partners- if available
12. Feed the Future Zone of Influence survey reports
13. GIS Maps- demonstrated the zone of influence (ZOI)
14. Beneficiary database
15. Training database
16. Training modules
17. Training reports – if any
18. Field visit report- if any
19. Mid-term Evaluation report- if any
20. Component & Year-wise project expenditure
21. One pager/brochure/Pamphlet- if available
22. Staff list of WEA

VII. EVALUATION TEAM COMPOSITION

The team will include one international team leader with community led development expertise, one international gender specialist and one national agriculture extension specialist, preferably with knowledge and experience in nutrition.

Team Leader (Evaluation Specialist – International):

The Team Leader will have a postgraduate degree in economics, agricultural economics, gender studies, development studies or other relevant social sciences field. The team leader will be an international professional and should have a minimum of 10 years of work experience. S/he should have demonstrated experience of leading at least two evaluations of projects with similar scope and complexity within the last 5–6 years, preferably with USAID.

S/he should have extensive experience in conducting evaluations with quantitative and qualitative methodologies and strong familiarity with general agriculture and livelihoods programs, gender equality and women empowerment programs, women entrepreneurship programs, and small and medium enterprises programs. The Team Leader must be familiar with USAID regulations and systems including performance monitoring and evaluation guidance, especially for Feed the Future, gender policies and guidance, project management, budgeting, and financial analysis and reporting. Experience in international donor development program management is preferred. Excellent oral and written skills in English are required. Relevant experience in Bangladesh or South Asia is preferred.

The Team Leader will provide overall leadership for the team and will be responsible to conduct and manage the evaluation and submit deliverables to USAID/Bangladesh. S/he will be responsible for supervision of team members; quality control and timeliness of all deliverables; preparation or supervision of evaluation methodology, planning logistics, data collection, and report preparation; consolidate individual input from team members, and coordinate the process of assembling the final findings and recommendations into a high-quality document. The Team Leader will serve as a primary point of contact for the evaluation team to USAID. S/he will lead the preparation and presentation of the key evaluation findings and recommendations to the USAID/Bangladesh team and major stakeholders.

Gender Specialist (International):

The Gender Specialist will have a post-graduate degree in development studies, gender studies, sociology, economics or other applicable social sciences field. S/he will be an international specialist with a minimum of 8 years of progressive professional experience in the areas of gender analysis and programming for international donor projects. She will have excellent understanding of gender issues in the developing countries, preferably in South Asia, with strong knowledge of the latest developments in advancing good/best practices in promotion of women's empowerment. Knowledge and experiences with gender inclusive agriculture and/or community-led development is required. Experience in training curriculum development and delivery, focusing on Behavioral Change Communication (BCC), is preferred. Knowledge on and/or experience with Women Empowerment in Agriculture Index (WEAI) is preferred. Experience in serving in an evaluation team is preferred and strong knowledge in monitoring and evaluation is desirable. S/he will contribute to the development of evaluation methodology and will participate in team meetings, key informant interviews, group meetings, site visits, and draft the sections of the report relevant to his/her expertise and role in the team. S/he will also participate in presenting the report to USAID or other stakeholders and be responsible for addressing pertinent comments provided by USAID/Bangladesh or other stakeholders.

Agriculture Extension Specialist (National):

The Agriculture Extension Specialist will have a postgraduate degree in agriculture, agriculture economics, agriculture extension, business administration or other relevant subject. S/he will be a Bangladeshi national with a minimum of 10 years of experience in the areas of agricultural programs, agriculture extension, community and livelihoods development, curriculum development, training and outreach strategies, agricultural extension systems, income generating activities and behavior change

programs in and outside Bangladesh. S/he will have strong understanding about gender integration, women empowerment, nutrition and small business development.

The agriculture extension specialist contributes to the development of evaluation methodology

will participate in team meetings, key informant interviews, group meetings, site visits, and draft the sections of the report relevant to his/her expertise and role in the team. S/he also will participate in presenting the report to USAID or other stakeholders and be responsible for addressing pertinent comments provided by USAID/Bangladesh or other stakeholders.

Conflict of Interest

All evaluation team members will provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest relative to the project being evaluated. USAID will provide the conflict of interest forms.

VIII. SCHEDULE, LEVEL OF EFFORT, and LOGISTICS

Schedule

Work is to be carried out over a period of approximately 10 weeks, beginning in July, 2017 with field work completed by early August, 2017 and final report and close out concluding by early September, 2017. See Annex-1 for Bangladesh Mission Holiday Schedule.

A six-day work week (Saturday-Thursday) is authorized for the evaluation team while in Bangladesh. The evaluation team will submit a work plan as part of the evaluation methodology proposal with timeline and develop a Gantt chart displaying the time periods during which activities occur.

Pre-departure arrangements should include: travel approval; airline tickets; visa; lodging; work facility and vehicle transport arrangements; dates for meetings with USAID/Bangladesh EG staff and key contacts; in-country travel agenda; and accommodations.

Estimated Level of Effort (LOE)

Level of Efforts of Team Members by Task Deliverables			
Task/Deliverable	**Duration / LOE Days**		
	Team Leader	**Gender Specialist**	**Agriculture Extension Specialist**
Review background documents and home-based preparation work	5	5	5
Travel to Bangladesh	2	2	0
Team planning meeting and meeting with USAID	2	2	2
Development of Evaluation Work Plan (concurrent with document review and initial meetings)	2	2	2
Development of data collection instruments	2	2	2
Information and data collection. Includes interviews with key informants (stakeholders and USAID staff) and site visits	14	14	14
Discussion, analysis, and preliminary draft evaluation report in country including discussion with USAID	5	5	5
Debrief meetings with USAID (preliminary draft report due to USAID)	1	1	1
Debrief meetings with key stakeholders	1	1	1
Depart Bangladesh/Travel to U.S.	2	2	0
Finalization of draft and internal review (out of country)	10	5	5
USAID provides comments on draft report	0	0	0
Team revises draft report and submits final to USAID (out of country)	5	0	0

Total Estimated LOE	**51**	**41**	**37**

IX. DELIVERABLES:

All deliverables are internal to USAID and the Evaluation Team unless otherwise instructed by USAID. Evaluation deliverables are indicated below:

Evaluation Team Planning Meeting: During the meeting**,** the team should review and discuss the SOW in its entirety, clarify team member roles and responsibilities, prepare the work plan, develop data collection methods, review and clarify any logistical and administrative procedures for the assignment and instruments, and prepare for the in-brief with USAID/Bangladesh.

Work Plan: Prior to initiation of the evaluation activities, the evaluation team will provide a detailed initial work plan to the ACME COR. The ACME COR will provide any necessary feedback or edits to the work plan, after which the evaluation team will have three days to submit a final version of the document. The initial work plan will include a task timeline, a description of the methodology to answer each evaluation question, team responsibilities, document review process, key informant and stakeholder meetings, site visits, survey implementation (if applicable), data analysis, travel time, debriefings (for USAID, implementing partner, and relevant GOB officials, and draft and final report writing. The work plan will be submitted to the ACME COR and WEA AOR at USAID/Bangladesh for approval no later than the 5th day after the evaluation team arrives in Bangladesh.

In-briefing Meeting: The evaluation team will meet with USAID/Bangladesh within two working days of the international team members' arrival in Bangladesh.

Evaluation Design Matrix: A table that lists each evaluation question and the corresponding information sought information sources, data analysis methods, and limitations. The matrix should be finalized and shared with USAID/Bangladesh before evaluation fieldwork starts. It should also be included as an annex in the evaluation report.

Data Collection Instruments: Development and submission of data collection instruments to USAID/Bangladesh during the design phase and after the evaluation is completed.

Regular Updates: The Evaluation Team Leader will brief the ACME COR, ACME COP (Chief of Party), the WEA AOR, and any other designated evaluation POC on progress with the evaluation on at least a weekly basis, in person or by electronic communication. Any delays must be quickly communicated to USAID/Bangladesh as early as possible to allow quick resolution and to minimize any disruptions to the evaluation. Emerging opportunities to strengthen the evaluation should also be discussed with USAID/Bangladesh as they arise.

Preliminary Draft Evaluation Report: The evaluation team will submit a Preliminary Draft Evaluation Report to the ACME COR, WEA AOR, and ACME COP **five working days** before the Mission debriefing. Within three working days after receipt, USAID staff will provide preliminary comments prior to the Mission debriefing.

Debriefing with USAID: The evaluation team will present the major evaluation findings to USAID/Bangladesh through a PowerPoint presentation before the team's departure from Bangladesh. The debriefing will include a discussion of achievements and issues as well as any preliminary findings. The team will consider USAID comments and incorporate them as appropriate in the Draft Evaluation Report.

Draft Evaluation Report: A draft report on the findings and recommendations should be submitted to USAID/Bangladesh and ACME **within 10 business days** after departure of the international team members from Bangladesh. The written report should clearly describe findings, conclusions, and recommendations. The draft report must be of high quality with no grammatical errors or typos. USAID will return the report if this requirement is not met. A report is high quality when it represents a thoughtful, well-researched, and well organized effort to objectively evaluate what worked in the project, what did not and why. The draft report must have well-constructed sentences that are presented in a way that clearly presents findings, conclusions and recommendations. The report should answer all the evaluation questions and the structure of the report should make it clear how the questions were answered. The draft report must meet the criteria set forth under the Final Report section below.

Final Evaluation Report: The evaluation team will submit the Final Evaluation Report that incorporates Mission comments and suggestions **no later than 10 working days** after USAID/Bangladesh provides written comments on the Draft Evaluation report. The format of the final report is provided below. The report will be submitted electronically in English.

The final report should meet the following criteria to ensure the quality of the report:

- Evaluation report shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the ACME COR and WEA AOR.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists, and discussion guides will be included in an Annex in the final report.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

X. REPORTING REQUIREMENTS

The total pages of the final report, excluding references and annexes, should be no more than 30 pages. The following content (and suggested length) should be included in the report:

- **Table of Contents**
- **List of Acronyms**
- **Executive Summary** – concisely state the project purpose and background, key evaluation questions, methods, most salient findings and recommendations (2-3 pp.);
- **Introduction** – country context, including a summary of any relevant history, demography, socio-economic status, etc. (1 pp.);

- **The Development Problem and USAID's Response** – brief overview of the development problem and USAID's strategic response, including design and implementation of the WEA and any previous USAID projects implemented in response to the problem, (2-3 pp.);
- **Purpose of the Evaluation** – purpose, audience, and synopsis of task (1 pp.);
- **Evaluation Methodology** – describe evaluation methods, including strengths, constraints, and gaps (1 pp.);
- **Findings and Conclusions** – describe and analyze findings for each evaluation question using graphs, figures, and tables, as applicable, and also include data quality and data sources, issues, and outcomes. Conclusions should be credible and should be supported by the findings (12-15 pp.);
- **Recommendations** – prioritized for each evaluation question; should be separate from conclusions and be supported by clearly defined set of findings and conclusions. Include recommendations for future project implementation or relevant program designs, as well as synergies with other USAID projects and other donor interventions as appropriate (3-4 pp);
- **Lessons Learned** – provide a brief of key technical and/or administrative lessons on what has worked, not worked, and why for future project or program designs (2-3 pp.);
- **Annexes** – to include statement of work, documents reviewed, bibliographical documentation, evaluation methods, data generated from the evaluation, tools used, interview lists, meetings, FGDs, surveys, and tables. The Evaluation Design Matrix must be presented as an annex to the report. Annexes should be succinct, pertinent, and readable. Annexes should also include, if necessary, a statement of significant unresolved differences of opinion by funders, implementers, or members of the Evaluation Team on any of the findings or recommendations.

The report format should be restricted to Microsoft products and 12-point type font should be used throughout the body of the report, with page margins one-inch top/bottom and left/right. The final report will be edited and formatted by the evaluation team and provided to USAID/Bangladesh 5 working days after the Mission has reviewed the content and approved the final revised version of the report. A second, public version of the evaluation report, excluding any potentially procurement-sensitive or host country-sensitive information, will be submitted (also electronically, in English) to the Development Experience Clearinghouse (DEC) and disseminated among implementing partners and other stakeholders within 10 days following approval from USAID.

All quantitative data, if gathered, should be (1) provided in an electronic file in easily readable format; (2) organized and fully documented for use by those not fully familiar with the project or the evaluation; (3) owned by USAID and made available to the public barring rare exceptions and excluding procurement-sensitive information. A thumb drive with all the data could be provided to the ACME COR.

XI. LOGISTICS

USAID/Bangladesh's ACME project will be responsible for all off-shore and in-country administrative and logistical support, including identification and fielding appropriate local staff. ACME/BD team (Evaluation coordinator, Finance manager, Security coordinator and Administrative associate) will take care of arranging and scheduling meetings, international and local travel, hotel bookings, arranging findings sharing meeting with stakeholders' security briefing, working/office spaces, computers, printing, and photocopying. ACME will be responsible for hiring a Note Taker who will assist the team in the field in conducting FGDs, KIIs, mini survey by taking notes as appropriate. In addition, if surveys are required as part of the evaluation, ACME will hire the local research/survey firms.

XII. BUDGET (estimate)

The evaluation has been budgeted for and will be carried out under the ACME contract. Below is budget estimate for this task.

Annex 2.

EVALUATION MATRIX

Feed the Future Bangladesh Women's Empowerment (WEA) - Final Performance Evaluation

Evaluation Questions	Information Sought /Sub Questions	Methodology	
		Data Sources	**Methods/Tools**
Question 1. To what extent has WEA been successful in increasing women's empowerment in the community? What interventions were the most effective in achieving the programmatic goals? Were there any unanticipated impacts?	- What are the key women empowerment achievements? - How did the project measure women's empowerment results? - Perceptions of stakeholders and community of the level of social acceptance of women's empowerment? - Identify which of the interventions have been most effective in achieving women's empowerment and why? - What are the unanticipated impacts of WEA?	**Secondary sources** Project description, Project Baseline report, Annual & Quarterly reports, Annual Work Plans Project Results Framework, Training reports M& E Plan, July 2016, Other studies and reports **KIIs and FGDs** GOB, USAID, WEA project staff, LACs, local government, NGOs, ACI, BCC partners women & men beneficiaries	▪ Document review: ▪ Focus group discussions, ▪ Key Informant interviews
Evaluation Questions	**Information Sought /Sub Questions**	**Methodology**	
		Data Sources	**Methods/ Tools**
Question 2. How effective have the WEA trainings (ELTE, ATT, and EDT) been in terms of increasing women's empowerment, specifically in the areas of decision-making over food choice and nutrition, control over income, leadership in the community, and time use?	Perceptions and experience of facilitators / trainers and participants about the ways in which ELTE, ATT and EDT trainings have increased women's empowerment in their families / households in terms of input and control over decision-making related to: ▪ agricultural production ▪ productive resources ▪ use of income ▪ food choice and nutrition ▪ Time use and division of labor? Perceptions and experience of facilitators / trainers and participants about the ways in which the trainings have increased women's leadership in the community.	**Document review:** WEA Quarterly and Annual Reports **FGDs:** Facilitators/Trainers Participants **KIIs:** WEA Team and ACI team	Document review, FGDs and KIIs

