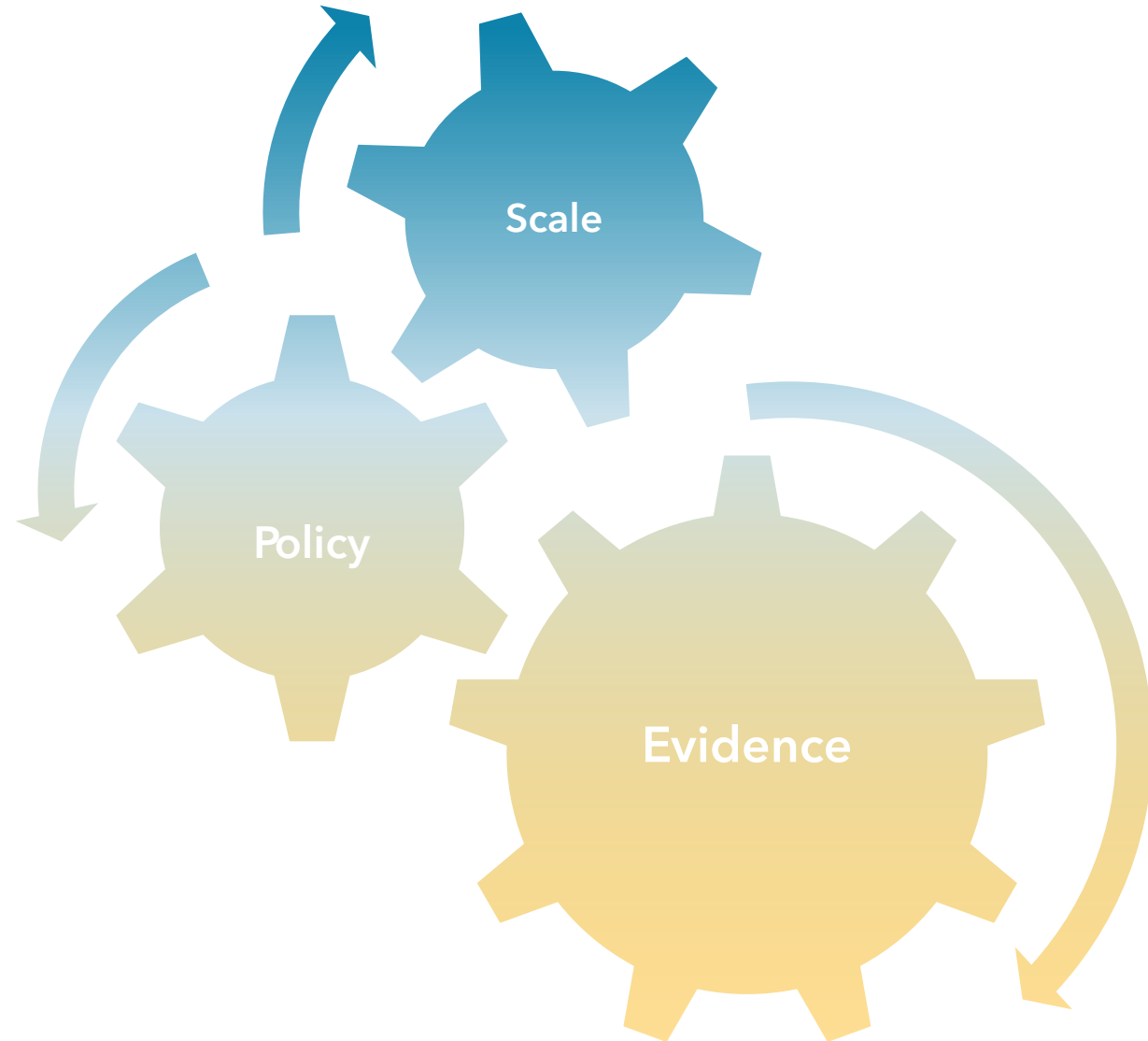


PEI Impact Evaluation Workshop

Moving Economic Inclusion to scale





Knowledge Gaps on Graduation and Women's (Economic) Empowerment

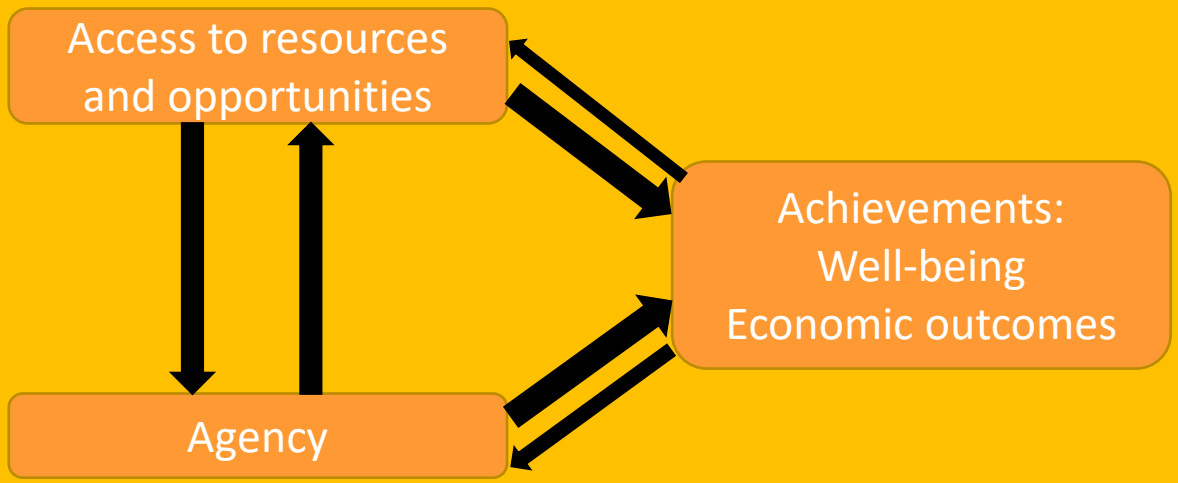
Clara Delavallade

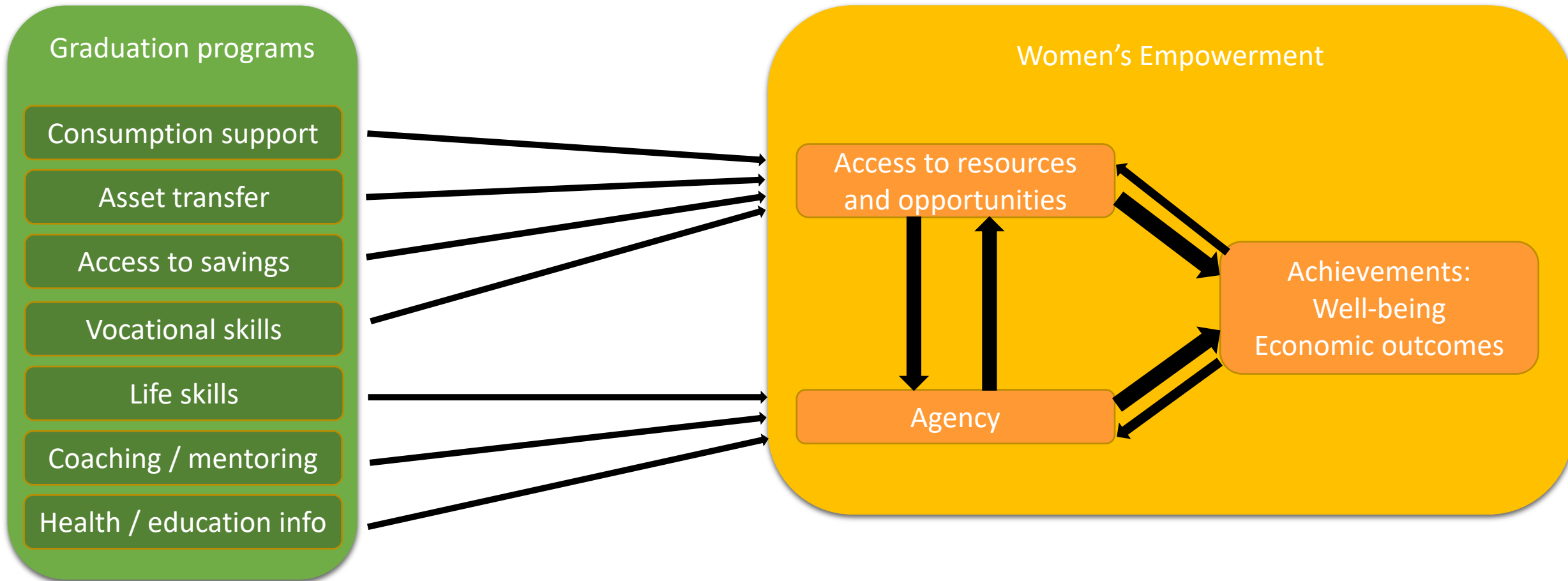
Senior Economist - World Bank

Africa Gender Innovation Lab

Women's Empowerment

Ability to make strategic life choices





PEI and women's empowerment

Early graduation programs

- Early graduation programs found positive impacts on women's economic outcomes, not on non-economic empowerment indicators such as decision-making
 - Banerjee et al. (2015): BRAC's targeting the ultra-poor program in Ethiopia, Ghana, Honduras, India, Pakistan and Peru.

Why?

- Targeting women?
 - Bandiera et al. (2017): livestock assets and skills transfer to poorest women in 1300 villages in Bangladesh shows impact on assets accumulation, income and poverty reduction 4 & 7 years after the program. But limited impact on women's control over resources and agency.
