

Practitioner Brief: Rapid Qualitative Assessment Tool for Understanding Women's Economic Empowerment Results



**Women's Economic Empowerment
Working Group**

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DCED

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This Practitioner Brief was commissioned by the Donor Committee for Enterprise Development (DCED) Working Group on Women's Economic Empowerment, Erin Markel and Emilie Gettliffe from Marketshare Associates are the principal authors. The work was supervised Stefanie Springorum of GIZ. Feedback is welcome and should be sent to Coordinator@Enterprise-Development.org.

The Women's Economic Empowerment Working Group (WEEWG) aims to harness the knowledge and expertise of DCED member agencies to overcome some of the major obstacles to Women's Economic Empowerment in developing countries. For more information on the DCED WEEWG or to view the DCED Knowledge Page on women's economic empowerment, please visit the DCED website at <http://www.enterprise-development.org/implementing-psd/womens-economic-empowerment/>.

The DCED is the long-standing forum for donors, foundations and UN agencies working in private sector development, who share their practical experience and identify innovations and formulate guidance on effective practice.

The WEEWG serves as a platform to share information and knowledge on donor-supported business environment reform in developing countries and to identify and support good practices and new approaches in this field. For more information on the DCED WEEWG, please visit the DCED website at <http://www.enterprise-development.org/organisational-structure/working-groups/overview-of-the-womens-economic-empowerment-working-group/>.

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I. Introduction

Women's economic empowerment (WEE) has gained focus in the past decade as a priority of economic development programming, with increasing momentum thanks to the prominent role that gender equality occupies within the Sustainable Development Goals (SDGs). Private sector development (PSD) programs are now frequently required to demonstrate how their results are impacting women. Simultaneously, development practitioners recognize that the impacts of PSD programs on women and girls cannot be captured simply through sex-disaggregated data. Indeed, understanding how women and men experience changes in economic dynamics in their households in both positive and negative ways is not an easy task, but remains critical to achieving intended results and improving programming. Efforts to effectively monitor and measure empowerment-related outcomes are therefore becoming more sophisticated, so as to provide needed insight into the complex process of empowerment.

This practitioner brief builds on existing guidance for measuring WEE, and draws lessons and research recommendations from a pilot study conducted by MarketShare Associates for GIZ on behalf of BMZ looking at the household level results of WEE programming.¹ It **presents a Rapid Qualitative Assessment tool**, one of many practical tools that can be used to better understand the results of gender targeted or gender mainstreamed PSD programs.² The tool is designed **to complement enterprise level and/or sex-disaggregated data** so as **to integrate household level indicators** and provide a more complete picture of the complex (and sometimes unintended) gendered results of PSD programming.³ It can be used **to indicate where and why interventions are achieving results**, and be useful at various stages to gain **greater insight into important context-specific social norms and dynamics**.

¹ GIZ (2016). *Women's Economic Empowerment in the MENA Region: Rapid assessment of household level results*. Available at: <http://star-www.giz.de/pub?r=42560>

² See the ICRW's *Understanding and Measuring Women's Economic Empowerment*; DCED's *Measuring Women's Economic Empowerment in Private Sector Development*; and IFPRI's *Women's Empowerment in Agriculture Index*.

³ The German Corporation for International Development's (GIZ) Sector Project on Innovative Approaches to Private Sector Development commissioned the tool and its initial piloting on behalf of the German Ministry for Economic Cooperation and Development (BMZ). The tool was piloted and subsequently adapted in 2015 following in-depth interviews conducted with women beneficiaries of four GIZ implemented, BMZ funded projects in Egypt and Morocco. The "How-to Guide" and "FAQs" reflect lessons learned during the piloting process, as well as through the subsequent training and coaching of GIZ staff in adapting and using the tool to assess the WEE results of programs in Rwanda and Kosovo.

What is women's economic empowerment?