- What training (of the ELTE, ATT, and EDT) has been most effective in achieving outcomes? -What is the cumulative effect of receiving all three trainings? - How successful has been the extended period of training (7 months) to achieve the WEA outcomes? Could the same results have been obtained with a shorter period of training?	Which kind of training has been most and least effective? Why? Do women benefit from any cumulative effect by receiving all three trainings? How? Are the trainings too long, too short, or the appropriate length of time? Could women (and men) get the same positive results with a shorter period of training?		
Evaluation Questions	**Information Sought/ Sub Questions**	**Methodology**	
		Data Sources	**Methods/ Tools**
Question 3. What have been some of the key challenges affecting the achievement of WEA's desired outcomes? What strategies were employed to overcome the challenges and how effective were these?	-Evidence of key challenges that affected WEA achievements as identified by the project. - Perceptions of stakeholders of the types of challenges in implementation of WEA (*technical, institutional, social or others*?) - Evidence of effectiveness of strategies to overcome challenges in a timely manner. - Is there an Action Plan to address risks and challenges?	**Secondary sources** Project description, WEA Annual and Quarterly reports, M&E plan, **KIIs and FGDs** GOB, USAID, WEA project staff and partners, LACs, local government, NGOs, ACI, BCC partners Women & men beneficiaries	Document review: key informant interviews, Focus group discussions
Evaluation Questions	**Information Sought / Sub Questions**	**Methodology**	
		Data Sources	**Methods/ Tools**
Question 4. How effective has the WEA approach of linking beneficiaries to appropriate training, financing, and markets	• Prior to WEA project, how did women establish linkages for training, finance and markets? • What are the WEA approaches for linking beneficiaries to appropriate training, financing, and markets for income earning activities? • To what extent are women linked to training? • To what extent are women linked to financing?	**Secondary sources** Program description and work plans, Base line report, Annual and Quarterly reports, M&E Plan WEA team, ACI,	Document review: key informant interview, focus group discussions, observation of IGA activities

been for creating income earning activities?	• To what extent do women link to markets? • How have linkages helped women strengthen existing IGAs or create new IGAs? • Perception of beneficiaries about benefits reaped by them and sustainability of IGAs? What are the risks and how will these be managed?	women and men beneficiaries, lead farmers (women and men), retailers and dealers, collecting agents, DFED / MFIs	
Evaluation Questions	**Information Sought / Sub Questions**	**Methodology**	
		Data Sources	**Methods/ Tools**
Question 5. How effective have the village savings and loan (VSL) activities by WEA been? What are the greatest strengths of the VSLs and what have been some of the challenges faced by the VSLs?	Examine how VSL function • To what extent have women been involved ingroup savings? • To what extent have women accessed loans for IGAs, basic needs of family? • Major problems faced by the community groups in managing VSLs? • How can VSLs be strengthened?	Base line report, Project document, Annual and quarterly reports, M& E Plan, Training reports Women and men beneficiaries, DFED, MFIs, ACI, WEA staff, LAC	Document review: key informant interviews, FGDs with beneficiaries
Question 6. Will the achievements by WEA sustain beyond the life of the activity? How successful has WEA been in planning and ensuring the sustainability?	What specific actions has WEA taken in program design and implementation to promote sustainability? Which specific results (outcomes) are sustainable and why? Can WEA point to any specific institutional or systemic changes? Do female beneficiaries think they can continue with any progress they have made? Why or why not? To what extent do other stakeholders believe that any of WEA's progress is sustainable? If yes, in what ways and why / how? If not, why not? What could enhance the potential for sustainability of WEA's contributions?	WEA program description, quarterly and annual reports FGDs with beneficiaries and LACs KIIs with WEA sub partners other stakeholders	Document review, KIIs and FGDs

Annex 3. EVALUATION METHODOLOGY

Table A - Locations of Evaluation Field Visits			
Districts (3)	**Upazilas (10)**	**Union Parishads (14)**	**Villages (17)**
Jessore	Chaugachha Sadar Monirampur Keshabpur	Patibila Ichali Khanpur Keshabpur Mangalkot	Muktadoh Purbopara Gobindapur Mukamtola Sujapur Kandarpopur
Khulna	Dighalia Terokhada Rupsa	Dighalia Barakpur Barasat Ajogara Noihati	Dighalia Barakpur Goshgati Uttarpara Harikhali Dakhinpara Ajogara Hullorpara Debipur Mollapara Natun Bazar
Barisal	Banaripara Uzirpur Babugonj	Chakhar Banaripara Bamrail Madhobpasha	Gave Hostisundo Joyosree Kalihata Uttorpara North Madhobpasha

Table B - Types and Numbers of Evaluation Data Gathering Methods		
KIIs (37)	**FGDs (22)**	**Other**
Winrock & sub-partners = 12 KIIs	Women's Groups = 9 FGDs Men's Groups = 3 FGDs	Mini-surveys: 62 women
Government officials = 5 KIIs Peer Leaders = 5 KIIs	Local Advocacy Committees (LACs) = 7 FGDs	Site visits / Observations = 5
Input & Output Traders = 5 KIIs Non-WEA participants = 4 KIIs	Facilitators = 3 FGDs + 2 KIIs Master/Field Trainers = 4 KIIs	

Table C - WEA Evaluation Calendar							
	Saturday	**Sunday**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
JULY	**15** Team planning begins	**16** Document review, ACME meeting	**17** USAID In-brief and drafting Workplan	**18** WEA Meeting and drafting Workplan	**19** Draft Workplan to USAID and document review	**20** Document review, and meetings	**21**
	22 KIIs in Dhaka	**23** KIIs in Dhaka	**24** KIIs in Dhaka	**25** Fly to Jessore; Fieldwork	**26** Fieldwork in Jessore	**27** Fieldwork in Jessore	**28** Drive Jessore to Khulna
	29 Fieldwork in Khulna	**30** Fieldwork in Khulna	**31** Fieldwork and fly to Dhaka	**1** Fly to Barisal; Fieldwork in Barisal	**2** Fieldwork in Barisal	**3** Fieldwork in Barisal; fly to Dhaka	**4**
AUGUST	**5** Drafting Preliminary Draft Report	**6** Drafting Preliminary Draft Report	**7** Drafting Preliminary Draft Report	**8** Drafting Preliminary Draft Report and PPT	**9** Drafting Preliminary Draft Report and PPT	**10** Submit Preliminary Draft Report and PPT	**11**
	12 Writing sections for draft report & PPT practice	**13** Writing more sections for draft report & PPT practice	**14** Public holiday; writing and document review	**15** USAID Out-brief and de-brief meeting with WEA team	**16**	**17**	**18**

Table D: Jessore Schedule

Table E: Khulna Schedule

Table F: Barisal Schedule

Table D: Field Visit Schedule for WEA Final Evaluation Team

Location: Jessore

Date: July 25th to 28th, 2017

Four-Day Visit Program

Main Contact Person: Md. Obaidul Haque, Field Coordinator, WI-WEA, 01711590156

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
July 25th 2017, Tuesday	9:00	10:00	Travel to Upazila Chaugachha	DAM			Nitay Chandro Roy, 01712529774			
	10:00	11:00	Government -Nargis Parvin, UNO-Chaugachha, 01760460099; -K.M Shahabuddin Ahmed, UAO-DAE, 01912770880; -Kbd. Provash Chandra Goswami, ULO-DLS, 01715171541; -Md. Waliur Rahman, UFO-DoF, 01705141743; -Mst. Taslima Begum, UWAO-DC&WA, 01712424778	DAM	**Upazila:** Chaugachha	UNO Office	Nargis Parvin, 01760460099	KII	60 Minutes	
	11:00	11:15	Travel to Union Patibila	DAM			Nitay Chandro Roy, 01712529774			
	11:15	12:45	Muktadoh Purbopara ELTE Women Group	DAM	**Para/Vill.:** Muktadoh Purbopara, **Union:** Patibila, **Upazila:** Chaugachha	Muktadoh CRC	Mst. Arzina Begum, 01718060316	FGD	90 Minutes	ELTE+ATT+VSL+EDT
	12:45	13:00	Site visit -Doly Begum (A cattle farmer) -Jasmin Akter (Vegetable producer)	DAM	**Para/Vill.:** Muktadoh Purbopara, **Union:** Patibila,	-Doly Begum's cattle farm -Jasmin Akter	Jasmin, 01775306833	Visit	15 Minutes	

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Upazila: Chaugachha					
	13:00	13:30	Break							
	13:30	14:30	Peer Leader	DAM	**Union:** Patibala, **Upazila:** Chaugachha	Muktadoh CRC	Mst. Halima Khatun, 01703263525	KII	60 Minutes	
			Patibila LAC	DAM	**Union:** Patibila, **Upazila:** Chaugachha	Muktadoh CRC	Md. Mahazzel Hossen, 01731906943	FGD	60 Minutes	
	14:30	15:50	Travel to Union Ichali, Upazila Sadar				Nitay Chandro Roy, 01712529774			
	15:50	17:20	Ichali LAC	DAM	**Union:** Ichali, **Upazila:** Sadar	Ichali union Parisad.	Md. Harun Ur Rashid, 01723843515	FGD	90 Minutes	
	17:20	17:40	Travel back to Jessore				Nitay Chandro Roy, 01712529774			
July 26th 2017, Wednesday	9:00	9:10	Travel to Input Retailer Shop	ACI			Sabuj Kumar Saha, 01710887914			
	9:10	10:10	Input Market Actors	ACI	Norail Road, **Upazila:** Sadar	Kapotakkho Seed Shop	Mr. Ashraful Alam, 01714478914	KII	60 Minutes	
	10:10	10:25	Travel to DW&CA Office	Winrock			Md. Obaidul Haque, 01711590156			
	10:25	11:25	Government: -Sakina Khatun, DWAO-DW&CA, Jessore, 01716210588l	Winrock, DAM, SMKK	Jessore	DW&CA Office	Sakina Khatun, 01716210588l	KII	60 Minutes	
	11:25	12:30	Travel to Upazila Monirampur	SMKK			Md. Waliullah, 01762692151			
	12:30	13:00	Break							

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
	13:00	13:30	ELTE Facilitator	SMKK	**Para/Vill.:** Gobindapur **Union:** Khanpur **Upazila:** Monirampur	Josna`s house, one of the LAC member.	Rokeya Begum, 01743145685	KII	30 Minutes	
	13:30	15:00	Gobindapur notunhat ELTE Women Group	SMKK	**Para/Vill.:** Gobindapur **Union:** Khanpur **Upazila:** Monirampur	Josna`s house, one of the LAC member.	Hira Begum, 01724160403	FGD	90 Minutes	ELTE+ATT+EDT
	15:00	16:00	Peer Leader	SMKK	**Para/Vill.:** Gobindapur **Union:** Khanpur **Upazila:** Monirampur	Josna`s house, one of the LAC member.	Mahfuj Alom Sumon, 01933135381	KII	60 Minutes	
	16:00	16:30	Travel to Mukamtola				Md. Waliullah, 01762692151			
	16:30	17:30	Mukamtola ELTE Male Group	SMKK	**Para/Vill.:** Mukamtola, **Union:** Khanpur, **Upazila:** Monirampur	Mukamtola Primary School	Gofur Moral, 01778533406	FGD	60 Minutes	
	17:30	18:45	Travel back to Jessore	SMKK			Md. Waliullah, 01762692151			
July 27th 2017, Thursday	9:00	10:30	Travel to Upazila Keshabpur	DAM			Nitay Chandro Roy, 01712529774			
	10:30	12:00	Mollapara ELTE Women Group	DAM	**Para/Vill.:** Sujapur, **Union:** Keshabpur, **Upazila:**	Mst. Rebaka Khatun`s house, one of the ELTE group	Mst. Rebaka Khatun, 01952325690	FGD	90 Minutes	ELTE+ATT

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Keshabpur	member				
	12:00	12:15	Travel to Kandarpopur				Nitay Chandro Roy, 01712529774			
	12:15	13:45	ELTE Facilitator	DAM	**Para/Vill.:** Kandarpopur, **Union:** Mangalkot, **Upazila:** Keshabpur	Kandarpopur Primary School	Shima Rani Kar, 01734139654	FGD	90 Minutes	
	13:45	14:15	Site visit: -Anwara Begum (Quail farmer) -Rozina Begum (Poultry Farmer)	DAM	**Para/Vill.:** Kandarpopur, **Union:** Mangalkot, **Upazila:** Keshabpur	Anwara Begum Rozina Begum	Anwara Begum, 01943818630	Visit	30 Minutes	
			Head Mistress and Assistant Headmaster	DAM	**Para/Vill.:** Kandarpopur, **Union:** Mangalkot, **Upazila:** Keshabpur	Kandarpopur Primary School	Kolpona Rani, 01757992585	KII	30 Minutes	
	14:15	14:30	Travel to Keshabpur Bazar and Sujapur	ACI			Sabuj Kumar Saha, 01710887914			
	14:30	15:30	Sujapur LAC	DAM	**Para/Vill.:** Sujapur, **Union:** Keshabpur, **Upazila:** Keshabpur	Islamic Foundation Gonoshikhkha Kendro	Saifuzzaman, 01730823222	KII	60 Minutes	
			Collecting Agents/Output Market Actors	ACI	**Union:** Keshabpur **Upazila:** Keshabpur	Zahid Enterprise	Md. Abdullah, 01713403348	KII	60 Minutes	
	15:30	17:00	Travel back to Jessore	ACI			Sabuj Kumar Saha, 01710887914			

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
28th July 2017, Friday	8:30	8:50	Travel to WEA Office	WinrocK			Md. Obaidul Haque, 01711590156			
	8:50	9:50	-Md. Manjur Kader, ED, SMKK, 01740912416; -Md. Waliullah, PM, SMKK, 01762692151; -Binu Philip Penheiro, M&EO, SMKK, 01762692206.	SMKK	Bashundhara, Dhaka Road, Dharmatola, Jessore	WEA Office	Md. Manjur Kader, 01740912416	KII	60 Minutes	
	9:50	10:50	-Sabuj Kumar Saha, MDO, ACI, 01710887914 -Asma Begum, FA, ACI, 01756391906	ACI	Bashundhara, Dhaka Road, Dharmatola, Jessore	WEA Office	Sabuj Kumar Saha, 01710887914	KII	60 Minutes	
			-Nitay Chandro Roy, CFC, DAM, 01712529774 -Ziaur Rahman, MISO, DAM, 01722574430	DAM	Bashundhara, Dhaka Road, Dharmatola, Jessore	WEA Office	Nitay Chandro Roy, 01712529774	KII	60 Minutes	
	10:50	11:20	-Md. Obaidul Haque, FC, Winrock, 01711590156	Winrock	Bashundhara, Dhaka Road, Dharmatola, Jessore	WEA Office	Md. Obaidul Haque, 01711590156	KII	30 Minutes	
	11:20	13:20	Travel to Khulna							

Table E: Field Visit Schedule for WEA Final Evaluation Team

Location: Khulna

Date: July 28th to 31st, 2017

Three-Day Visit Program

Main Contact Person: Mrinal Kanti Das, M&E Officer, WI-WEA, 01718613947

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
July 28th 2017, Friday	15:00	16:00	- Azmir Hossain, CFC, DAM, 01733806583 -A.S.M Musa, MISO, DAM, 01711-047571	DAM	House 71 (1st floor), Road 14 Sonadanga R/A (2nd Phase), Khulna	WEA Office	Azmir Hossain, 01733806583	KII	60 Minutes	
	16:00	16:15	Travel to Nabolok Office	Nabolok			Md. Mostafizur Rahman, 01711965593			
	16:15	17:15	-Kazi Razib Iqbal, ED, Nabolok, 01745884488; -Md. Mostafizur Rahman, PC, Nabolok, 01711-965593; -Khan Md. Sayfur Rahman, M&EO, Nabolok, 01712-238194.	Nabolok	Nabolok, House No. 163, Road No 11, Nirala R/A, Khulna	Nabolok Head Office	Kazi Razib Iqbal, 01745884488.	KII	60 Minutes	
	17:15	17:30	Travel to Hotel City Inn							
July 29th 2017, Saturday	9:00	9:45	Travel to Upazila Dighalia	Nabolok			Md. Mostafizur Rahman, 01711965593			
	9:45	11:15	Goshgati Uttarpara ELTE Women Group	Nabolok	**Para:** Uttarpara, **Village:** Goshgati, **Union:** Barakpur, **Upazilla:**	Monju Ara's House, One of the LAC member	Monju Ara, one of the ELTE group member 01941349330	FGD	90 Minutes	ELTE+ATT

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Dighalia					
			Community School Teacher: ✓ Eti Rani Kundu	Nabolok	**Para:** Uttarpara, **Village:** Goshgati, **Union:** Barakpur, **Upazilla:** Dighalia	Al Hera Kindergarten School, Goshgati, Dighalia	Eti Rani Kundu	KII	20 Minutes	
			Non ELTE Participants (Community People): ✓ Al-Mamun Shohagh ✓ Kallan Kumar Dey ✓ Dilip Chandra Das	Nabolok	**Para:** Uttarpara, **Village:** Goshgati, **Union:** Barakpur, **Upazilla:** Dighalia	Monju Ara's House, One of the LAC member	Al-Mamun Shohagh, 01913436868	KII	30 Minutes	
	11:15	11:30	Travel to Barakpur				Md. Mostafizur Rahman, 01711965593			
	11:30	13:00	Barakpur LAC	Nabolok	**Village:** Barakpur, **Union:** Barakpur, **Upazilla:** Dighalia	Shirina Nasir's house, one of the LAC member	Shirina Nasir, 01724263105	FGD	90 Minutes	
			Collecting Agents/Output Market Actors	ACI	**Village:** Barakpur, **Union:** Barakpur, **Upazilla:** Dighalia	M/S Tanha Traders, Barakpur Bazar, Barakpur	Shake Md. Golam Rasul, 01921172412	KII	60 Minutes	
	13:00	13:15	Travel to Goshgati	Nabolok			Md. Mostafizur Rahman, 01711965593			
	13:15	14:15	ELTE Facilitator	Nabolok	**Para:**	Monju Ara's	Reba Akter,	FGD	60	