- Better measuring women's empowerment
 - Bedoya et al. (2019): find significant impacts of a graduation program in Afghanistan only when using a wider set of proxies on women's participation in decision on their own body, time and political involvement and social capital.

PEI and women's empowerment

Moving toward gender-sensitive program design to ensure women's control over assets

- Designing program delivery mechanisms which address the specific constraints of women:
 1. Intentional female-focused design - Bedoya et al (2019) in Afghanistan (TUP program):
 - a. Women are the main recipients of the consumption support stipends in order to increase their influence and bargaining power in the household,
 - b. Women are actively engaged in the technical training for the productive activity.

 2. Linking women to financial services to reduce the gender gap in access.

What is the most effective way for delivering cash transfers to women and maximizing their control (cash, bank accounts, mobile money)? How best to address literacy constraints?

PEI and women's empowerment

Moving toward gender-sensitive program design to ensure women's control over assets

1. **Type of livelihoods promoted:** Livelihoods are not gender neutral.

Home-based activities such as raising poultry or producing honey involve low-intensity tasks, and both allow for time for other activities such as household chores and childcare, although they may also reinforce gender norms with women taking on low-productivity activities that can be done at home.

How to promote livelihoods that can benefit women without reinforcing restrictive gender norms?

2. **Childcare:** Childcare can constrain participation in economic inclusion programs for many women.

How best to alleviate this constraint? Facilitating provision of childcare services? Facilitating training sessions closer to women's houses (cf. Tejaswini program in India)?