WEE refers to a complex process that enables women to advance economically and have increased power to make and act on economic decisions that impact themselves and their families. It includes two essential components: a woman's **access** to economic resources and opportunities, and the **agency** to act on those resources and influence their environment.⁴ In order for women, their families and their communities to see the development-related benefits of PSD, a combined effect that supports **improvements in both access and agency** is necessary.⁵



Figure 1: Main components of women's economic empowerment. Source: DCED Guidelines for Measuring WEE in Private Sector Development, 2014

A Rapid Qualitative Assessment can provide insight into the following questions:

Q1: What changes in household level dynamics (positive and negative) have women experienced as a result of participating in (or benefitting from) economic empowerment initiatives?

Q2: How have economic empowerment initiatives resulted in changes to the household-level indicator categories identified within the DCED's guidelines on *Measuring Women's Economic Empowerment in Private Sector Development*, which include the following:

- Access to income
- Decision making regarding expenditures, assets and investments
- Division of labour & household responsibilities
- Freedom/restriction of mobility
- Changes in domestic violence and household conflict/tension
- Gender norms, and men's and women's attitudes toward gender roles
- Sense of self-worth or confidence

Q3: How can interventions focused on women's economic empowerment be improved, so as to lead to more positive changes at the household level, and mitigate potential risks?

Clearly, a wide variety of methods for measuring the results of women's economic empowerment programs are needed to answer these complex questions. This brief provides one tool that contributes to a growing toolbox necessary for shedding light on these complex and critical issues, allowing us to improve the results of both gender targeted and mainstreamed private sector development (PSD) programming.

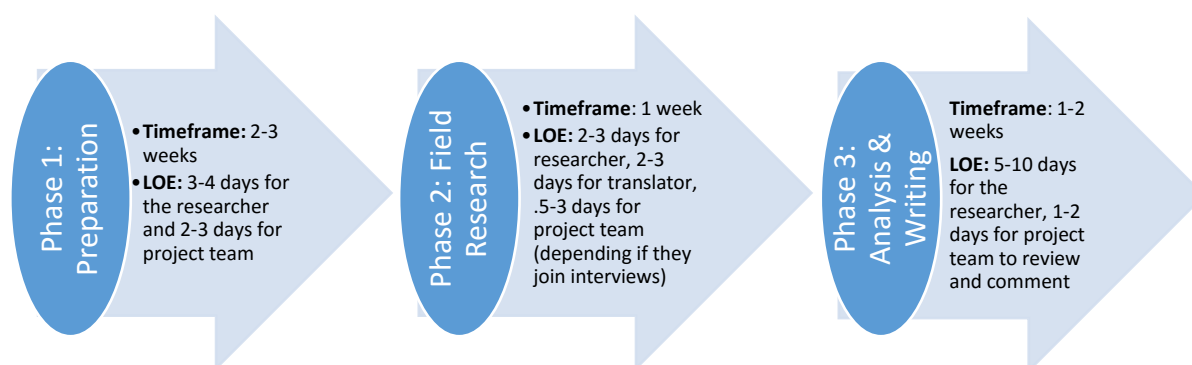
⁴ The definition of **access** draws on the Springfield Centre's *Operational Guide for the Making Markets Work for the Poor (M4P) Approach* (2008). The definition of **agency** draws from the World Bank's use of the term in *Voice and Agency: Empowering Women and Girls for Shared Prosperity* (2014).

⁵ The idea of a **combined effect** from both access and agency comes from the ICRW's *Understanding and Measuring Women's Economic Empowerment: Definition, Framework and Indicators* (2011).

II. How-to Guidelines

The Rapid Qualitative Assessment WEE Interview Guide (Annex 1) provides practitioners with an adaptable research instrument for gathering qualitative information on women beneficiaries of PSD initiatives. In-depth interviews can provide important insight into the household level effects of PSD interventions (both positive and negative), and the extent to which selected women have achieved desired economic empowerment outcomes. These “How To” Guidelines take you step-by-step through the research process, with detailed guidance for each of the three phases.