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Uttarpara, **Village:** Goshgati, **Union:** Barakpur, **Upazilla:** Dighalia	House, One of the LAC member	01935785968		Minutes	
	14:15	15:15	Peer Leader	Nabolok	**Para:** Uttarpara, **Village:** Goshgati, **Union:** Barakpur, **Upazilla:** Dighalia	Monju Ara's House, One of the LAC member	Poli Rani Kundu, 01916567003	KII	60 Minutes	
	15:15	15:30	Travel to Dighalia	ACI			Sabuj Kumar Saha, 01710887914			
	15:30	16:00	Site Visit: Tanzila Begume, (A cattle & poultry farmer)	ACI	W/O Faruk Shake, Village, Union & Upazilla: Dighalia	Tanzila's House, one of the ELTE group member	Tanzila Begume, 01682588191	KII	30 Minutes	
	16:00	16:45	Travel to WEA Khulna Office				Mrinal Kanti Das, 01718613947			
	16:45	17:30	-Mrinal Kanti Das, M&EO, Winrock, 01718613947	Winrock	House 71 (1st floor), Road 14 Sonadanga R/A (2nd Phase), Khulna	WEA Office	Mrinal Kanti Das, 01718613947	KII	45 Minutes	
	17:30	17:40	Travel to Hotel City Inn							
July 30th 2017,	8:15	9:45	Travel to Upazila Terokhada	DAM			Azmir Hossain,			

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
Sunday							01733806583			
	9:45	11:15	Harikhali Dakhinpara ELTE Women Group	DAM	**Para:** Dakhinpara, **Vill.:** Harikhali, **Union:** Barasat, **Upazial:** Terokhada	Romana's house, one of the ELTE Facilitator	Junu Begume, 01930183953	FGD	90 Minutes	ELTE+ATT+EDT+VSL
	11:15	11:30	Travel to Upazila Parishad	DAM			Azmir Hossain, 01733806583			
	11:30	12:00	Government -Md. Kamrul Islam, UEO-DoE, 01716611505	DAM	Upazila Parisahd, **Upazila:** Terokhada	Upazila Education Office	Md. Kamrul Islam, 01716611505	KII	30 Minutes	
			Collecting Agents/Output Market Actors	ACI	Terokhada Bazar	Zilani's Shop, Terokhada Bazar	Md. Zilani, 01940268051	KII	20 Minutes	
	12:00	12:15	Travel to Harikhali	DAM			Azmir Hossain, 01733806583			
	12:15	13:15	Peer Leader	DAM	**Village:** Harikhali, **Union**: Barasat, **Upazilla:** Terokhada	Asroyon Program, A community club, Harikhali	Borni, 01913316411	KII	60 Minutes	
	13:15	14:15	Harikhali LAC	DAM	**Village:** Harikhali, **Union:** Barasat, **Upazilla:** Terokhada	Asroyon Program, A community club, Harikhali	Mofizul Islam, 01850335933	FGD	60 Minutes	
	14:15	14:30	Travel to village Hullorpara	DAM			Azmir Hossain,			

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
							01733806583			
	14:30	15:30	Hullorpara ELTE Male Group	DAM	**Para:** Hullorpara, **Vill.:** Ajogara, **Union:** Ajogara, **Upazila:** Terokhada	Sitala Temple, Ajogara	Sonaton, 01936033269	FGD	60 Minutes	ELTE+ATT
	15:30	16:15	Travel to Alaypur Bazar, Ghatbhog	ACI			Sabuj Kumar Saha, 01710887914			
	16:15	16:30	Collecting Agents/Output Market Actors	ACI	Alaypur Bazar, Ghatbhog, **Upazila:** Rupsa	Shahed Ali's Shop, (Vegetable shop at Alaypur Bazar)	Md. Shahed Ali, 01856440261	KII	15 Minutes	
	16:30	17:15	Travel to Hotel City Inn, Khulna	DAM			Azmir Hossain, 01733806583			
	17:15	18:15	Sumon Hossain, FA, 01739384219 Sabuj Kumar Saha, MDO, 01710887914	ACI	Hotel City Inn, Majid Sharoni, Khulna	Hotel City Inn	Sabuj Kumar Saha, 01710887914	KII	60 Minutes	
July 31th 2017, Monday	8:45	9:30	Travel to Upazila Rupsa	DAM			Azmir Hossain, 01733806583			
	9:30	11:00	Mollapara ELTE Women Group	DAM	**Para:** Mollapara, **Village:** Debipur, **Union:** Noihati, **Upazial:** Rupsa	Sume Begume's house, one of the group member	Hosneara, 01958202536	FGD	90 Minutes	ELTE+ATT+EDT+VSL
	11:00	11:15	Site Visit: ✓ Sume Begume (A cattle	DAM	**Para:** Mollapara,	Sume Begume's	Sume Begume,	KII	15 Minutes	

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
			farmer)		**Village:** Debipur, **Union:** Noihati, **Upazial:** Rupsa	house	01997255450			
	11:15	11:20	Travel to Natun Bazar	DAM			Azmir Hossain, 01733806583			
	11:20	12:20	Samontasena LAC	DAM	**Village:** Natun Bazar, **Union:** Noihati, **Upazila:** Rupsa	Water Mgt. Office, Noihati	Md. Aiub Ali, 01748521104	KII	60 Minutes	
			Non ELTE Participants (Community People): ✓ Md. Belal Shake ✓ Md. Ismail	DAM	Natun Bazar, **Union:** Noihati, **Upazila:** Rupsa	Their Own Shop, Natun Bazar, Noihati	Md. Belal Shake	KII	30 Minutes	
	12:20	12:30	Travel to Rupsa Upazilla Parishad	DAM			Azmir Hossain, 01733806583			
	12:30	13:15	Government -Md. Robiul Islam, UAO-DAE	DAM	Upazilla Parishad, Rupsa	Upazilla Agriculture Office	Md. Robiul Islam, 01710125570	KII	45 Minutes	
	13:15	14:00	Back to Khulna	DAM			Azmir Hossain, 01733806583			
			Lunch & Travel to Jessore							

Table F: Field Visit Schedule for WEA Final Evaluation Team

Location: Barisal
Date: August 1st to 3rd, 2017
Three-Day Visit Program

Main Contact Person: Niloy Chakrobarty, M&EO, WI-WEA, 01715148024

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
August 1st 2017, Tuesday	15:00	15:30	Travel to Upazila Banaripara	SANIT BD and ACI			Augustine Boiragi, 01733124767 ; Md. Shohel Sikder, 01710211598			
	15:30	16:00	Input Market Actors	ACI	Sonjib, Mayer Ashirbad Store, Sener Hat Bazar **Union:** Chakhar, **Upazila:** Banaripara	Ashirbad Store, Sener Hat Bazar	Sonjib, Ashirbad Store, 01766817571	KII	30 Minutes	
			Peer Leader	SANIT BD	**Village:** Gave **Union:** Banaripara **Upazila:** Banaripara	Gava Primary School	Nondita Roy, 01790739300	KII	30 Minutes	
			Field Trainer	SAINT BD	**Village:** Gave **Union:** Banaripara **Upazila:** Banaripara	Gava Primary School	Istiaque Mahamud 01723848882	KII	30 Minutes	
	16:00	17:30	Gave Deuri Bari ELTE Women Group	SANIT BD	**Para/Vill.:** Gava **Union:** Banaripara **Upazila:**	House of Parvin Begom, One of the ELTE	Parvin Begon, ELTE Group Member, 01951102014	FGD	90 Minutes	ELTE+ATT

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Banaripara	member				
	17:30	18:15	Travel to Barisal	SANIT BD			Niloy Chakrobarty, 01715148024			
	18:15	18:45	-Niloy Chalkrobarty, M&EO, Winrock, 01715148024	Winrock	New 36, Aziz Residence, Osman Khan Road, South Alekanda, Barisal	WEA Office	Niloy Chalkrobarty, 01715148024	KII	60 Minutes	
August 2nd 2017, Wednesday	8:00	9:00	Travel to Uzirpur Upazila	DAM			Md. Morshed, 01723129569 and Md. Shohel Sikder, 01710211598			
	9:00	10:30	Hostishundo ELTE Women Group	DAM	**Para/Vill:** Hostisundo, **Union:** Bamrail, **Upazila:** Uzirpur,	Child Education Centre, Unique 2 Project by DAM, Hostisundo	Sumi Begom, 01766873679	FGD	90 Minutes	ELTE, ATT, EDT
			Master Trainer	DAM	**Para/Vill:** Hostisundo, **Union:** Bamrail, **Upazila:** Uzirpur,	Child Education Centre, Unique 2 Project by DAM, Hostisundo	Shahnaz Parvin 01715368929	KII	30 Minutes	
	10:30	12:00	Dokhin Hosti Sundo LAC	DAM	**Para/Vill:** Hostisundo, **Union:** Bamrail, **Upazila:** Uzirpur,	Child Education Centre, Unique 2 Project by DAM,	Humayn Kabir Talukder, 01727248228	FGD	90 Minutes	

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
						Hostisundo				
	12:00	12:25	Travel to Location	DAM						
	12:25	13: 55	ELTE facilitators	DAM	**Village:** Joyosree **Union:** Bamrail **Upazila:** Uzirpur	Hasirbari, Village: Joyosree Union: Sikerpur Upazila: Uzirpur	Rikta Begom, 01980687749	FGD	90 Minutes	Male and Female mixed group
	13: 55	15:00	Break							
	15:00	16:30	Uttor Para ELTE Men Group, Kalihata	DAM	**Village:** Kalihata, Uttor Para **Union:** Bamrail, **Upazila:** Uzirpur,	House Shahin, Village: Kalihata Uttor Para, Union: Bamrail, Upazila: Uzirpur	Shajah Sikder	FGD	90 Minutes	
	16:30	17:45	Travel to Barisal	DAM and ACI	New 36, Aziz Residence, Osman Khan Road, South Alekanda, Barisal	WEA Office				
	17:45	18:45	-Md. Morshed, CFC, DAM, 01723129569 -Md. Abdus Salam, MISO, DAM, 01715016876	DAM	New 36, Aziz Residence, Osman Khan Road, South Alekanda, Barisal	WEA Office	Md. Morshed, 01723129569 ;	KII	60 Minutes	Separate 2 meeting at a time
			-Md. Shohel Sikder, MDO, ACI, 01710211598 -Md. Aminul Islam, FA, ACI, 01761101779	ACI	New 36, Aziz Residence, Osman Khan Road, South Alekanda, Barisal	WEA Office	Md. Shohel Sikder, 01710211598	KII	60 Minutes	
	18:45	19:00	Travel to Hotel	Winrock	Hotel Grand	Hotel	Niloy			

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Park, Band Road, Barisal	Grand Park	Chakrobarty 01715148024			
August 3rd 2017, Thursday	8:30	9:00	Travel to Upazila Babugonj	SAINT BD and ACI			Augustine Boiragi, 01733124767 ; Md. Shohel Sikder, 01710211598			
	9:00	11:00	North Madhobpasha ELTE Women Group	SAINT BD	**Village:** North Madhobpasha **Union:** Madhobpasha **Upazila:** Babugonj	House of Kohinur Begom, Molla Bari, One of the ELTE member	Moni Begom, 01742483950 / 01611711779	FGD	90	ELTE+EDT+VSL+ATT
			Field Trainer	SAINT BD	**Village:** North Madhobpasha **Union:** Madhobpasha **Upazila:** Babugonj	House of Kohinur Begom, Molla Bari, One of the ELTE member	Majeda Akter Mukta 01705610690	KII	30	
			ELTE Facilitator	SAINT BD	**Village:** North Madhobpasha **Union:** Madhobpasha **Upazila:** Babugonj	House of Kohinur Begom, Molla Bari, One of the ELTE member	Susoma Halder 01740232543 01931387339	KII	30	
	11:00	11:30	Site visit: -Parul Rani (A Fish Farmer)	SAINT BD	**Village:** North Madhobpasha **Union:** Madhobpasha	House of Parul Rani	Parul Rani, One of the ELTE member of North Madhobpasha ELTE	KII	30	

Day/ Date	Time		Stakeholder/Organization/Person	Responsible Organization	Address	Venue	Contact Person	Method	Duration	Remarks
	Starting / Depart	Closing / Arrival								
					Upazila: Babugonj		Women Group			
	11:30	12:00	Travel to Location	SAINT BD and ACI						
	12:00	12:30	Travel to Barisal DC Office	SAINT BD	Barisal DC Office	DC Office	Md. Zahangir Kabir, 01711132351			
			-Mr. Abul Kalam Azad, ADC, Barisal Distrct -Mr. Hasan Habib, Deputy Director-Local Government, Barisal	Winrock and SAINT BD	Barisal DC Office	DC Office	Md. Zahangir Kabir, 01711132351	KII	30	
	12:30	12:45	Travel to Location	SAINT BD	Ohi Bhaban, CNB Road, Barisal	SAINT Head Office	Kazi Zahangir Kabir, 01711132351			
	12:45	13:15	-Kazi Zahangir Kabir, ED, SAINT BD, 01711132358 -Augustine Boiragi, PC, WEA-SAINT BD, 01733124767 -Sunil Baroi, M&EO, WEA-SAINT BD, 017166715398	SAINT BD	Ohi Bhaban, CNB Road, Barisal	SAINT Head Office	Kazi Zahangir Kabir, 01711132351	KII	60	
	13:15	14:15	Break							
	14:15	14: 45	Travel to Barisal Air Port	Winrock	Babugonj, Barisal	Barisal Airport	Niloy Chakrobarty 01715148024			

Annex 4 : EVALUATION TOOLS: KII GUIDES, FGD GUIDES & MINI-SURVEY

Discussion Guide for Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs)

This Interview Protocol sets out:

1) A list of key stakeholders who will participate in the data collection process

2) A brief introduction to the evaluation and procedures

3) Questions to guide semi-structured discussions for Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with stakeholders

1. Key Stakeholders and Informants

1. Government of Bangladesh officials at local levels: Department of Agriculture Extension (DAE) (and Livestock), Department of Women's Affairs (DOWA), UNOs, Union Parishad officials
2. WEA sub-partners – ACI, DAM, Nabolok, SMKK, Saint Bangladesh
3. Local Advisory Committees (LACs) (Chairpersons and members)
4. Facilitators (trainers) for ELTE, ATT and EDT
5. Women and men beneficiaries of WEA (ELTE, ATT, EDT, Village Savings & Loans (VSLs), etc.)

2. Introduction to the Evaluation and Procedures
Introduction by the Evaluation Team members

For each KII or FGD, the evaluation team member will begin by greeting the respondent(s), introducing herself/himself and providing a brief explanation of the purpose of the meeting/discussion and its emphasis on a participatory and learning-oriented approach. The evaluation team will assure all stakeholders, interviewees and participants that the team will maintain *full confidentiality* in recorded notes and reports of all the interviews and discussions. The team will express appreciation for the respondent's/s' participation in the interview/ discussion and thank all respondents.

S/he will begin as suggested, e.g.:

My name is _____. I am a member of the team conducting the Final Performance Evaluation of the Women's Empowerment Activity (WEA) Project. The goal of the WEA project is increasing women's empowerment in five districts: Khulna, Jessore, Barisal, Patuakhali, and Barguna. The purpose of evaluating the WEA project is to assess its results and make recommendations for the future.

Note: The KIIs and FGDs that follow use the same list of questions for stakeholder groups but administer different parts of these same questions based on their relevance to a particular stakeholder group. Therefore some questions may not be included for each KII or FGD as observed in their numbering.

Key Informant Interview (KII) Guide
Government of Bangladesh (GoB) Officials at National and Local Levels

Introduction

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Main discussion topics of the interview (evaluation questions)
- Confidentiality in responses - Request for and receipt of permission to interview
- Extend a note of thanks to participant at end of interview

Please complete the information below:

	INTERVIEW CODE #				
	Participant name	**Gender**	**Title**	**Department**	**National/District / Upazila/Union**
1					
2					
3					
4					

Date: _____ **Time of Interview:** _____

Name of Interviewers: _____ **Name of Note taker:** _____

Opening Questions – Overview

0.1 What is your role or link with the WEA project?

0.2 How often have you or your staff been able to visit the project? (Once----Twice ----More _____)

Evaluation Question 1: Women's Empowerment in the Community

1.1. Since the beginning of the WEA project, have you observed any changes in the empowerment of women in the community? What key changes have you observed?

1.2. Which of the WEA activities (or interventions) have been the most effective for making those changes and increasing women's empowerment? How and why?

1.3. What is the level of social acceptance of women's empowerment in your community?

(Excellent – Good ---Satisfactory – Not satisfactory) Why? Any examples?

1.4. How well have LACs supported the WEA program? (Very well – Satisfactory –Poorly) How and why?

1.5. How well has the Behavior Change Communication (BCC) strategy contributed to women's empowerment? (Very well – Satisfactorily –Poorly) How and why?