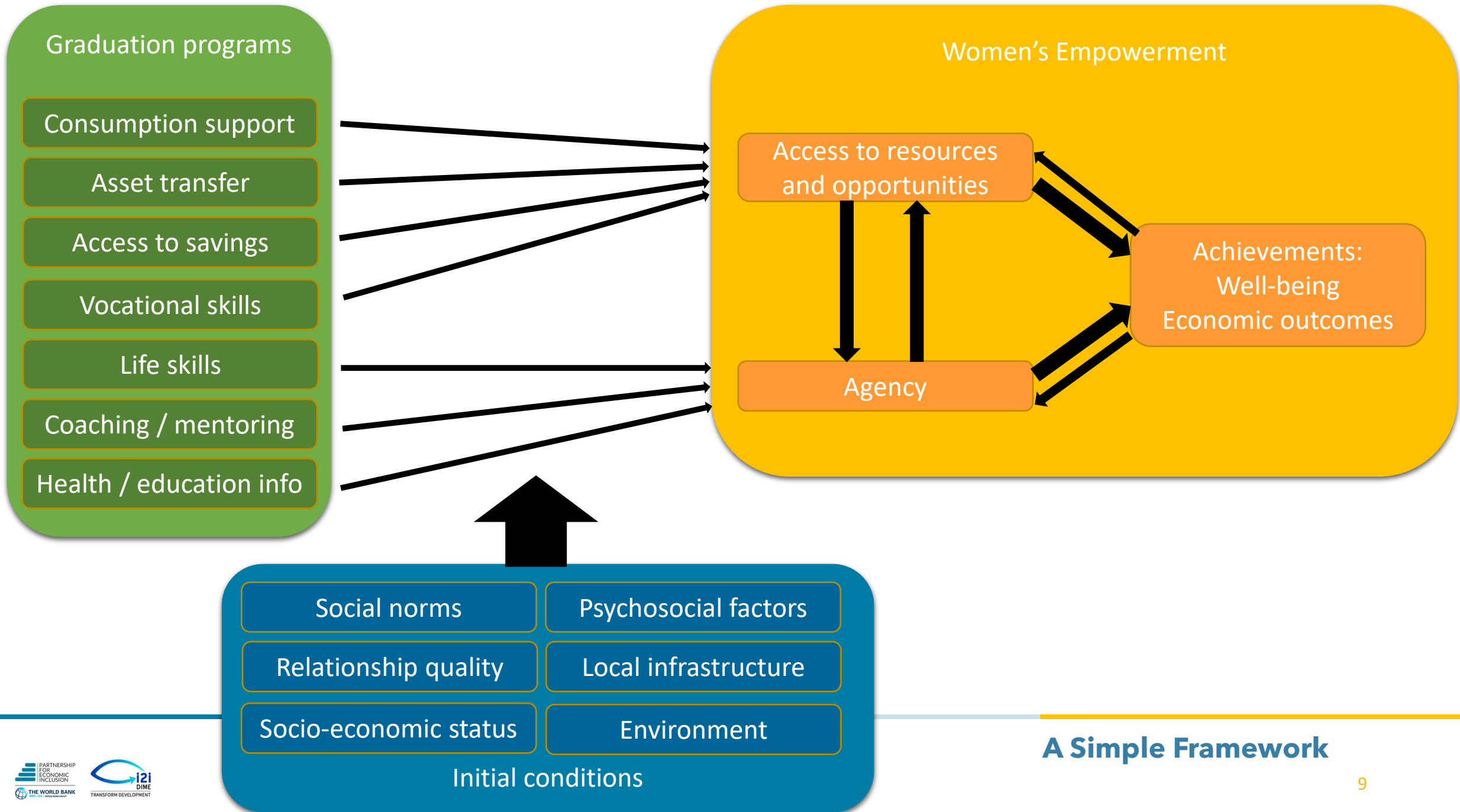
Addressing structural issues of power and social justice

1. Engaging men and couples

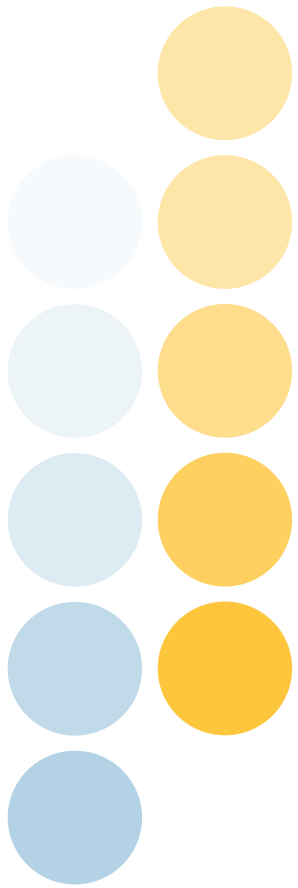
- Initial socio-economic conditions are essential factors, especially favorable gender norms and the quality of spousal relationships (Kabeer et al. 2012)
- How best to engage men: either through focused discussions with male household members around the role of women and the importance of shared housework and financial decision-making or through couples' empowerment training (Concern Worldwide project in Malawi)?

2. Engaging the community

- Bossuoy et al. (2022): complementing a national graduation program with a psychosocial package (individual skills + norms) and a cash grant improves women's engagement in the community, collective action and control over their own economic activities.
- How best to mobilize local community groups to address gender norms? Separate out video intervention / community discussions / individual life skills training.



A Simple Framework



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Thank you!



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