Figure 2: Phases and high-level estimate of timeframe and level of effort (LOE) for study with 5 to 10 interviews



PHASE 1: PREPARATION

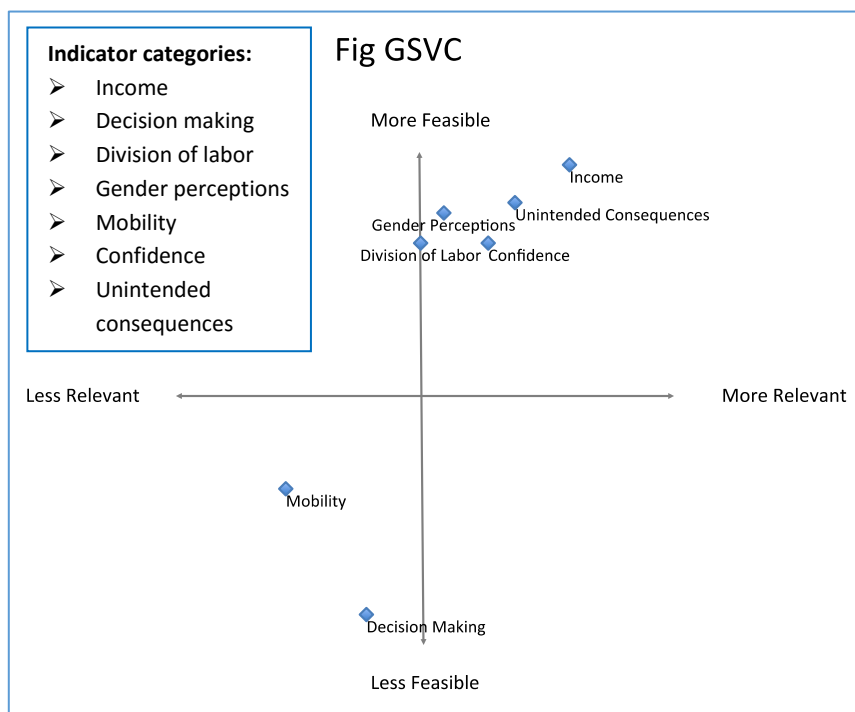
A. IDENTIFYING AND TRAINING THE INTERVIEWER (AND TRANSLATOR, IF NEEDED)

One of the first steps to conducting any assessment is **determining who is best suited** to carry it out. This decision rests on several important considerations, including the resources available for the study, the potential for bias among people closely associated with the project, interpersonal skills and cultural sensitivities, familiarity with the context, and familiarity with the women and households being interviewed. Regardless of who is conducting the interview, there will be trade-offs. For example, project staff may have less experience with qualitative research, but their knowledge of the context and interventions allows them to ask pointed and relevant probing questions. An external consultant may have stronger qualitative research skills and less potential for bias, but might be less familiar with the local context. The research team should discuss potential pros and cons of different options before making a decision about who will conduct the research. Once a decision is made, determine the level of training needed in such areas as qualitative research skills, familiarization with the context, and meaning of key terms (including for the translator).

B. PRIORITIZING INDICATOR CATEGORIES WITH PROJECT STAFF

Once the team has been selected and trained, the staff will **map each of the indicator categories** listed at the right (and included within the interview guide) according to its relevance to the intervention, and the feasibility of collecting the information. The following example is the result of mapping done by the staff of a regional project supporting Gender Sensitive Value Chains (GSVC) in Northern Morocco,⁶ which builds capacity and supports market linkages for women-owned cooperatives. Staff who are the most familiar with both the intervention and

Figure 3: Sample indicator mapping exercise for Gender Sensitive Value Chains in Northern Morocco



the target population are best placed to complete this exercise. Ideally, two or more people will map the indicator categories collaboratively, so as to discuss the reasoning for each placement. As part of this process, refer to the questions in the interview guide to know what kind of information will be collected within each indicator category. Once the team has mapped all indicator categories, **prioritize together the top five that you will focus on during the interviews.**

C. ADAPTING THE INTERVIEW GUIDE

The interview guide needs to be adapted **for each project to reflect the type of intervention and to align with the context.** Words or phrases that may need adapting are highlighted in yellow throughout the interview guide, with detailed suggestions in footnotes. It is recommended to consider the following items when adapting the guide:

- The demographic profile of the interviewees (age, marital status, education/literacy).
- The type of work that women are engaged in (wage work, informal business, SMEs, small-holder farming).
- Whether women started working for the first time as a result of the project.
- The timeframe when the intervention started and ended.