1.6. Has the WEA project had any unexpected results, either positive or negative? How and why?

1.7. What more could the WEA project do to strengthen women's empowerment?

Evaluation Question 3: Challenges

3.1. What are some of the key challenges the WEA project has faced?
3.2. How has the WEA project addressed these challenges?
3.3. How effective are the WEA strategies in overcoming the challenges? (Very effective—Effective – Not effective) Why?

Evaluation Question 6: Sustainability

6.1. To what extent can WEA project results continue after the project ends? (Highly sustainable – Sustainable ---- Not sustainable) How and why?

6.2. Which specific WEA activities (or results) can continue after the project?
6.3. What could WEA (or GOB) do to help the activities (or results) continue in the future?

7. Lesson Learned

7.1. What lessons and good practices can we learn from the WEA project?
7.2 What are the key factors that influenced program effectiveness?
7.3 How satisfied are you with the project performance? (Highly satisfied –Satisfied ---- Partially satisfied – Not satisfied) Why?
7.4 How well has the WEA project coordinated with other partners/departments/organizations on women's empowerment? (Very well -----Satisfactorily---- Not well) How and why?

8. Recommendations and future directions

8.1. What recommendation do you have for the WEA project?
8.2. What suggestions do you have for future directions for USAID support of women's empowerment?

Would you like to add any other comments?
Do you have any questions for our evaluation team?

Thank you for your kind participation.

Focus Group Discussion (FGD) Guide

WEA Sub-Partners (ACI, DAM, Nabolok, SMKK, Saint Bangladesh)

Introduction (*Also refer to the introductory section of this protocol)*

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Main discussion topics of the interview (evaluation questions)
- Confidentiality in responses - Request for and receipt of permission to interview
- Note of thanks at end of interview

Please complete the table below including all individuals present during the FGD

	INTERVIEW CODE #				
	Participant name	**Gender**	**Company /Organization**	**Title**	**Location: Dhaka or District Name**
1					
2					
3					

Date: _____ **Time of Interview:** _____

Name of Interviewers: _____ **Name of Note taker:** _____

Opening Questions

0.1 What is the role of your company (ACI) / organization (all others) in the WEA project?

0.2 What type of support do you provide to the project?

Evaluation Question 1: Women's Empowerment in the Community

1.1 According to your understanding, what does "women's empowerment" mean?

1.2. Since the beginning of the WEA project, have you observed any changes in the empowerment of women in the community? What changes have you observed?

1.3. Which of the WEA activities (or interventions) have been the most effective for making those changes and increasing women's empowerment? How and why?

1.4. What is the level of social acceptance of women's empowerment in WEA project communities?

(Excellent – Good ---Satisfactory – Not satisfactory) Why? Any examples?

1.5 To what extent has the WEA project developed the capacity of LAC members?

(Fully—Satisfactorily – Partially – Capacity not developed) How and why?

1.6. How well has the Behavior Change Communication (BCC) strategy contributed to women's empowerment? (Very well – Satisfactorily –Poorly) How and why? Examples?

1.7. Does local government provide any support to your work with WEA? How? Any gaps?

1.8. Has the WEA project had any unexpected results, either positive or negative? How and why?

1.9. What more could the WEA project do to strengthen women's empowerment?

Evaluation Question 2: Training Effectiveness

2.1 To what extent are WEA trainings for women (ELTE, ATT and EDT) effective in increasing women's input about family income? Time use? Decisions about nutrition? Leadership in the community?
2.2 Which training (ELTE, ATT or EDT) has the best results for women's empowerment? Why?
2.3 Do beneficiaries get more benefits when they take all the trainings?
2.4 What about WEA trainings for men (ELTE, ATT)? (Very effective -- Effective -- Not effective) Why?
2.5 What do you think about the duration of ELTE? (Too long – Too short – Appropriate duration) Why?
2.6 Would it be possible to have the same benefits in a shorter period of time? How long?

Evaluation Question 3: Challenges

3.1 What are some of the key challenges your company/org has faced during the WEA project?
3.2 How has the WEA project addressed these challenges?
3.3 How effective are the WEA strategies in overcoming challenges? (Very —Somewhat – Not) Why?

Evaluation Question 4: Linkages with Training, Finance, Markets

4.1 How does the WEA project link women beneficiaries to resources (training, financing, markets) to strengthen their income-generating activities or create new IGAs?
4.2 What role does your company/organization play in linking women to these resources?
4.2 In your opinion, how effective has the WEA project been in linking women to these resources? (Very effective – Effective – Not effective) Why? Examples?
4.3 What types and numbers of linkages have been established in this community?
4.4 How much have women's income generating activities increased from these linkages? (A lot – Somewhat – Not increased) Why? Examples?

Evaluation Question 5: Village Savings and Loans (VSL)

5.1 What role does your company/organization play related to the VSLs?
5.2 How useful are the VSLs for women? (Very Effective – Somewhat – Not effective) Why?
5.3 How many women in this community have increased their savings as result of VSLs? _____
5.4 What are the main strengths (benefits) and weaknesses (problems) of the VSLs?
5.5 How could the VSLs be improved?

Evaluation Question 6: Sustainability

6.1 To what extent can WEA project activities (or results) continue after the project ends?

(Highly sustainable – Sustainable ---- Not sustainable) How and why?

1.2 Which specific WEA activities (or results) can continue after the project?
1.3 What could WEA (or your company/org) do to help the activities (or results) continue in the future?

2. Lesson Learned

2.2 What lessons and good practices can we learn from the WEA project?
2.3 What are the key factors that influenced program effectiveness?
2.4 How satisfied are you with WEA? (Highly –Satisfied --Partially satisfied – Not satisfied) Why?

3. Recommendations and future directions

3.2 What recommendation do you have for the WEA project?
3.3 What suggestions do you have for future directions for USAID support of women's empowerment?

Would you like to add any other comments? Do you have any questions for our evaluation team?

Thank you for your kind participation.

Focus Group Discussion (FGD) Guide
Local Advisory Committees (LACs)

Introduction (*Also refer to the introductory section of this protocol)*

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Main discussion topics of the interview (evaluation questions)
- Confidentiality in responses - Request for and receipt of permission to interview
- Note of thanks at end of interview

Please complete the table below including all individuals present during the FGD

	INTERVIEW CODE #				
	Participant name	**Gender**	**Title**	**Department /Organization**	**Location: District/Upazila/Union**
1					
2					
3					

Date: _____ **Time of Interview:** _____

Name of Interviewers: _____ **Name of Note taker:** _____

Opening Questions

0.1 What is the role of your LAC in the WEA project?

Evaluation Question 1: Women's Empowerment in the Community

1.1. According to your understanding, what does "women's empowerment" mean?

1.2. Since the beginning of the WEA project, have you observed any changes in the empowerment of women in the community? What changes have you observed?

1.3. Which of the WEA activities (or interventions) have been the most effective for making those changes and increasing women's empowerment? How and why?

1.4. What is the level of social acceptance of women's empowerment in your community?

(Excellent – Good ---Satisfactory – Not satisfactory) Why? Any examples?

1.5 To what extent has the WEA project developed the capacity of LAC members?

(Fully—Satisfactorily – Partially – Capacity not developed) How and why?

1.6. How well has the Behavior Change Communication (BCC) strategy contributed to women's empowerment? (Very well – Satisfactorily –Poorly) How and why? Examples?

1.7. Does local government provide any support to your work with WEA? How? Any gaps?

1.8 Has the WEA project had any unexpected results, either positive or negative? How and why?

1.9. What more could the WEA project do to strengthen women's empowerment?

Evaluation Question 2: Training Effectiveness

2.1. To what extent are WEA trainings for women (ELTE, ATT and EDT) effective in increasing women's input about family income? Time use? Decisions about nutrition? Leadership in the community?
2.2. Which training (ELTE, ATT or EDT) has the best results for women's empowerment? Why?
2.3. Do beneficiaries get more benefits when they take all the trainings?
2.4. What about WEA trainings for men (ELTE, ATT)? (Very effective -- Effective -- Not effective) Why?
2.5. What do you think about the duration of ELTE? (Too long – Too short – Appropriate duration) Why?
2.6. Would it be possible to have the same benefits in a shorter period of time? How long?

Evaluation Question 3: Challenges

3.1 What are some of the key challenges you (the LAC) has faced during the WEA project?
3.2 How has the WEA project addressed these challenges?
3.3 How effective are the WEA strategies in overcoming challenges? (Very —Somewhat – Not) Why?

Evaluation Question 4: Linkages with Training, Finance, Markets

4.1 How does the WEA project link women beneficiaries to resources (training, financing, markets) to strengthen their income-generating activities or create new IGAs?
4.2 What role does the LAC play in linking women to these resources?
4.3 In your opinion, how effective has the WEA project been in linking women to these resources? (Very effective – Effective – Not effective) Why? Examples?
4.4 What types and numbers of linkages have been established in this community?
4.5 How much have women's income generating activities increased from these linkages? (A lot – Somewhat – Not increased) Why? Examples?

Evaluation Question 5: Village Savings and Loans (VSL)

5.1. Does the LAC play any role related to the VSLs?
5.2. How useful are the VSLs for women? (Very Effective – Somewhat – Not effective) Why?
5.3. How many women in this community have increased their savings as result of VSLs? _____
5.4. What are the main strengths (benefits) and weaknesses (problems) of the VSLs?
5.5. How could the VSLs be improved?

Evaluation Question 6: Sustainability

6.1 To what extent can WEA project activities (or results) continue after the project ends? (Highly sustainable – Sustainable ---- Not sustainable) How and why?

6.2 Which specific WEA activities (or results) can continue after the project?

6.3 What could WEA (or the LAC) do to help the activities (or results) continue in the future?

7 Lesson Learned

7.1 What lessons and good practices can we learn from the WEA project?
7.2 What are the key factors that influenced program effectiveness?
7.3 How satisfied are you with WEA? (Highly satisfied –Satisfied -Partially satisfied Not satisfied) Why?

8 Recommendations and future directions

8.1 What recommendation do you have for the WEA project?
8.2 What suggestions do you have for future directions for USAID support of women's empowerment?

Would you like to add any other comments? Do you have any questions for our evaluation team?

Thank you for your kind participation.

Focus Group Discussion (FGD) Guide

Training Facilitators (ELTE, ATT and EDT)

Introduction (*Also refer to the introductory section of this protocol)*

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Main discussion topics of the interview (evaluation questions)
- Confidentiality in responses - Request for and receipt of permission to interview
- Note of thanks at end of interview

Please complete the table below including all individuals present during the FGD

	INTERVIEW CODE #			
	Participant name	**Gender**	**Type of Training (ELTE, ATT, EDT)**	**Location: District/Upazila/Union**
I				

Date: _____ **Time of Interview:** _____

Name of Interviewers: _____ **Name of Note taker:** _____

<u>Evaluation Question 2: Training Effectiveness</u>

2.1 Which kind and how many WEA training sessions have you facilitated? With how many participants?

2.2 What preparation did you receive as a facilitator/ trainer? Was your preparation sufficient?

2.3 What support have you received from WEA after your started working as a facilitator / trainer? Was this support sufficient? If no, what else did you need?

2.4 What kind of pre-training and post-training tests of trainees' knowledge do you conduct?

In your opinion, to what extent and how have the trainings increased women's empowerment within their families / households and in their communities?

- If not yet mentioned, have the trainings increased women's empowerment in terms of control or input within their families / households over:
  - agricultural production? How? Examples?
  - productive resources? How? Examples?
  - use of income? How? Examples?
  - food choice and nutrition? How? Examples?
  - time use and division of labor? How? Examples?
- Have the trainings increased women's leadership in the community? How? Examples?

2.5 For achieving desired outcomes, has ELTE, ATT or EDT been most effective? Why? Which training

has been least effective? Why?

2.6 Do women benefit from any cumulative effect by receiving all three trainings? How? Examples?

2.7 Has ELTE training for men had any benefit for women's empowerment? How? Examples?

2.8 What is your opinion of the length of time of the various trainings? Are they too long, too short, or the appropriate length of time? Why?

2.9 Is the 7-month ELTE training period beneficial for achieving the desired outcomes? Could women (and men) get the same positive results with a shorter period of training?

Focus Group Discussion (FGD) Guide

Women Beneficiaries

Introduction *(Also refer to the introductory section of this protocol)*

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Confidentiality in responses - Request for and receipt of permission to interview
- **Women will introduce themselves**
- Note of thanks at end of interview

Date: _____ Time of Interview: _____ CODE #: _____

District: _____ Upazila: _____ UP: _____ Village: _____

Name of Interviewers: _____ Name of Note taker: _____

Please complete the table below to obtain background information of women beneficiaries in the FGD

No.	Name	Age	Occupation	Education	Marital Status
1					
2					
3					

Evaluation Question 2: Training Effectiveness

2.1. Please tell us ONE change within your family/home because of your participation in the WEA trainings? (Big changes – some changes – not much change?) (Good changes or bad?) Which training contributed most to these changes? What was the reaction of men?

2.2. Please tell us ONE change in your life in your community because of WEA trainings? Big changes – some changes – not much? Which training contributed most? How did men react?

2.3. Please tell us ONE change in your personal feelings from WEA trainings? Big changes – some changes – not much? Which training contributed most? How did men react?

2.4. Did WEA trainings for men bring any changes? Big – some – or not much? What specific changes?

2.5. Was ELTE too long or too short? What about ATT? What about EDT? All 3 together are important?

Evaluation Question 4: Linkages with Finance, Markets and Additional Training

4.1 How much did WEA link you to any resources (finance, markets, additional training) to strengthen

your income-generating activities? (A lot – Some – No links)

4.2 What types and number of links did WEA help you make? Examples?

4.3 How much have your income generating activities increased from these linkages? (A lot – Somewhat – Not increased) How / why? Examples?

Evaluation Question 5: Village Savings and Loans (VSL)

5.1. Who initiated the VSL and how does it function?

5.2. How much money did this women's VSL group save together in total? _____

5.3. How many women in this group increased their savings as result of VSL? _____

5.4. How many women in this group got a loan from the VSL? _____

5.5. What did you do with the loan money? How did it help you?

5.6. What are the benefits (positive aspects) of the VSL? What are the problems?

5.7. How could the VSLs be improved or strengthened?

Evaluation Question 6: Sustainability

6.1 Will any of the benefits from WEA continue after the project is finished? (Definitely – Possibly -- No)

6.2 What specific benefits will continue? Why/how?

Evaluation Question 3: Challenges

3.1. What are some of the key challenges you faced in participating in the WEA project?

3.2. Was WEA helpful in solving (overcoming) the challenges? (Very —Somewhat – Not) How/why?

Evaluation Question 1: Women's Empowerment in the Community

1.1 What are the **two most important things** you have learned/gained from participating in WEA?

1.2. What does empowerment mean to you?

1.3 What changes have you observed in attitudes towards you of: household members, husbands/male relatives, and community (comparing before the project and now)?

1.4. Did the LAC contribute to the success of the WEA project? Government? Peer Leaders? NGOs?

7. Lessons Learned and Recommendations

7.1. What parts of the WEA project could have been improved?

7.2. What could help empower women in the future?

Thank you for your kind participation.

Focus Group Discussion (FGD) Guide

Men Beneficiaries

Introduction *(Also refer to the introductory section of this protocol)*

- Brief introduction of evaluation team members
- Purpose of the evaluation and interview
- Confidentiality in responses - Request for and receipt of permission to interview
- **Men will introduce themselves**
- Note of thanks at end of interview

Date: _____ Time of Interview: _____ CODE #: _____

District: _____ Upazila: _____ UP: _____ Village: _____

Name of Interviewers: _____ Name of Note taker: _____

Please complete the table below to obtain background information of men beneficiaries in the FGD

No.	Name	Age	Occupation	Education	Marital Status
1					
2					
3					
4					
5					
6					
7					

Evaluation Question 2: Training Effectiveness

2.1 Please tell us ONE thing you learned in ELTE. And ONE thing you learned from ATT.
2.2 Did your opinions / attitudes change because of ELTE? What opinion / attitudes changed?
2.3 Is there any change within your family/home because of your participation in these WEA trainings? (Big changes – some changes – not much change?) What specific changes?
2.4 In your opinion, did anything change for women in this community because of women's participation in WEA trainings? Big change – some change – not much? Which training contributed most?
2.5 How have you (and other men in this community) supported these changes for women?
2.6 Was ELTE for women too long or too short? Was ELTE for men too long or too short?

Evaluation Question 4: Linkages with Finance, Markets and Additional Training

4.1 Do you help the women in your family link to markets (and/or finance, training)? How?
4.2 Can women now use these links by themselves? How could you support their independence?

Evaluation Question 5: Village Savings and Loans (VSL)

5.1 Did a woman in your family get any VSL loan? If so:
5.2 How do you support her with this loan? Did you get to use any of the money yourself?

Evaluation Question 6: Sustainability

6.1 Will any of the benefits from WEA continue after the project is finished? (Definitely – Possibly -- No)
6.2 What specific benefits will continue? Why/how?

Evaluation Question 3: Challenges

3.1 What are some of the key challenges you faced in participating in the WEA project?
3.2 Was WEA helpful in solving (overcoming) the challenges? (Very —Somewhat – Not) How/why?

Evaluation Question 1: Women's Empowerment in the Community

1.1 What are the **two most important things** you have learned/gained from participating in WEA?

1.2. What does women's empowerment mean to you?

1.3. Did the LAC contribute to the success of the WEA project? Government? Peer Leaders? NGOs?

8. Lessons Learned and Recommendations

8.1. What parts of the WEA project could have been improved?
8.2. In your opinion, what could help empower women in the future?

Thank you for your kind participation.

Mini-Survey for Women Beneficiaries

I would like to ask you a few questions. It will take about 10 minutes. There is no right or wrong answer. I will not tell anyone else about your answers. May I ask the questions? _____

First, I will ask you a few questions about "women's empowerment." I will give you a few possible answers. Please only give one of those short answers.

		Me	Husband	Both	NA
1	In your family, who makes the decisions about what food your family eats?: **you**, **your husband, or both of you together**?				
2	In your family, who makes the decisions about how you spend your time in the house and out of the house?: **you**, **your husband, or both of you together**?				
3	In your family, who makes the decisions about how to spend money?: **you**, **your husband, or both of you together**?				
		Most	**Some**	**Few**	**NA**
4	In this community, do men think women should be able to make decisions about nutrition, time, income and other things?: **most men, some men, or only a few men?**				
5	In this community, do other women think women should be able to make these kinds of decisions?: **most women, some women, or only a few women?**				

Now I will ask you a few questions about your income-generating activities - IGAs. I will give you some possible answers. Please only give one of those short answers.

		A Lot	Some	None	NA
6	For your IGAs, how much has the WEA project facilitated you to get financing (loans)?: **a lot, some, or none**?				
7	For your IGAs, how much has the WEA project introduced you to markets (such as agricultural input sellers and collecting agents)?: **a lot, some, or none**?				
8	For your IGAs, how much has WEA project referred you to additional training opportunities?: **a lot, some, or none**?				
		Myself	**Together**	**Man**	**NA**
9	For your IGAs, do you buy agricultural inputs (such as seeds) **by yourself, together with other women, or with help from a man** (such as your husband or a neighbor)?				
10	For your IGAs, do you sell your agricultural products **by yourself, together with other women, or with help from a man** (such as your husband or a neighbor)?				

Thank you very much for answering these questions.

Mini –survey (Bangla)

WEA মহিলা সুবিধাভোগীদের জরিপ

মিনি-সার্ভে নির্দেশাবলী:

1. কাগজে লিখিত প্রত্যেক শব্দ পড়ুন। কোন অতিরিক্ত শব্দ যোগ করবেন না।
2. একটি প্রশ্ন পড়ুন। এবং উত্তরের জন্য অপেক্ষা করুন। সঠিক বক্স টিক্ দিন।
3. যদি মহিলার একটি দীর্ঘ ব্যাখ্যা দিতে চায়, তাহলে তাকে থামান (তার কথায় বাধাদেন)।
4. যদি একজন মহিলার প্রশ্নটি বুঝতে না পারে, তবে প্রশ্নটি আবার পড়ুন।
5. কোন কারণে অন্য কোন শব্দ বা ব্যাখ্যা যোগ করবেন না।
6. যদি একজন মহিলা বলে, "আমি জানি না," বা যদি সে উত্তর না দেয়, তাহলে এনএ তে টিক্ দিন।
7. প্রতিটি প্রশ্নের জন্য একই রকম করুনকি।
8. যত দ্রুত সম্ভব প্রশ্নগুলি পূরণ করুন।

এখন আমি আপনাকে কয়েকটি প্রশ্ন জিজ্ঞাসা করতে চাই। প্রশ্ন করতে 10 মিনিট সময় লাগবে। সেখানে কোন ঠিক বা ভুল উত্তর নেই. আমি আপনার উত্তর সম্পর্কে অন্য কাউকে বলব না। আমি কি প্রশ্ন করতে পারি? প্রথমত, আমি আপনাকে "নারীর ক্ষমতায়নের" ধারণা সম্পর্কে কয়েকটি প্রশ্ন জিজ্ঞাসা করব।
আপনার উত্তরের জন্য আমি আপনাকে কয়েকটি পছন্দ দেব। দয়া করে শুধুমাত্র আপনার পছন্দগুলির মধ্য থেকে একটি সংক্ষিপ্ত উত্তর দিবেন।

		আমি	স্বামী	স্বামী- স্ত্রী উভয়	অপ্রয়োজনীয়
১	আপনার পরিবার কি কি খাবার খাবে সে সম্পর্কে আপনার পরিবারে কে সিদ্ধান্ত নেয় ?: আপনি, আপনার স্বামী, অথবা আপনারা উভয় একসঙ্গে?				
২	বাড়ির বাইরে এবং ভিতরে আপনার সময় কাটানোর বিষয়ে আপনার পরিবারের কে সিদ্ধান্ত নেয়? আপনি, আপনার স্বামী, অথবা আপনারা উভয় একসঙ্গে??				
৩	টাকা পয়সা খরচ করার ব্যাপারে কে আপনার পরিবারে সিদ্ধান্ত নেয়? আপনি, আপনার স্বামী, অথবা আপনারা উভয় একসঙ্গে?				
		সবাই	কিছু	অল্প কিছু	অপ্রয়োজনীয়
৪	আপনার এলাকার পুরুষ লোকেরা কি মনে করেন, মহিলারা পুষ্টি, সময়, আয় এবং অন্যান্য বিষয় সম্পর্কে সিদ্ধান্ত নিতে সক্ষম হবে? অধিকাংশ পুরুষ, কিছু পুরুষ বা শুধুমাত্র কয়েকজন পুরুষ?				
৫	আপনার এলাকার অন্যান্য মহিলারা কি মনে করেন, মহিলাদের এই ধরণের সিদ্ধান্ত নেয়ার সক্ষমতা আছ কি? বেশিরভাগ মহিলা, কিছু নারী, বা শুধুমাত্র কয়েকজন মহিলা				

এখন আমি আপনাকে আপনার আয় উত্পাদক কার্যক্রম সম্পর্কে কয়েকটি প্রশ্ন জিজ্ঞাসা করব – IGAs.
আপনার উত্তরের জন্য আমি আপনাকে কয়েকটি পছন্দ দেব। দয়া করে শুধুমাত্র আপনার পছন্দগুলির মধ্য থেকে একটি সংক্ষিপ্ত উত্তর দিবেন।

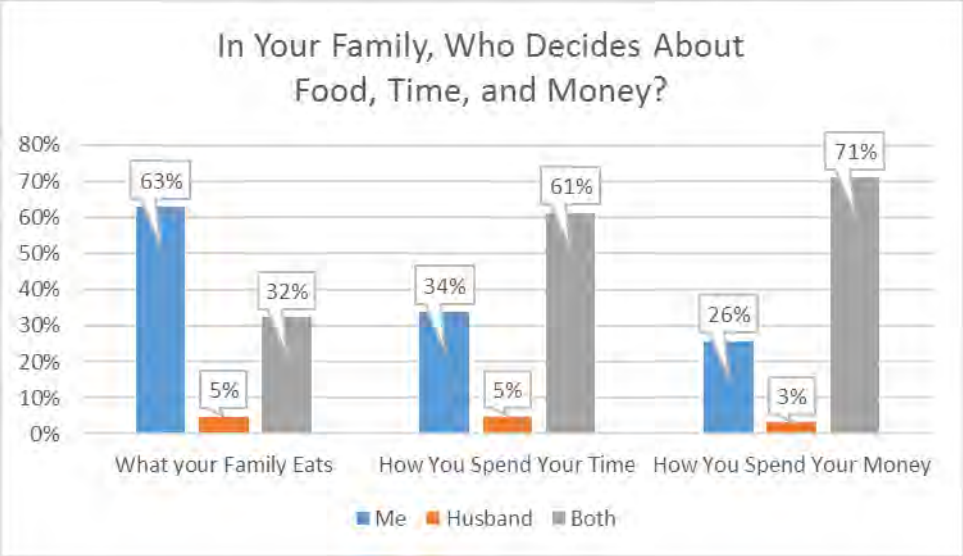
		প্রচুর	কিছু	মোটেইনা	অপ্রয়োজনীয়
৬	আপনার আইএজিএগুলির জন্য ঋণ পাওয়ার ক্ষেত্রে WEA প্রকল্পটি আপনাকে কতটা সহায়তা করেছে ?: অনেক, কিছু, বা মোটেইনা				
7	আপনার IGA এর জন্য WEA প্রকল্পটি বাজারে (যেমন কৃষি উপকরন বিক্রেতারা এবং সংগ্রহকারী এজেন্ট দেরকে) আপনকে কতটা পরিচয় করিয়ে দিয়েছে ?: অনেক, কিছু, বা মোটেইনা?				
৮	আপনার আইএজিএর সাথে সম্পর্কিত অতিরিক্ত কোন প্রশিক্ষণের সুযোগ সম্পর্কে WEA প্রকল্পটি কতটা সুপারিশ করেছিল?: অনেক, কিছু, বা মোটেইনা?				
		আমি নিজে	মহিলারা সবাই মিলে	পুরুষ লোক	অপ্রয়োজনীয়
৯	আপনার আইএজিএর সাথে সম্পর্কিত কোন কৃষি পন্য (যেমন বীজ)আপনি কি কিনেছেন, আপনি নিজে, অন্য মহিলাদের সাথে, অথবা একজন মানুষের কাছ থেকে সাহায্য নিয়ে (যেমন আপনার স্বামী বা প্রতিবেশী)?				
১০	আপনি আপনার IGAs থেকে আপনার কৃষি পণ্য বিক্রি করেছেন, নিজের দ্বারা, অন্য নারীদের সাথে, বা একজন মানুষের সাহায্য নিয়ে (যেমন আপনার স্বামী বা প্রতিবেশী)?				

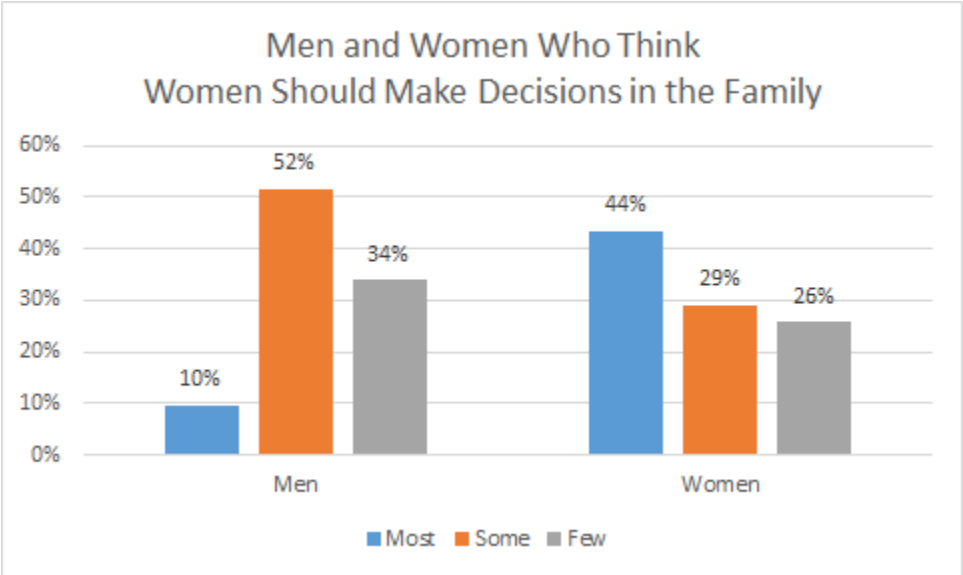
এই প্রশ্নের উত্তর দেওয়ার জন্য আপনাকে অনেক ধন্যবাদ।

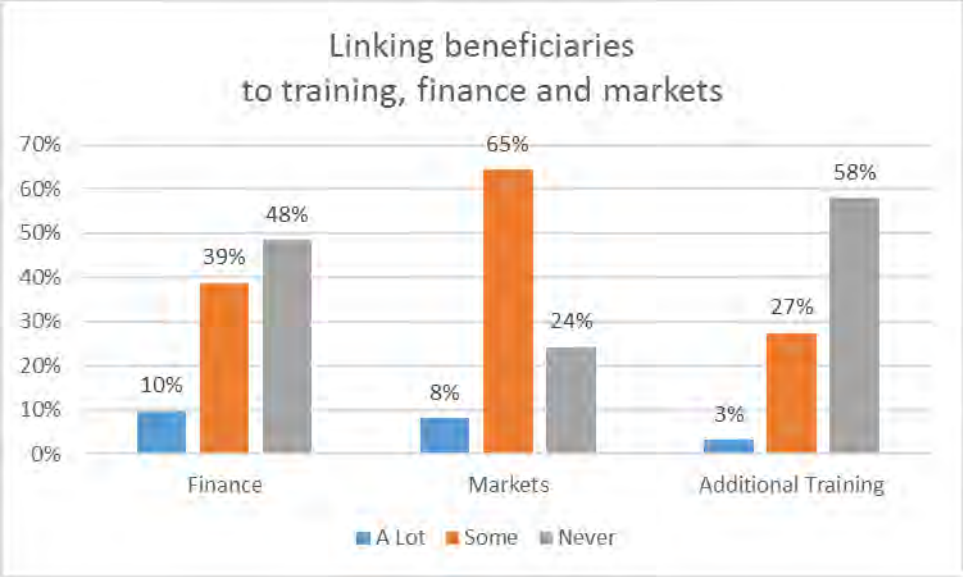
Annex 5. MINI-SURVEY DATA AND GRAPHS

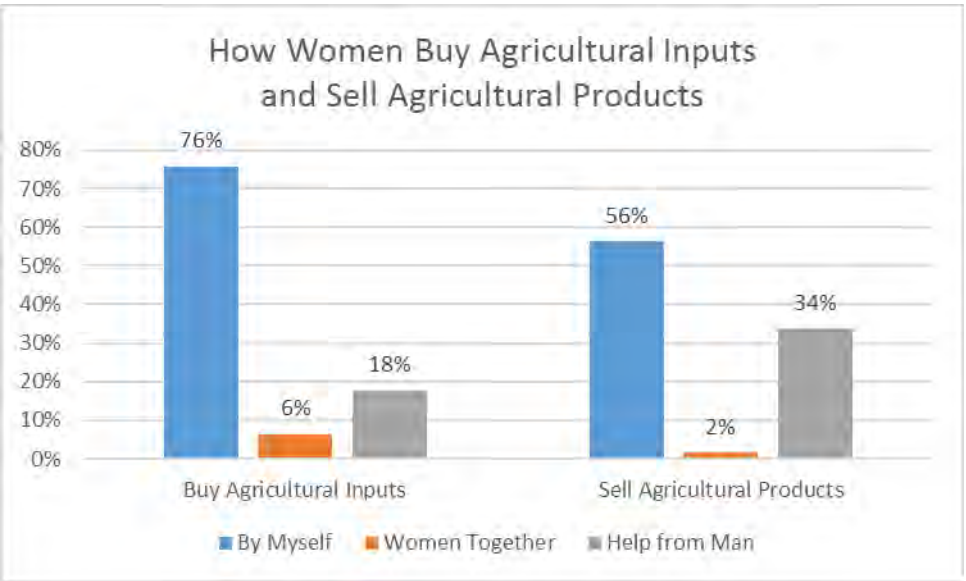
Data from Evaluation Mini-survey of 62 WEA Women Beneficiaries					
No.	**Question**	**Answer Choices**			
	Women's Decision-Making	**Me**	**Husband**	**Both**	**NA**
1	In your family, who decides about what food your family eats?: **you**, **your husband, or both of you together**?	39	3	20	0
	Percent	63%	5%	32%	0%
2	In your family, who decides about how you spend your time in the house and out of the house?: **you**, **your husband, or both of you together**?	21	3	38	0
	Percent	34%	5%	61%	0%
3	In your family, who decides about how to spend money?: **you**, **your husband, or both of you together**?	16	2	44	0
	Percent	26%	3%	71%	0%
	Social Acceptance	**Most**	**Some**	**Few**	**NA**
4	In this community, do men think women should be able to make decisions about nutrition, time, income and other things?: **most men, some men, or only a few men?**	6	32	21	3
	Percent	10%	52%	34%	5%
5	In this community, do other women (not in this group) think women should be able to make these kinds of decisions?: **most women**, **some women**, or **only a few women**?	27	18	16	1
	Percent	44%	29%	26%	2%
	Links to Training, Finance and Markets	**A Lot**	**Some**	**Never**	**NA**
6	For your IGAs, how much has the WEA project facilitated you to get financing (loans)?: **a lot, some, or never**?	6	24	30	2
	Percent	10%	39%	48%	3%
7	For your IGAs, how much has the WEA project introduced you to markets (such as agricultural input sellers and collecting agents)?: **a lot**, **some**, or **never**?	5	40	15	2
	Percent	8%	65%	24%	3%
8	For your IGAs, how much has WEA project referred you to additional training opportunities?: **a lot**, **some**, or **never**?	2	17	36	7
	Percent	3%	27%	58%	11%
	Access to Markets	**By Myself**	**Women Together**	**Help from Man**	**NA**
9	For your IGAs, do you buy agricultural inputs (such as seeds) **by yourself, together with other women, or with help from a man** (such as husband or a neighbor)?	47	4	11	0
	Percent	76%	6%	18%	0%
10	For your IGSs, do you sell your agricultural products **by yourself, together with other women, or with help from a man** (such as your husband or a neighbor)?	35	1	21	5
	Percent	56%	2%	34%	8%