⁶ For more information about EconoWin and the GSVC approach, see <http://econowin.org/projects/gender-sensitive-value-chains/>

Piloting and modifying the interview guide upfront is important. A semi-structured interview approach can be helpful as you are likely to need to further adapt the guide based on learning from the first few interviews. Take notice of interviewees' reactions to specific questions (for example, if terms/translations are not well understood or certain questions seem to be too sensitive), make notes about questions that should be modified to better capture changes resulting directly from the intervention, or insert additional follow-up questions. You can also directly ask the first several interviewees how they felt about the questions you asked, and if they recommend changes for when you go speak with other women.

Due to the qualitative nature of this research, the **interview guide provides a framework for developing an in-depth understanding of what women have experienced within certain indicator categories**. Within this context, the interviewer needs to make decisions in the moment about when and where it is appropriate to ask additional probing questions to capture greater depth and nuance.

E. IDENTIFYING AND CONTACTING INTERVIEWEES

Work with local staff and/or project partners to **jointly establish and document the criteria** (sampling plan) **for selecting** which women (and other family members) to interview. It is recommended that this selection process include the following considerations:

- Women who are able and willing to spend time being interviewed
- Women who are from communities and families where the risk of any negative repercussions for participating in the research is very low
- Women with whom other household members (husbands, sons, daughters, etc.) would also be available and willing to participate in a following interview (as logistically feasible)

It is important to **clearly document and communicate the logic and process for selection**, so that this is taken into consideration during the analysis and that findings are not misrepresented, or misinterpreted. For example, if you are looking to specifically understand good practices, exploring how and why positive changes have taken place among program beneficiaries, then you may also specifically identify women who have experienced changes that represents an increase in economic empowerment (such as increase in income or autonomy). This type of approach will not allow one to assess impact, but instead take stock of what is working and why.

PHASE 2: FIELD RESEARCH

A. FOLLOW GOOD PRACTICE RESEARCH GUIDELINES

It is important to review good practice research guidelines and follow them. The DCED has documented good practice research guidelines for practitioners.⁷ Specifically for this study it is important to prepare for your research by determining with field staff where will be the ideal setting to conduct the interviews. Due to the highly personal nature of the questions within the guide, it will be important to conduct the interviews in private (to the extent possible), without men in the room, and with a limited team of interviewers (2-3 people maximum). Another tip is to be sure to spend time with the translator (if a translator is needed) to discuss the most appropriate translations for key terms as terms like empowerment or confidence are complex and will need to be adapted to each context. Also, due to the emotional nature of the questions, it is helpful to coach the translator to not give an emotional response to what the interviewee is saying, as this may influence how they respond to future questions.

B. TAKE THE INTRODUCTION SERIOUSLY

Take the time to provide a clear and complete introduction. This time can be useful for building rapport with the interviewee and to clarify the purpose of the conversation. The **interview guide provides a checklist of key points** to cover during the introduction. In particular, it is important to let interviewees know that what they say does not have a direct effect on funding decisions (if this is the case, of course), and that learning about their experiences will help to improve similar interventions in the future. The team will also need to **establish whether anonymity can be assured**, and to communicate this accordingly. Remember, **the interview process itself should be empowering!** Find ways to put the interviewee at ease and encourage them to ask you any questions at the start and throughout your time together.

C. DEFINE AND CONTEXTUALIZE EMPOWERMENT AND OTHER KEY CONCEPTS

A functional definition of empowerment is necessary before a conversation around positive and negative changes in empowerment can occur. While key elements of the definitions used by donors and researchers should be considered (such as access & agency), it is important to include a **discussion of what the term means to the interviewee**.⁸ Empowerment is an abstract concept, as are other key concepts such as confidence, and translation and cultural norms can affect understanding of these terms. As time allows, it can be useful to **discuss and develop upfront a context-specific definition with staff and a selected group of beneficiaries**. This can then be integrated into the interview guide as a consistent working definition for subsequent interviews and validated with interviewees as required.

⁷ Markel, Erin. *Measuring Women's Economic Empowerment in Private Sector Development* (Donor Committee for Enterprise Development: 2014).

⁸ See: Kabeer, Naila. *Women's Economic Empowerment & Inclusive Growth*. Labour Markets and Enterprise Development. SIG Working Paper. 2012. And: Jones, Linda. Discussion Paper for an M4P WEE Framework: How can the Making Markets Work for the Poor Framework work for poor women and for poor men? M4P Hub. 2012.

D. ESTABLISH HOUSEHOLD DECISION-MAKING DYNAMICS

Commonly, decision making studies assume that household decision making is done between husband and wife. Yet in many cases, brothers, parents, in-laws, or other people outside the household have a say in strategic family decisions. It is therefore important to not make assumptions, and instead take time to **ask who within the family is involved in key household decisions**. This provides an initial understanding of household decision-making dynamics, which makes it possible to ask pertinent follow-up questions about if and how the process for making decisions has evolved since the intervention. This also provides the interviewer with a greater understanding of the woman's living situation, and allows for relevant follow-up questions on her ability to make strategic life decisions for herself.

E. USE PROBING QUESTIONS TO GAIN MORE INSIGHT

Probing questions are critical to better understand **how** and **why** a given change took place. This is particularly important when conducting interviews with a sample of women who have been chosen precisely because they have demonstrated some form of economic empowerment outcomes. An example could include: "Why are you now able to go to the market alone, when before you could not?" The insight gained from probing questions can reveal the specific factors that lead to certain household-level changes, with potential implications for future intervention design.

You will need to be strategic about where to focus your probing questions, so as to keep the interview to a reasonable length (typically 45 minutes to one hour). Be prepared to skip questions to account for sections of the guide that take longer than expected, or in the event that the interview is cut short. It is also important to try to avoid leading questions when probing further.

F. IDENTIFY POSITIVE VERSUS NEGATIVE CHANGES AND HOW TRADEOFFS ARE EXPERIENCED

Women experience changes differently, so allow time for discussing this explicitly during the interview. For example, there can be a lot of variation in whether a woman experiences an increase in overall workload as a positive or negative change. When asking follow-up questions of this nature, frame them in an open ended way, i.e. "How do you feel about X?"

It can also be useful to **frame follow-up questions in terms of tradeoffs**. For example, some women may be unlikely to complain about an increased workload, even if it represents a real burden. Asking about tradeoffs can help to capture this. It may also reveal potential unintended consequences important to recognize, such as a daughter spending less time in school so as to help her mother with unpaid care tasks.

G. FIND WAYS TO MAKE THE INTERVIEW PROCESS EMPOWERING

Throughout the interview process, identify ways to make it an empowering experience for interviewees. For example, when introducing the purpose of the interview, take the time to describe the value of learning about their experiences and perspectives. If phrased in a simple and understandable way, asking women about their ideas related to women's empowerment can open the conversation on a positive note. Similarly, finishing the interview by asking women about if and how their confidence has changed provides an opportunity for them to express their internal experience of change, and for the interviewer to validate this while concluding on a positive note.