Graphs from Evaluation Mini-survey of 62 WEA Women Beneficiaries






Linking beneficiaries
to training, finance and markets
70%
60%
50%
40%
30%
20%
10%
0%
10%
39%
48%
8%
65%
24%
3%
27%
58%
Finance
Markets
Additional Training
A Lot
Some
Never


How Women Buy Agricultural Inputs
and Sell Agricultural Products
80%
70%
60%
50%
40%
30%
20%
10%
0%
76%
6%
18%
56%
2%
34%
Buy Agricultural Inputs
Sell Agricultural Products
By Myself
Women Together
Help from Man

Annex 6. ANALYSIS OF ELTE CURRICULUM

A. General Notes

- Accomplishing WEA empowerment results with a shorter course

    - It would be possible to eliminate as many as 14 ELTE topics (28 days) that are inessential (such as HIV/AIDS and trafficking in women). (See Section B of this annex.) Adding four days on agricultural topics, four days on entrepreneurial and market-link topics, and two days on VSLs would create an ELTE course of approximately six months (120 days).
    - It would be possible to combine additional ELTE topics in order to eliminate as many as 12 more topics (for a total of 26 topics and 52 days eliminated). Adding six days on agricultural topics, six days on entrepreneurial and market-link topics, and six days on VSLs would create an ELTE course of approximately five months (100 days).
    - Repetition is valuable for learning. However, the review days in the schedule already allow for repetition, and adding more days to the curriculum focused on agriculture, entrepreneurship and VSL topics could be used to reinforce other learning.

- Integrating ATT, EDT and VSLs into the ELTE curriculum

    - The ELTE curriculum (see Section C of this annex) includes ATT topics such as fish farming, flower cultivation (relevant only in Jessore district), and kitchen gardening. Non-agriculture income-generating topics are included (such as handicrafts and repairing mobile phones). However, other agricultural topics that are highly relevant for WEA beneficiaries are completely neglected in the ELTE curriculum, such as poultry and cattle rearing.
    - Entrepreneurship topics are prominent in the ELTE curriculum, providing a foundation for additional EDT themes to be incorporated in the ELTE course.
    - The importance of savings and credit are introduced early in the ELTE curriculum, but VSLs were not initiated to reinforce this lesson.

- Empowering women through literacy and numeracy

    - Each ELTE class day allocated 30 minutes for reading and 30 minutes for writing. However, many women in FGDs seemed to indicate that their literacy is limited to signing their names, suggesting that they spent half of the ELTE course time learning how to read and write, but emerged with very limited literacy skills.
    - Some substantive ELTE themes could be reinforced through literacy and numeracy skills-building. Examples include learning how to read and write vocabulary words about various substantive topics (especially useful words related to household management, agriculture and entrepreneurship), and using record-keeping and marketing themes to reinforce numeracy skills.
    - Similarly, initiation of IGAs and VSLs much earlier in the ELTE process would provide women with practical opportunities (and needs) to enhance literacy and numeracy skills.

B. Suggestions for Reducing ELTE Curriculum Timeframe

OPTION 1 LESSON DISTRIBUTION PLAN ELIMINATING 14 LESSONS

Total Number of Days: 110 (92 for basic lessons + 12 review lessons + two mid-way assessments + two preparation lessons for evaluation + two evaluation days) (Add 10 days for six months total)

Basic lessons (two days each):	46 x 2 days = 92 days	
Review lessons:	12 x 1 day = 12 days	
First midway assessment (after the third review lesson of first part)	=	1 day
Preparation of evaluation (at the end of first part)	=	1 day
Midterm evaluation	=	1 day
Second midway assessment (after the third review lesson of second part)	=	1 day
Preparation of course end evaluation	=	1 day
Course end evaluation	=	1 day

OPTION 2 LESSON DISTRIBUTION PLAN ELIMINATING 26 LESSONS

Total Number of Days: 82 (68 for basic lessons + eight review lessons + two mid-way assessments + two preparation lessons for evaluation + two evaluation days) (Add 18 days for five months total)

Basic lessons (two days each):	34 x 2 days = 68 days	
Review lessons:	8 x 1 day = 8 days	
First midway assessment (after the second review lesson of first part)	=	1 day
Preparation of evaluation (at the end of first part)	=	1 day
Midterm evaluation	=	1 day
Second midway assessment (after the second review lesson of second part)	=	1 day
Preparation of course end evaluation	=	1 day
Course end evaluation	=	1 day

C. Suggestions for Reducing ELTE Curriculum Content

Lesson 1 - Introduction of ELTE
1.1 Rules and regulations in learning centers
1.2 Need for learning literacy
1.3 Learners' topics of interest
1.4 Applications of literacy
1.5 Concept of literacy
1.6 Concept of empowerment
1.7 Necessity of women's empowerment
1.8 The qualities of men and women that empower in family and society
1.9 Importance of literacy for empowerment

Lesson 2 - Decision-making Power
2.1 Present situation of women's decision-making power
2.2 Areas of decision-making
2.3 Necessity of having decision-making power for women
2.4 Strategy to achieve decision-making power by women
2.5 Positive role of men, family and community for women's participation in decision-making

Lesson 3 – Equality [combine with Lessons 23 & 54]
3.1 Concept of gender equality
3.2 Present situation of gender equality (case study)
3.3 Importance of gender equality within household and society
3.4 Effective role of all to promote and ensure gender equality

Lesson 4 - Equal Distribution of Household Responsibilities [combine with Lesson 13]
4.1 Making list of household work
4.2 Who is responsible to do which task?
4.3 Ensuring equality with equal distribution of household responsibilities between men and women
4.4 Necessity of negotiation about household responsibility

Lesson 5 - Entrepreneurship [combine with Lessons 22 & 55]
5.1 Concept of entrepreneurship
5.2 Some qualities and skills of a successful entrepreneur
5.3 Examples of some income generating activities/entrepreneurship

Lesson 6 - Necessity of Savings and Credit for Entrepreneurship [introduce VSLs]
6.1 How can we make savings?
6.2 Where and how can we get credit?
6.3 Why savings and credit is important for business?

Lesson 7 - Local Agriculture and Agricultural Products [introduce IGAs]
7.1 Making list of local agricultural products
7.2 The kinds of agricultural activities that we are engaged with
7.3 Scope to engage/involve with new type of agricultural activities

Lesson 8 - Women's Participation in Agriculture [combine with Lesson 42]
8.1 Present condition of women's participation in agriculture
8.2 In agriculture, women's decision-making skill and its social recognition

Lesson 9 - Self-awareness, Empathy & Unity

9.1 Concept of life skill
9.2 Meaning of self-awareness and its importance
9.3 Meaning of empathy and its importance
9.4 Meaning of mutual understanding and its importance
9.5 Story about unity
9.6 Participants' experience sharing on unity

Lesson 10 - Effective Interpersonal Communication

10.1 Meaning of effective communication and its importance
10.2 Meaning of interpersonal communication and its importance
10.3 Story on effective communication
10.4 Participants' experience sharing on effective interpersonal communication
10.5 Different problems that we face in our personal lives and ways to solve the problems

Lesson 11 - Access to Resources [combine with Lessons 51 & 53]

11.1 What is a resource?
11.2 List of personal and family resources
11.3 Present situation of women's access to resources
11.4 Necessity of women's rights to access to resources
11.5 Creating opportunities for women's access to resources

Lesson 12 - Women's Effective Participation in Decision-making in the Community

12.1 Present situation of women's participation in decision-making in the community
12.2 Necessity of women's participation in decision-making in the community
12.3 Creating opportunities for women's participation in decision-making
12.4 Positive role of men, family and community in creating opportunities for women's participation in decision-making

Lesson 13 - Time Allocation for Daily Tasks [combine with Lesson 4]

13.1 Making a list of daily tasks (along with leisure, entertainment, mealtime)
13.2 Who does which task, when?
13.3 In absence of the responsible person, who does the task?
13.4 In the present situation, who does most work in the family?
13.5 The negative aspects in the family for over workload of woman
13.6 Equal time allocation in household responsibilities for male and female

Lesson 14 - Women's Rights

14.1 Concept of women's rights
14.2 Present situation of women's rights (are women enjoying equal rights with men or not?)
14.3 Positive role of man and community members for establishing women's rights
14.4 Existing women's right in the constitution (article 28 of Bangladesh Constitution)
14.5 Existing various social institutions who are working for establishing women's rights
14.6 Present situation of women's active participation in different institutions and organizations

Lesson 15 – Women's Enterprises (Individual) [combine with Lesson 56]

15.1 Introduction of a successful woman-entrepreneur
15.2 Participants' experience-sharing about their known successful woman entrepreneur

Lesson 16 – Women's Enterprises (Group/Joint) [combine with Lesson 25]

16.1 Success story of group/joint enterprise
16.2 Identification of obstacles/barriers in group/joint enterprise
16.3 Principles/rules needed for a successful group/joint enterprise
16.4 Participants' experience sharing about successful group/joint enterprise

~~**Lesson 17 - Use of Information and Technology in Agriculture**~~ **[combine with Lesson 41]**

~~17.1 Concept of information and technology~~
~~17.2 At present, what kind of information and technology do women use in agricultural activities?~~
~~17.3 Importance of using information and technology by women in agriculture~~
17.4 ~~Sources/services of information and technology~~

Lesson 18 - Modern Agriculture

18.1 Concept of modern agriculture
18.2 At present, what kind of modern technology do the women use in agriculture?
18.3 For woman, importance of using modern technology in agriculture
18.4 Training and services for woman to use modern technology in agriculture
18.5 Different modern technology in agriculture

Lesson 19 - Coping with Indignation, Grievance & Emotion, and Acquainting with Stressful Situations and Innovative Thinking

19.1 Consequences of indignation, grievance and emotion (examples—experience-sharing)
19.2 Importance of acquainting with indignation, grievance and emotion
19.3 Importance of acquainting with stressful situation
19.4 Meaning and importance of innovative thinking. How does it help us?
19.5 Case study

Lesson 20 - Innovative Thinking, Decision-making, Problem-solving

20.1 Importance of innovative thinking
20.2 Achieving decision-making capacity
20.3 Achieving ability to solve problem
20.4 Case study

Lesson 21 - Leadership

21.1 Concept of leadership
21.2 Who has the leadership power in present society?
21.3 Necessity of women's leadership in society
21.4 Challenges in women's leadership
21.5 Positive role of men, family and community to create opportunities for women's leadership

Lesson 22 - Entrepreneurship [combine with Lessons 5 & 55]

22.1 Concept of entrepreneurship
22.2 Family benefits of being an entrepreneur for women's empowerment
22.3 Family and self benefits, if a woman becomes an entrepreneur
22.4 Necessary initiatives to be a successful woman-entrepreneur

Lesson 23 - Discrimination against Women [combine with Lessons 3 & 54]

23.1 Areas of discrimination against women
23.2 Reasons for discrimination against women
23.3 Negative effects of discriminations against women (within family, society and state)

23.4 Importance of eliminating the discrimination against women
23.5 Necessary steps to eliminate discrimination against women

~~**Lesson 24 - Family Laws in Bangladesh**~~
~~24.1 Concept of family laws~~
~~24.2 Benefits of family laws in family and social life~~
~~24.3 Beneficiaries of family laws~~
~~24.4 Service centers and other resources to get legal support~~
~~24.5 Taking initiative for having easy access to legal support~~

Lesson 25 - Men and Women's Joint/Group Enterprise [combine with Lesson 16]
25.1 Success story of group/joint initiatives for joint enterprise (man and woman)
25.2 Identification of obstacles/barriers in group/joint enterprise (man and woman)
25.3 Principles/rules needed for a successful group/joint enterprise (man and woman)
25.4 Participants' experience sharing about successful group/joint enterprise

Lesson 26 – Market
26.1 Concept of market and types of market
26.2 Introduction of seller and buyer
26.3 Qualities of an ideal seller/trader
26.4 Women's access to market (situation analysis)

~~**Lesson 27 - Effects of Climate Change on Agriculture**~~ **[combine with Lesson 28]**
~~27.1 Concept of climate change~~
~~27.2 Effects of climate change on agriculture in our area~~
~~27.3 How to minimize / mitigation of the effects of climate change on our agriculture~~
~~27.4 Effects of salinity in water and agricultural lands~~
~~27.5 Effects of water-logging~~
~~27.6 What is natural disaster? Necessary steps to protect from natural disaster~~

Lesson 28 - Environment Friendly Agriculture
28.1 Concept of environment friendly agriculture and organic fertilizer
28.2 Different types of materials/substances used in agriculture
28.3 Negative impact of chemical substances used in agriculture
28.4 Benefit of using organic fertilizer in agriculture
28.5 Women's participation to use organic fertilizer in environment friendly agriculture

Lesson 29 - Nutritious and Healthy Food
29.1 Concept of nutritious and healthy food
29.2 Importance of nutritious and healthy food
29.3 Making a list of nutritious and healthy foods
29.4 Importance of nutritious and healthy food for women, children and other family members
29.5 How healthy food habits reduces women's engagement and improves time use

~~**Lesson 30 - Adolescent Health (Mental and Physical)**~~
~~30.1 Who are adolescents?~~
~~30.2 Physical and psychological changes during adolescent period~~
~~30.3 Physical health care for adolescents and why it is important~~
~~30.4 Mental health care for adolescents and why it is important~~
30.5 ~~Negative effects of ignorance and negligence of adolescents~~

Lesson 31 - Participation in Social and Political Activities

31.1 Present situation of women's participation in social and political activities
31.2 Necessity of women's participation in social and political activities
31.3 Creating opportunities for women's participation in social and political activities
31.4 Positive roles in creating opportunities for women's participation in social & political activities

Lesson 32 - Positive Self-image and Self-esteem to Overcome Obstructions

32.1 Identification of obstacles in women's empowerment
32.2 Identification of root causes which create barriers in women's empowerment
32.3 Strategy to overcome the obstructions
32.4 Apply positive attitude to overcome obstructions of women's empowerment

~~**Lesson 33 - Fair Wage**~~

~~33.1 Concept of fair wage~~
~~33.2 Discrimination to women on fair wage (case study)~~
~~33.3 Law/policy/act on fair wage~~
~~33.4 Taking initiatives to lobby for fair wage~~

~~**Lesson 34 - Women Friendly Workplace**~~

~~34.1 Concept of woman friendly workplace~~
~~34.2 Present situation of women's workplace~~
~~34.3 Taking initiatives for ensuring women friendly workplace~~
~~34.4 Day-care centers and access of day care centers~~

Lesson 35 - Marketing

35.1 Concept of marketing
35.2 Steps/phases of marketing
35.3 Importance of marketing in business/trade
35.4 Basic principles of marketing
35.5 Women's role in marketing

Lesson 36 - Feasibility Assessment of Enterprise

36.1 Among the participants, who are engaged with any enterprise and what type of enterprise?
36.2 What kind of enterprises are there/here in the local community?
36.3 Scope/sectors to develop an enterprise in the local market
36.4 What should be considered for an enterprise?
36.5 Planned enterprise and unplanned enterprise (case study/story)

Lesson 37 - Homestead Vegetable Gardening and Benefits for Family Nutrition

37.1 Vegetables that we grow in our homestead /yard
37.2 Role & responsibilities of male and female member in homestead gardening
37.3 Scope of homestead vegetable gardening to increase family income
37.4 Equal participation/ time allocation of man and woman in vegetable gardening
37.5 Floating vegetable gardening