PHASE 3: ANALYSIS AND WRITING

The focus of your analysis will depend on the ways in which you intend to use the information collected from the interviews. However, the **greatest value** of this exercise lies in **better understanding “how” and “why” changes** (positive or negative) **have taken place** for women within each indicator category, providing invaluable information for program design, adaptation and risk mitigation. Additionally, thanks to the rich contextual information gathered through in-depth interviews, your analysis should be able to **identify factors** (whether related to the intervention or not) **that contributed to successes or challenges in achieving empowerment-related results**. Finally, make sure to **document and communicate additional key questions** that arose from the research specific to your context and programming.

III. Frequently Asked Questions

- **Q: Who should conduct the interview?**
- **A:** You will need to make a strategic decision about who is best placed to conduct the interview, while recognizing the potential pros and cons. Important considerations include:
 - Familiarity with the women (possible pro or con: women may share more freely about personal issues with a trusted person, or they may have a greater incentive to please, which could bias their answers)
 - Familiarity with the context and project (possible pro or con: having a strong understanding of the context and intervention may allow for strong follow-up questions, but it can also influence how a person interprets and represents findings).
 - Interpersonal skills and sensitivities (pro: the ability to create rapport and build trust quickly is beneficial)
- **Q: How do I know which questions will be too sensitive?**
- **A:** It is difficult to know ahead of time which questions are too sensitive, however women can be surprisingly open about answering personal questions. For the first interview or two, leave time to ask the interviewee how she felt about the questions, if any of them were too sensitive, and if she would recommend changing them before speaking with other women.
- **Q: How strictly should I adhere to the interview guide?**
- **A:** As it is currently structured, the interview guide is designed as a semi-structured guide to collect qualitative information on household-level changes that women experience, with one of the aims being to develop in-depth stories. Within this context, it is okay (and sometimes necessary) to be flexible, and to use probing questions that are not in the guide. Asking for stories and examples that demonstrate the answers a woman gives can provide powerful insights. Allow space for these, while also guiding the focus back to priority indicators.
- **Q: What kinds of conclusions will I be able to draw?**
- **A:** The research will provide insight into the household-level changes experienced by a selected group of women as a result of the intervention, and how this contributes to their economic empowerment. You will have a stronger understanding of the specific activities and factors that influence these changes, as well as potential unintended consequences. You will also be able to identify indicator categories where the intervention had more or less influence for the select group, and draw some initial learning for program design.

Annex 1: Interview Guide

WEE Rapid Qualitative Assessment Interview Guide

Opening the interview - *Key points to include in the introduction:*

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- ☐ Introduction to the interviewer and translator
 - ☐ Purpose of the conversation: to understand the experiences of working women, and the changes they feel in their lives.
 - ☐ Description of the topics discussed: background, sources of income, decisions in the home, roles, and other changes.
 - ☐ Explanation that what the interviewee says will not have an effect on future funding
 - ☐ Explanation of anonymity (if it can be ensured). If it can't be ensured, this should be communicated here.
 - ☐ Freedom for participant to not answer a given question, or to end the interview at any time.
 - ☐ Requested permission to record (if the interview will be recorded).
 - ☐ Invitation for interviewee to ask any questions before beginning.

A. SURVEY DETAILS

A1 Project Name: _____ **A2** Name of interviewer(s): _____
A3 Name of translator: _____ **A4** Interview date & time: _____
A5 Country: _____ **A6** City/Village: _____

B. BACKGROUND & DEMOGRAPHIC PROFILE

B1 Full name of respondent: _____ **B2** Gender of respondent: _____
B3 Address/village: _____ **B4** Phone number of respondent: _____
B5 How old are you? _____ **B6** Are you married? _____

B7 If yes, at what age did you get married? _____

B8 If yes, how old was your spouse when they married you? _____

B9 Who lives within your household (husband, children, parents, siblings, etc.)?

B10 Do you have other children who don't live with you?

B11 Employment status of spouse: What types of paid work does your spouse engage in? (wage work, self-employment, etc.)? _____

B12 What is the highest level of education that you have completed? That your spouse completed (if applicable)?