Lesson 38 - Flower Farming [relevant in Jessore only]

38.1 Women's participation/role to increase income through flower farming
38.2 Women's participation in marketing of flowers
38.3 Having knowledge about flower farming/culture and essential trainings

Lesson 39 - Women's Consent to Pregnancy [combine with Lesson 40]

39.1 Proper age of woman to conceive a baby (as per medical science)
39.2 Mental preparation of woman to conceive baby
39.3 Mind set and expectation of having gird baby or boy baby
39.4 Mutual understanding between couple to conceive baby
39.5 Impact to family and women's health on disagreement in a couple about conceiving a baby
39.6 Case study

Lesson 40 - Reproductive Health [combine with Lesson 39]

40.1 Concept of reproductive health
40.2 Health care [and nutrition] for pregnant mother
40.3 Health care [and nutrition] for the mother after delivery
40.4 Building awareness on different female-disease
40.5 Local service provider about RH
40.6 Case study

Lesson 41 - Access to Agricultural Information [combine with Lesson 17]

41.1 Agricultural information
41.2 Necessity of having access to agricultural information
41.3 Sources of information and linkages
41.4 Importance of having information in women's empowerment
41.5 Introduction of agricultural (crops) calendar

Lesson 42 - Women's Decision-making Power in Agriculture [combine with Lesson 8]

42.1 Identification of phases/steps in cultivation
42.2 Opportunities for women to exchange opinions & take decisions in agricultural production
42.3 Obstacles in women's decision-making in agriculture
42.4 Removal of obstacles and creating opportunities for women's decision-making

~~**Lesson 43 - Women Trafficking**~~

~~43.1 Reasons behind trafficking~~
~~43.2 Various deceitful techniques used in women trafficking~~
~~43.3 Negative impact of trafficking on family and society~~
~~43.4 Necessary initiatives need to take to prevent women trafficking~~
~~43.5 Awareness building to prevent women trafficking~~

~~**Lesson 44 - Gender Equality in Education**~~

~~44.1 Girls'/women's right to education~~
~~44.2 Present situation of girls/women in education~~
~~44.3 Importance of girls'/women's education~~
~~44.4 Present facilities/ services of Government and non-Government for girls'/women's education~~
~~44.5 Necessary steps to ensure gender equality in education~~

Lesson 45 - Planning an Enterprise

45.1 Concept of planning for enterprise
45.2 Concept of enterprise planning structure
45.3 Key to success and reasons for failure of an enterprise (story/case study)
45.4 Importance of systematic planning in an enterprise

Lesson 46 – Record-keeping and Calculation of Profit and Loss in Business

46.1 Do we keep the record in our business? How do we do that?
46.2 Importance of record keeping in business
46.3 Proper method of records keeping in business

Lesson 47 - Integrated Fish Culturing

47.1 Principles to form a team together with men and women to start integrated fish culturing
47.2 Women's leadership in integrated fish culturing
47.3 Experience sharing on integrated fish culturing
47.4 Having knowledge on techniques of fish culturing
47.5 Women's active participation in fish culture and marketing

~~**Lesson 48 - Handicrafts and Other Off-farm Activities**~~

~~48.1 Making list of handicrafts and off-farms related trades~~
~~48.2 Types of handicrafts and off-farm trades we can do ourselves and increase our income~~
~~48.3 Available trainings on handicrafts and off firms related trades~~
~~48.4 Collection of essential materials for producing handicrafts and off firms related trades~~
~~48.5 Women's participation in production and marketing~~

~~**Lesson 49 - Care for Persons in Special Need**~~

~~49.1 Who are the members in our family or society who needs special support?~~
~~49.2 Duties/responsibilities to special need members/ persons~~
~~49.3 Success of special need persons~~
~~49.4 A special need woman is discriminated in two ways~~

~~**Lesson 50 - Care for Aged Members of the Family**~~

~~50.1 Duties/responsibilities of family members to aged members~~
~~50.2 Necessity of care for aged persons~~
~~50.3 Equal responsibilities of male and female for caring aged people of family~~

Lesson 51 - Women's Control over Productive Resources [combine with Lessons 11 & 53]

51.1 Making a list of productive resources
51.2 Who have more control over the productive resources
51.3 Problems due to/for lack of women's control over productive resources
51.4 Discrimination of gender equality over productive resources
51.5 Taking initiatives for establishing women's control over productive resources

Lesson 52 - Women's Control over Income and Expenditure

52.1 Earning able members in the family
52.2 Identification of income sources in the family
52.3 Identification of areas of family expenditure and who spend the money
52.4 Present situation of women's opinion on expenditure (how the income would be spent)
52.5 Importance of women's opinion on income and expenditure
52.6 Benefits of taking women's opinion on income and expenditure

Lesson 53 - Women's Right to Assets [combine with Lessons 11 & 51]

53.1 Present situation of women's access to assets/property
53.2 Importance of women's access to productive resources and assets
53.3 Laws/policies/acts on rights to property
53.4 Necessary initiative need to take to increase women's access to productive resources and assets

Lesson 54 - Opportunities and Provisions for Women's Empowerment and Gender Equality [combine with Lessons 3 & 23]

54.1 Making a list of opportunities and provisions/facilities for women
54.2 Necessary initiatives to ensure equal opportunity for women by family members

Lesson 55 – Micro-enterprise and Commercialization [combine with Lessons 5 & 22]

55.1 Concept of micro-enterprise
55.2 Making a list of micro-enterprise
55.3 Introduction of a successful micro-entrepreneur (case study/story)
55.4 Experience sharing

Lesson 56 - Successful Women Entrepreneurs [combine with Lesson 15]

56.1 Introduction of a successful woman entrepreneur in rural area
56.2 Introduction of a successful and established woman entrepreneur at district/subnational/national level (case study/story)
56.3 Initiatives needs to be taken to become a successful entrepreneur

Lesson 57 - Small Shop

57.1 Success story about woman's participation in running a small shop
57.2 Is there any woman in our community who runs a small shop?
57.3 Necessary initiatives for women to run small shop

~~**Lesson 58 - Small Business on Mobile Phone Servicing and Repairing**~~

~~58.1 Mobile phone servicing and repairing business is a profitable business with small capital~~
~~58.2 Necessary steps to start a mobile phone servicing and repairing business~~
~~58.3 Different services through mobile phone business~~
~~58.4 Women's participation in mobile phone servicing and repairing business~~

~~**Lesson 59 – Common Diseases and First Aid**~~

~~59.1 Making list of common diseases~~
~~59.2 Prevention and cure of common diseases~~
~~59.3 Sanitation/hygiene/cleanliness, pure drinking water~~
~~59.4 Identify the relevant resources/institutions in the community for support services~~
~~59.5 Concept of first aid~~
~~59.6 How to provide first aid~~

~~**Lesson 60 - HIV/AIDS**~~

~~60.1 What is HIV/AIDS?~~
~~60.2 Causes of HIV/AIDS~~
~~60.3 Symptoms of HIV/AIDS~~
~~60.4 Social approach to a HIV/AIDS patient~~
~~60.5 Building social awareness against HIV/AIDS~~
~~60.6 Linkage with HIV/AIDS services providers~~

Annex 7. WEA PERFORMANCE DATA TABLE (Update to July 2017)

SI	Indicator	Baseline Value	FY 15 Target	FY 15 Actual	FY 16 Target	FY 16 Actual	FY 17 Target	FY 17 Actual	LOP Target	LOP Actual	Data source
Goal: Increased empowerment of women and gender parity in targeted areas of the Feed the Future Zone of Influence											
1.	Change in the Women in Agriculture Empowerment Index in targeted areas of Feed the Future Zone of Influence	0.30	NA		NA		NA	NA	NA		Evaluation
IR 1. Increased leadership in community economic or social groups by women											
2.	# of women beneficiaries who make at least one public presentation at local level with the assistance of LAC or other groups directly benefiting from WEA intervention (Total base=30,000 women only)	0	0		4,500	2,283	6717	5,784	9,000	8067	Agriculture Community Equity Scorecard (ACES)
3.	# of individual actively participating in groups (women's groups, Men group LACs) as a result of WEA (Total base= 40,135) Where ELTE group =37,500 LAC members=2,635	0	8,900 ELTE= 8,500 Women =7170 Men= 1330) LAC= 400 Women =280 Men= 120)	4,624 ELTE= 3,975 Women=3 000 Men=975) LAC= 649 Women =362 Men= 287)	18,824 ELTE= 18,007 (Women= 13,903 Men= 4104) LAC=817 (Women= 365 Men=452)	29,963 ELTE= 28,912 (Women= 24,412 Men= 4500) LAC= 1,051 (Women= 631 Men= 420)	32,156 ELTE= 30,000 (Women =24,000 Men=6000) LAC=2,156 (Women= 1205 men=951)	30,085 ELTE= 27,450 (Women =24,300 Men=3150) LAC= 2,635 (Women= 1470 men= 1165)	32,156 ELTE= 30,000 (Women= 24,000 Men=6000) LAC=2,156 (Women= 1205 Men=951	30,085 ELTE= 27,450 (Women =24,300 Men= 3,150) LAC=2,635 (Women= 1470 men=1165)	Performance Monitoring data of WEA
Sub-IR 1.1. LAC established and strengthened											
4.	# LACs established at Union level	0	75	47	171	178	0	225	225	225	WEA
5.	# of women beneficiaries receiving support services related to women's rights, victim support and access to resources from LAC members	0	0		2,000	490	2510	3,388	3,000	3,878	ACES

SI	Indicator	Baseline Value	FY 15 Target	FY 15 Actual	FY 16 Target	FY 16 Actual	FY 17 Target	FY 17 Actual	LOP Target	LOP Actual	Data source
	(Total base=30,000 women only)										
Sub-IR 1.2. Increased use of community life skills											
6.	% of surveyed WEA beneficiaries who report using community life skills acquired through ELTE training (Total base=37,500 men &women)	0	0		F: 40% M: 30%	F: 90% (men have not been included)	F: 100% M: 60%	TBD after ASS 2017	F: 100% M: 100%		Annual Sample Survey (ASS)
IR 2. Improved decision-making by women over productive resources											
7.	% of surveyed women beneficiaries who report participating in decisions to buy, sell or transfer productive resources (Total base=30,000 women only)	19.34%	0		30%	42%	40%	TBD after ASS 2017	40%		ASS
Sub-IR 2.1. Increased ownership of productive resources by women											
8.	% of surveyed women beneficiaries who reports owning productive assets as a result of WEA intervention (Total base=30,000 women only)	29.8%	0		30%	7%	30%	46%	30%	46%	ACES
Sub-IR 2.1.1. Increased access to market for productive assets, resources and agricultural products by women											
9.	% of women *beneficiaries purchasing inputs through WEA linkages* (Total base=30,000 women only)	0	0		7.5%	65%	70%	TBD after ASS 2017	70%		ASS
10.	% of women beneficiaries selling agricultural products through WEA linkages (Total base=30,000 women only)	0	0		5%	26%	30%	TBD after ASS 2017	30%		ASS
Sub-IR 2.1.2. Increased access to credit for productive resources and assets											
11.	# of women beneficiaries accessing credit for productive resources/assets through WEA assistance(Total base=30,000 women)	0	0		4,000	18,500	19,500	TBD after ASS 2017	19,500		ASS
IR 3. Improved women's control over income											
12.	% of surveyed women beneficiaries who report sole or joint control over income	22.76%	0		25%	41%	45%	TBD after ASS 2017	45%		ASS

SI	Indicator	Baseline Value	FY 15 Target	FY 15 Actual	FY 16 Target	FY 16 Actual	FY 17 Target	FY 17 Actual	LOP Target	LOP Actual	Data source
	(Total base=30,000 women only)										
Sub-IR 3.1. Increased financial literacy											
13.	% of women trained by WEA who have savings accounts as a result of WEA assistance (Total base=30,000 women only)	59.34%	0		40%	68%	70%	TBD after ASS 2017	70%		ASS
Sub-IR 3.2. Improved income generation											
14.	Value of sales in US$ attributed to WEA supported income generation projects (Total base=30,000 women only)	O	0		$115,000	$126,971	$270,000	TBD after ASS 2017	$385,000		ASS
IR 4. Strengthened decision-making by women in agricultural production											
15.	% of women beneficiaries surveyed who report having input into agricultural production decisions as a result of WEA interventions (Total base=30,000 women only)	21.45%	0		25%	49%	55%	TBD after ASS 2017	55%		ASS
Sub-IR 4.1. Improved knowledge of agricultural production											
16.	% of women training participants who attain an increase (Post test score> pretest score) in the post test score administered after completion of the training (Total base=37,500 women& men)	0	0		20%	97%	97%	99%	97%	99%	WEA
Sub-IR 4.2. Increased adoption of appropriate agricultural technology											
17.	EG.3.2-1: Number of individuals who have received USG-supported short-term agricultural sector productivity or food security training (Total base=37,500 women& men)	0	688 F: 600 M: 88	0	20,000 F: 16,000 M: 4,000	10,199 F: 9,914 M: 285	17,500 F: 14,000 M: 3,500	25,427 F: 19,066 M: 6,361	37,500 F: 30,000 M: 7,500	35,626 F: 28,980 M: 6,646	WEA
18.	EG.3.2-17: Number of farmers and others who have applied improved technologies or management practices with USG assistance (Total base=30,000 women only)	0	500	0	4,500	28,667	5,000	TBD after ASS 2017	10,000		ASS
IR 5. Improved time use by women											

SI	Indicator	Baseline Value	FY 15 Target	FY 15 Actual	FY 16 Target	FY 16 Actual	FY 17 Target	FY 17 Actual	LOP Target	LOP Actual	Data source
19.	# of women beneficiaries getting child care support from other family members/alternative arrangement for childcare to improve time use (Total base=37,500 women& men)	284	600	0	5,400	1,926	5574	9,971	7,500	11,897	ACES
20.	% of women who are satisfied with time available for leisure (Total base=30,000 women only)	36.58%	0		40%	50%	60%	TBD after ASS 2017	60%		ASS
Sub IR 5.1 Balanced/shared household responsibilities within the family members											
21.	# of beneficiary families who have balanced share of household responsibilities among family members (Total base=37500 women & men)	156	0		7,000	2,371	11,630	14,840	14,000	17,211	ACES
IR 6. (Cross-cutting) Increased social acceptance of women's empowerment											
22.	GNDR-4 % of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities (Total base=37,500 women & men)	74.23%	0		80%	90%	80%	TBD after ASS 2017	90%		ASS
23.	GNDR-7 % beneficiary household members who agree that violence against women is not acceptable under any circumstances (Total base=37,500 women& men)	64.90%	0		80%	100%	90%	TBD after ASS 2017	90%		ASS
24.	EG.3-1 Number of households benefiting directly from USG assistance under Feed the Future (Total base=30,000 women only)	0	7,000	3,000	27,000	30,000	Continue with previous	Continue with previous	30,000	30,000	WEA

Data source: Agriculture Community Equity Score (ACES) Card -5 indicators, WEA-performance Monitoring data for -5 indicators and Annual Sample Survey-13 indicators.

Annex 8. LIST OF PERSONS/ORGANIZATIONS CONSULTED, July15 – August 15, 2017

No.	Date	Name	Title	F	M	Organization	Location/Email
Dhaka							
ACME/USAID in Dhaka							
1	July 15	[redacted]	Chief of Party		√	ACME/USAID	tcarson@ibtci.com
3		[redacted]	Evaluation Coordinator	√			fislam@ibtci.com
2	July 16	[redacted]	Senior M&E Specialist		√		nislam@ibtci.com
4		[redacted]	Security & Logistics Coordinator		√		ahossain@ibtci.com
5		[redacted]	Admin Associate	√			farjana@ibtci.com
6		[redacted]	ICT Coordinator		√		lkhan@ibtci.com
7		[redacted]	Knowledge Management Coordinator	√			ssultana@ibtci.com
8		[redacted]	Senior Financial Analyst	√			mhossain@ibtci.com
9		[redacted]	Data Quality Assessment Specialist		√		zzakari@ibtci.com
USAID/Bangladesh in Dhaka							
10	July 17	[redacted]	Program Management Specialist	√		USAID/Bangladesh	fyasmeen@usaid.gov
11		[redacted]	Project Management Coordinator		√		nbhuiyan@usaid.gov
12		[redacted]	Agreement Officer's Representative (AOR), WEA	√			mparsons@usaid.gov
Winrock and Sub-partners in Dhaka							
13	July 18	[redacted]	Chief of Party	√		Winrock International	Gulshan, Dhaka
14		[redacted]	Deputy Chief of Party	√			
15		[redacted]	Enterprise Development Manager		√		
16		[redacted]	MIS Manager		√		
17		[redacted]	Gender Specialist	√			
18		[redacted]	Senior Manager, Finance and Administration		√		
19		[redacted]	MEL Specialist		√		
20		[redacted]	Capacity Building Specialist		√		
21	July 22	[redacted]	Executive Director		√	DAM	Dhanmondi, Dhaka
22		[redacted]	Director Programs		√		
23		[redacted]	Team Leader, WEA Project		√		

24		[redacted]	Project Coordinator, WEA	√			
25		[redacted]	M&E Specialist, WEA		√		
26		[redacted]	General Manager		√		
27	July 23	[redacted]	Project Manager, Agribusiness		√	ACI	Tejgonj, Dhaka
28		[redacted]	Market Development Officer	√			
Jessore							
Winrock and Sub-partners in Jessore							
29		[redacted]	Executive Director		√		
30		[redacted]	Program Manager		√	SMKK	
31		[redacted]	M&E Officer		√		
32	July 28	[redacted]	Market Development Officer		√	ACI	Sadar, Jessore
33		[redacted]	Finance and Administration	√			
34		[redacted]	Community Field Coordinator		√	DAM	
35		[redacted]	MIS Officer		√		
36		[redacted]	Field Coordinator		√	Winrock International	
FGDs in Jessore							
37		[redacted]		√			
38		[redacted]		√			
39		[redacted]		√			
40	July 25	[redacted]	WEA beneficiaries (women's ELTE group)	√		DAM	Chaugachha, Jessore
41		[redacted]		√			
42		[redacted]		√			
43		[redacted]		√			
44		[redacted]			√		
45		[redacted]		√			
46		[redacted]		√			
47	July 25	[redacted]	LAC members	√		DAM	Chaugachha, Jessore
48		[redacted]		√			
49		[redacted]		√			
50		[redacted]		√			
51		[redacted]			√		
52		[redacted]			√		
53		[redacted]		√			
54		[redacted]			√		
55	July 25	[redacted]	LAC members	√		DAM	Sadar, Jessore
56		[redacted]			√		
57		[redacted]			√		
58		[redacted]		√			

59		[redacted]		√			
60	July 26	[redacted]	ELTE facilitators	√		SMKK	Monirampur, Jessore
61		[redacted]		√			
62		[redacted]		√			
63		[redacted]			√		
64	July 26	[redacted]	WEA beneficiaries (women's ELTE group)	√		SMKK	Monirampur Jessore
65		[redacted]		√			
66		[redacted]		√			
67		[redacted]		√			
68		[redacted]		√			
69		[redacted]		√			
70		[redacted]		√			
71	July 26	[redacted]	WEA beneficiaries (men's ELTE group)		√	SMKK	Monirampur Jessore
72		[redacted]			√		
73		[redacted]			√		
74		[redacted]			√		
75		[redacted]			√		
76		[redacted]			√		
77	July 27	[redacted]	WEA beneficiaries (women's ELTE group)	√		DAM	Keshabpur, Jessore
78		[redacted]		√			
79		[redacted]		√			
80		[redacted]		√			
81		[redacted]		√			
82		[redacted]		√			
83		[redacted]		√			
84		[redacted]		√			
85	July 27	[redacted]	ELTE facilitators		√	DAM	Keshabpur, Jessore
86		[redacted]		√			
87		[redacted]		√			
88		[redacted]		√			
89		[redacted]		√			
90		[redacted]		√			
91		[redacted]		√			
92		[redacted]		√			
93	July 27	[redacted]	LAC members		√	DAM	Keshabpur, Jessore
94		[redacted]		√			
95		[redacted]		√			
96		[redacted]		√			

97		[redacted]		√			
98		[redacted]		√			
99		[redacted]		√			
KIIs in Jessore							
100	July 25	[redacted]	Upazila Nirbahi Officer (UNO)	√		Government of Bangladesh (GoB)	Chaugachha, Jessore
101		[redacted]	Upazila Agricultural Officer (UAO), Department of Agricultural Extension (DAE)		√		
102		[redacted]	Upaliza Livestock Officer (ULO), Department of Livestock Services (DLS)		√		
103		[redacted]	Upazlia Fishery Officer (UFO), Department of Fishery		√		
104		[redacted]	Upazlia Women's Affairs Officer (UWAO), Department of Women's Affairs (DWA)	√			
105	July 25	[redacted]	Peer Leaders		√	DAM	Chaugachha, Jessore
106		[redacted]			√		
107		[redacted]		√			
108		[redacted]		√			
109	July 26	[redacted]	Input Market Trader		√	ACI	Sadar, Jessore
110	July 26	[redacted]	District WAO, DWA	√		GoB	
111		[redacted]	Program Officer, DWA	√			
112	July 26	[redacted]	Peer Leaders		√	SMKK	Monirampur Jessore
113		[redacted]			√		
114		[redacted]		√			
115	July 27	[redacted]	Teachers (non-WEA)	√		DAM	Keshabpur, Jessore
116		[redacted]			√		
117	July 27	[redacted]	Output Market Trader		√	ACI	Keshabpur, Jessore
Site visits in Jessore							
118	July 25	[redacted]	Cattle farmer	√		DAM	Chaugachha, Jessore
119		[redacted]	Vegetable producer	√			
120	July 27	[redacted]	Quail farmer	√			Keshabpur, Jessore
121		[redacted]	Poultry farmer	√			
Khulna							
Winrock and Sub-partners in Khulna							
122	July 28	[redacted]	Community Field Coordinator		√	DAM	Sadar, Khulna
123		[redacted]	MIS Officer		√		

124		[redacted]	Executive Director		√	Nabolok	
125		[redacted]	Program Coordinator		√		
126		[redacted]	M&E Officer		√		
127	July 29	[redacted]	M&E Officer		√	Winrock International	
FGDs in Khulna							
128	July 29	[redacted]	WEA beneficiaries (women's ELTE group)	√		Nabolok	Dighalia, Khulna
129		[redacted]		√			
130		[redacted]		√			
131		[redacted]		√			
132		[redacted]		√			
133		[redacted]		√			
134		[redacted]		√			
135		[redacted]		√			
136		[redacted]		√			
137	July 29	[redacted]	LAC members		√	Nabolok	Dighalia, Khulna
138		[redacted]			√		
139		[redacted]		√			
140		[redacted]		√			
141		[redacted]		√			
142		[redacted]		√			
143		[redacted]		√			
144		[redacted]		√			
145	July 29	[redacted]	ELTE facilitators	√		Nabolok	Dighalia, Khulna
146		[redacted]		√			
147		[redacted]		√			
148		[redacted]		√			
149		[redacted]		√			
150		[redacted]		√			
151		[redacted]		√			
152		[redacted]		√			
153		[redacted]		√			
154	July 30	[redacted]	WEA beneficiaries (women's ELTE group)	√		DAM	Terokhada, Khulna
155		[redacted]		√			
156		[redacted]		√			
157		[redacted]		√			
158		[redacted]		√			
159		[redacted]		√			
160		[redacted]		√			

161	July 30	[redacted]	LAC members		√	DAM	Terokhada, Khulna
162				√			
163					√		
164				√			
165				√			
166				√			
167				√			
168					√		
169	July 30	[redacted]	WEA beneficiaries (men's ELTE group)		√	DAM	Terokhada, Khulna
170					√		
171					√		
172					√		
173					√		
174					√		
175					√		
176					√		
177	July 31	[redacted]	WEA beneficiaries (women's ELTE group)	√		DAM	Rupsa, Khulna
178				√			
179				√			
180				√			
181				√			
182				√			
183				√			
184				√			
185				√			
186				√			
187	July 31	[redacted]	LAC members		√	DAM	Rupsa, Khulna
188					√		
189					√		
190				√			
191					√		
192				√			
193					√		
194				√			
195					√		
KIIs in Khulna							
196	July 29	[redacted]	Teacher (non-WEA)	√		Nabolok	Dighalia, Khulna
197			Businessmen (non-WEA)		√		

198		[redacted]			√		
199		[redacted]			√		
200	July 29	[redacted]	Output Market Trader		√	ACI	Dighalia, Khulna
201	July 29	[redacted]	Peer Leaders	√		Nabolok	Dighalia, Khulna
202		[redacted]		√			
203		[redacted]		√			
204	July 30	[redacted]	Upaliza Environment Officer (UEO), Department of Environment (DoE)		√	GoB	Terokhada, Khulna
205		[redacted]	Additional UEO		√		
206		[redacted]	Output Market Trader		√	ACI	Terokhada, Khulna
207	July 30	[redacted]	Peer Leaders		√	DAM	Terokhada, Khulna
208		[redacted]			√		
209		[redacted]		√			
210	July 30	[redacted]	Output Market Trader		√	ACI	Rupsa, Khulna
211		[redacted]	Field Assistant		√		
212	July 31	[redacted]	Businessmen (non-WEA)		√	DAM	Rupsa, Khulna
213		[redacted]			√		
214	July 31	[redacted]	UAO-DAE		√	GoB	Rupsa, Khulna
Site visits in Khulna							
215	July 29	[redacted]	Cattle farmer	√		ACI	Dighalia, Khulna
216	July 31	[redacted]	Cattle farmer	√		DAM	Rupsa, Khulna
Barisal							
Winrock and Sub-partners in Barisal							
217	August 1	[redacted]	M&E Officer		√	Winrock International	Sadar, Barisal
218	August 2	[redacted]	Community Field Coordinator		√	DAM	Sadar Barisal
219		[redacted]	MIS Officer		√		
220	August 2	[redacted]	Market Development Officer		√	ACI	Sadar Barisal
221		[redacted]	Field Assistant		√		
222	August 3	[redacted]	Executive Director		√	SAINT Bangladesh	Sadar Barisal
223		[redacted]	Program Coordinator		√		
224		[redacted]	M&E Officer		√		
FGDs in Barisal							
225	August 1	[redacted]	WEA beneficiaries (women's ELTE group)	√		SAINT Bangladesh	Banaripara, Barisal
226		[redacted]		√			
227		[redacted]		√			
228		[redacted]		√			
229		[redacted]		√			

230		[redacted]		√			
231		[redacted]		√			
232		[redacted]		√			
233	August 2	[redacted]	WEA beneficiaries (women's ELTE group)	√		DAM	Uzirpur, Barisal
234		[redacted]		√			
235		[redacted]		√			
236		[redacted]		√			
237		[redacted]		√			
238		[redacted]		√			
239		[redacted]		√			
240		[redacted]		√			
241	August 2	[redacted]	LAC members		√	DAM	Uzirpur, Barisal
242		[redacted]			√		
243		[redacted]			√		
244		[redacted]			√		
245		[redacted]		√			
246		[redacted]		√			
247		[redacted]		√			
248		[redacted]		√			
249		[redacted]		√			
250		[redacted]		√			
251	August 2	[redacted]	ELTE facilitators	√		DAM	Uzirpur, Barisal
252		[redacted]		√			
253		[redacted]		√			
254		[redacted]		√			
255		[redacted]		√			
256		[redacted]		√			
257		[redacted]		√			
258		[redacted]		√			
259		[redacted]		√			
260		[redacted]			√		
261	August 2	[redacted]	WEA beneficiaries (men's ELTE group)		√	DAM	Uzirpur, Barisal
262		[redacted]			√		
263		[redacted]			√		
264		[redacted]			√		
265		[redacted]			√		
266		[redacted]			√		
267	August 3	[redacted]	WEA beneficiaries	√		SAINT Bangladesh	Babugonj, Barisal

268		[redacted]	(women's ELTE group)	√			
269		[redacted]		√			
270		[redacted]		√			
271		[redacted]		√			
272		[redacted]		√			
273		[redacted]		√			
274		[redacted]		√			
275		[redacted]		√			
276		[redacted]		√			
KIIs in Barisal							
277	August 1	[redacted]	Input Market Trader		√	ACI	Banaripara, Barisal
278	August 1	[redacted]	Peer Leaders		√	SAINT Bangladesh	Banaripara, Barisal
279		[redacted]		√			
280		[redacted]		√			
281	August 1	[redacted]	Field Trainer		√	SAINT Bangladesh	Banaripara, Barisal
282	August 2	[redacted]	Master Trainer		√	DAM	Uzirpur, Barisal
283	August 3	[redacted]	Field Trainer	√		SAINT Bangladesh	Babugonj, Barisal
284	August 3	[redacted]	Additional Deputy Commissioner (ADC)		√	GoB	Sadar, Barisal
285		[redacted]	Deputy Director, Local Government		√		
Site visits in Barisal							
286	August 3	[redacted]	Fish farmer	√		SAINT Bangladesh	Babugonj, Barisal

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ANNEX 10 : DISCLOSURE OF ANY CONFLICTS OF INTEREST

Name	Suvira Chaturvedi
Title	Team Leader
Organization	IBTCI – ACME
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number *(contract or other instrument)*	AID-388-A-15-00001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	USAID/Bangladesh Feed the Future Women's Empowerment Activity
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	S Chaturvedi
Date	August 23, 2017

ANNEX : DISCLOSURE OF ANY CONFLICTS OF INTEREST

Name	Jane Ashley Barr
Title	International Gender Specialist
Organization	IBTCI - ACME
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number *(contract or other instrument)*	AID-388-A-15-00001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	USAID/Bangladesh Feed the Future Women's Empowerment Activity
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	23 August 2017

ANNEX 10: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Name	Md. Bazlur Rahman
Title	Agriculture Extension Specialist (National)
Organization	IBTCI – ACME
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number *(contract or other instrument)*	AID-388-A-15-00001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	USAID/Bangladesh Feed the Future Women's Empowerment Activity
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	25 August 2017

Annex 11. Evaluation Team Composition

The evaluation is conducted by a three-person team consisting of the Team Leader, an International Gender Specialist and a Bangladeshi Agriculture Extension Specialist. The Team Leader will provide overall leadership for the team and will be responsible to conduct and manage the evaluation and submit deliverables to USAID/Bangladesh.

Team Roles and Responsibilities

The roles of the team members were discussed by them, and are based on the USAID SOW. The evaluation team will be responsible for timely and effective execution of the evaluation process as well as the timely submission of assignment deliverables, as agreed upon in the Work Plan (this document). An overview of the roles and responsibilities of individual Evaluation Team Members is provided in the table below.

Evaluation Team Members and their Roles and Responsibilities		
Title	**Name**	**Responsibilities**
Team Leader	Ms. Suvira Chaturvedi	▪ Provide overall leadership for the team; supervision of team members, and be responsible to conduct and manage the evaluation and submit deliverables to USAID/Bangladesh. ▪ Serve as a primary point of contact for the evaluation team to USAID and ACME.
Gender Specialist	Ms. Ashley Barr	▪ Contributes to and assists in the development of the evaluation methodology; participate in evaluation meetings and site visits. ▪ Draft sections of the report relevant to her expertise and role in the team.
Agriculture Extension Specialist	Mr. Md. Bazlur Rahman	▪ Contributes to and assists in the development of the evaluation methodology; participate in evaluation meetings and site visits. ▪ Draft sections of the report relevant to his expertise and role in the team.

[Source: WEA Evaluation Final Work Plan, July 28, 2017, approved by USAID]

Evaluation Team Bios

Suvira Chaturvedi the Team Leader, has over 22 years of Team Leadership experience as well as Senior Consultant work. This includes, conducting structured interviews, capacity building, research, strategic planning, program design, report writing, and knowledge of international instruments. Ms. Chaturvedi has had extensive experience with Gender Equality, Women Empowerment programs, and Women entrepreneurship programs. This includes work with: gender analysis, gender mainstreaming in policies and programs across sectors, poverty reduction, economic empowerment, vocational training, governance and leadership, and gender-based violence.

Ashley Barr the Gender Specialist, is a gender expert with 20 years' of extensive experience in the areas of gender issues and programming related to women's empowerment, rights, representation, and advancement. Due to her length of technical experience in gender issues, she has maintained great working relationships by implementing projects from the following international donors: Australian Aid, Canada, DFID, EU, the Netherlands, Norway, SDC, USDRL and USAID. She has country experience in Ethiopia, Liberia Sierra Leone, Guatemala and Guyana, with her most notable work in Asia: Afghanistan, Bangladesh, Cambodia, Myanmar, Pakistan and Sri Lanka. She has served as Deputy Chief of Party, Team Leader, Gender Specialist, and Independent consultant for international development projects focused on gender issues.

Bazlur Rahman, the Agriculture Extension Specialist, has had over 25 years' experience with agricultural programs, specifically with group training, women empowerment, enterprise development, research, and measurement of training outcomes. Mr. Rahman has had over 20 years' experience working with women empowerment and gender equality, leaving him with a good understanding about gender integration, women empowerment, and small business development. Through his experience, Mr. Rahman has designed impact studies that follow the status of women empowerment in communities, included women in training and counseling programs to be able to increase their integration in the community, and addressed gender inequality.