Education Background	B12.1 You	B12.2 Spouse
No schooling		
Islamic education		
Elementary education		
Vocational/Technical education		
Secondary school		
Bacheloriat degree		
College/University/Religious school		
Master's studies		
Doctoral or post-doctoral studies		
Other (please specify) _____		

C. CONTEXTUALIZING EMPOWERMENT⁹

C1 When you hear the word empowerment, what words come to mind?

C2 When you envision an empowered woman, what do you envision?

⁹ Translation of the word empowerment will be of critical importance. If there is not a directly translatable word, then it is better to use a description of the concept than a word.

D. INCOME¹⁰

D1 What are your sources of income?

- Do you earn money from a business that is owned by you and/or your family members? Who pays you for this work?
- Do you earn money from work you do at home? What type of work? Who pays you for this work?

D2 Has your household been able to save money over the past year?¹¹

- Have you (personally) been able to save money **over the past year**?
- Have you (personally) saved more or less money **this year than last year**?
- If the amount of money you save has increased, how do you think the project led to the changes that you describe?

D3 Are there things that you have bought over the **past year** that you would not have been able to buy previously **(or before the start of the project)**?

¹⁰ Note: research shows that recall data on income and/or expenditures is highly inaccurate. Given that we will not have a baseline nor a counterfactual it is possible that this data will be less accurate than other sections. We have tried to counteract this by including more project specific questions. We will need to closely observe and validate these findings.

¹¹ Determine ahead of time if it will be possible to ask in terms of a given timeframe that is associated with the project. While this may lead to less biased answers, it is difficult to do for projects that started or took place over 2 years previous.

E. HOUSEHOLD DECISION MAKING

E1 Please name 4-5 *important things*¹² that your household has spent money on in the past several years. (Develop list of context-relevant household expenditures with the interviewee.¹³ Give examples as needed.)

E2 Please name the people in your household or family who are involved in making decisions about whether to buy or sell each of the things listed.

- Are there others in the house who also make decisions (i.e. mother-in-law, son, etc.)? *If yes*: Can you please name these other people?
- Please put a dot on the scale showing how involved you are in the decision to spend money on each resource/asset.
- Please explain how the people in your family decide to spend money on each asset (ask for examples as needed.)

E3 Has there been any change in your ability to make decisions about these expenditures in the **last year**?

- If so, for which ones were there changes and why? Can you give me an example of this change?

E4 Would you like to be more involved in decisions on any of the listed expenditures in the future?

- If yes, is this something you are able to discuss with your family?
- If yes and you are not yet married, is this something that you will be able to discuss with your future husband? If not, why?

¹² Determine with the research team in advance whether to restrict this section to expenditures on assets, or if you would like it to be open to include expenditures on non-tangibles, such as education and healthcare. Adapt the following questions in this section accordingly.

¹³ This should be partially completed with examples by project staff ahead of time. Interviewees are then asked to name 4-5 key household assets. Ensure that the list includes a mix of large and small household items, and includes a mix of traditional and non-traditional assets that women might take part in making decisions about.

Decision-Making Matrix – Handout



Expenditures (This can be restricted to assets – such as land, furniture, appliances, etc. – or also include non-tangibles – such as education and healthcare.)	Husband or other decision-maker (List who is involved in decision-making for each expenditure)	Full decision of the woman	Mostly hers, but discusses with husband (or other)	Together	Mostly husband (or other), but with her input	Full decision of husband (or other decision maker)
e.g. fridge	husband		X			

F. DIVISION OF LABOUR AND WORKLOAD

F1 Has there been a change in the total time you work each week compared with **a year ago**? Has it increased, decreased or stayed the same?

Increased	Decreased	Same
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Why did it increase/decrease?

How do you feel about this change?

F2 Paid work: Has there been a change in the **type** of paid work you engage in each week compared with **a year ago**?

F3 Has there been a change in the **quantity** of paid work you engage in each week compared with **a year ago**? Has it increased, decreased or stayed the same?

Increased	Decreased	Same
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Why did it increase/decrease?

How do you feel about this change?

F4 Unpaid work: Has there been a change in the unpaid care activities you do each week compared with a year ago? Have they increased or decreased?

Increased	Decreased	Same
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Why did it increase/decrease?

How do you feel about this change?

F5 If the workload has increased overall (at home and at work), do you feel it is manageable for you? (Yes/no)

- Are there things that you wish you had time for, but that you can no longer do because of the increased work?

F6 If the workload has decreased overall (at home and at work), how are you using your additional time that you are no longer spending working?

G. GENDER PERCEPTIONS AND ATTITUDES

G1 When did you start working outside the home?

G2 When you decided to work, was your family supportive?

- **If no:** Are they now supportive? If they are now supportive, how did their attitude change?
- What do you think were the reasons for that change? (If respondent does not mention the project, then prompt with the following question: Do you think the project played a role in this change? If yes, how?)

G3 Who has been the most supportive to you as you started your new work?

G4 Is anyone currently discouraging you from your work?¹⁴ Why?

G5 Are there some work activities that are more acceptable to your family and community than others?

¹⁴ As possible, adapt this question in a way that distinguishes if they are facing negative reactions from family members relating to how their work has changed due to the project.

H FREEDOM/RESTRICTION OF MOBILITY

H1 List 3-4 places within the community where interviewees are likely go. ¹⁵ (Examples can include their workplace, markets, fairs, workshops/trainings, community meetings, health clinics, homes of family/friends)	Have you gone to this place in the past year? (Y/N)	If YES, when you go to this place, how do you get there? (1) On your own/independently (2) With friends or family members If with others, who? (list below)	How do you make the decision to go? (Give examples as needed.) (1) Yourself (2) Together with a family member (3) Another family member asks you to go	Has your ability to go to this place changed over the past year? If yes, why has it changed?

I. UNINTENDED CONSEQUENCES

<p>I1 Do you think women who work¹⁶ have an increased risk of physical abuse from their husbands?</p> <ul style="list-style-type: none"> If yes, do you have any examples about this happening?
<p>I2 Do you think women who work outside the home are at risk of abuse from other people?</p>
<p>I3 Have you made sacrifices in your life in order to [insert here the project attributed positive change – if any – they have described]¹⁷</p>

¹⁵ As much as possible, make relevant to the type of intervention women have been involved in. Either develop ahead of time with project staff and keep consistent across interviews, or ask interviewee to name relevant services to make it more participatory.

¹⁶ This can be modified to more closely reflect the nature of the program intervention. (i.e. “Do you think women who work *outside the home* have an increased risk of physical abuse from their husbands?” or “Do you think women who *travel to go to fairs* have an increased risk of abuse from their husbands?”

¹⁷ i.e. have more financial autonomy, have more power to make decisions, work outside the home, etc. If they described several positive changes, consider asking the question about each one separately.

J. CONFIDENCE

J1 Do you feel like your confidence¹⁸ has changed in the past year?

- If yes, in what ways?
- Why has your confidence change?
- Do you think the project led to the changes that you describe? If yes, how?

J2 Can you tell me a story or give me an example about how your confidence has changed, and why?

J3 Do you feel that you now have greater confidence in talking with superiors and coworkers¹⁹ than you did last year?

* The development of this questionnaire draws from several sources including research for the Donor Committee for Enterprise Development (DCED) on Measuring Women's Economic Empowerment in Private Sector Development: Guidelines for Practitioners, working with Making Markets Work for the Chars, Bangladesh (M4C), Alliances Lesser Caucasus Programme. Mercy Corp Georgia. It also builds on research from International Center for Research on Women, Feed the Future, USAID, IFPRI, and OPHI. The Women's Empowerment Agricultural Index, CARE Strategic Impact Inquiry on Women's Empowerment, UNRISD Discussion Papers, and work with the Aga Khan Rural Support Programme, Aga Khan Development Network.

¹⁸ Update with projects to use context-specific language.

¹⁹ Change the language to make it specific to the context of the project. i.e. it could be customers, clients, peers, strangers, etc.