



**WGD
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2021**

FINAL REPORT

WOMEN AND GENDER IN DEVELOPMENT VIRTUAL CONFERENCE 2021

OUT OF THE THEORY & INTO THE FIELD: A DIALOGUE ON GENDERED APPROACHES TO INCLUSIVE RURAL DEVELOPMENT

FEBRUARY 23 - 26, 2021

<https://wgdconf.org/wgd-conference-21archive>

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CONFERENCE OVERVIEW

The Women, Gender and Development Program at the Center for International Research, Education, and Development of Virginia Tech hosted the WOMEN AND GENDER IN DEVELOPMENT VIRTUAL CONFERENCE 2021 OUT OF THE THEORY & INTO THE FIELD: A DIALOGUE ON GENDERED APPROACHES TO INCLUSIVE RURAL DEVELOPMENT (WGD 2021) from February 23-26, 2021. Conference presentations and other materials are archived at <https://wgdcconf.org/wgd-conference-21archive>.

Farmers, entrepreneurs, local government officials, activists, and other community members from rural communities across the world are conscious of the myriad complex challenges that can undermine the viable, sustainable, and profitable development of their communities. In addressing these challenges, researchers, extension professionals, students, for- and non-profit organizations are engaging with community members to identify innovative approaches and interventions that can transform rural communities and livelihoods. Therefore, WGD 2021 included students, early career faculty, and extension professionals from universities, and representatives of the private sector with and without expertise in integrating attention to gender in all aspects of their research, extension activities, and agricultural development work in and outside of the US. Participants came together to learn and collaborate in developing a knowledge base and skill set for promoting inclusive agriculture and rural development, with sessions delivering something for everyone, from the most senior academics and practitioners to master's students beginning to find their path forward in research and practice.

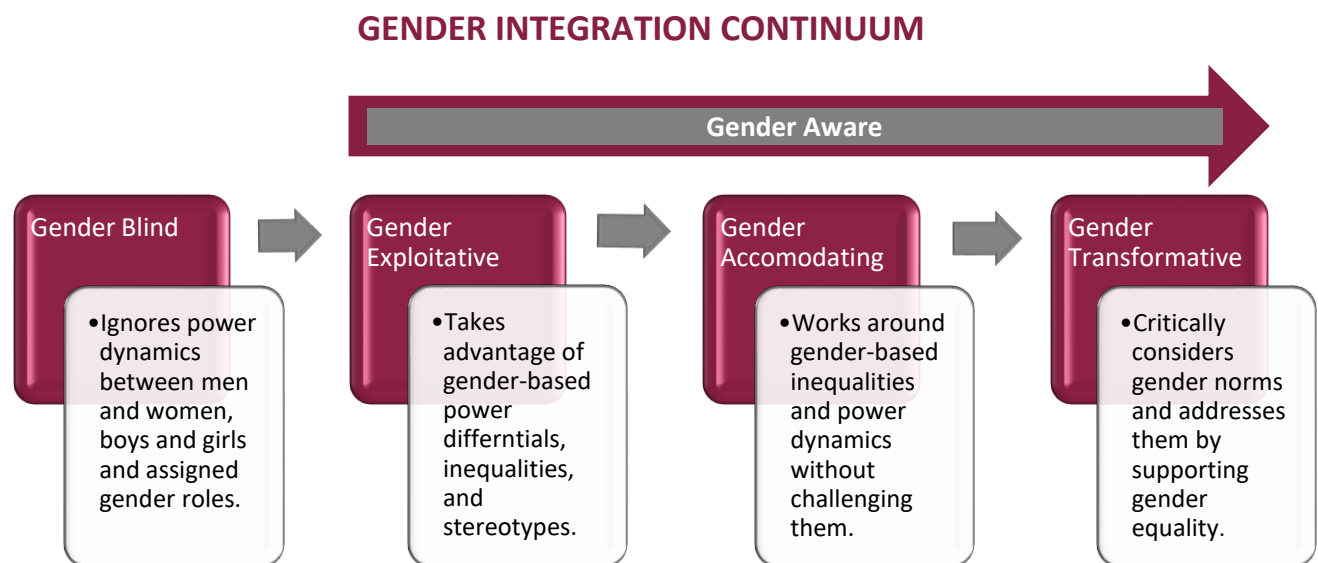
Objectives

-  Create a space where students and early career researchers and other professionals can come and highlight their current research and practice as well as benefit from the conference's presentations and networking opportunities.
-  Raise the awareness of students, faculty, and extension agents and specialists, and representatives of the private sector about the ways gender and gender-related social factors can facilitate or constrain agricultural and rural development in the US and in a global context.
-  Provide researchers, educators, and extension professionals with approaches and tools that they can utilize to address gender issues in the context of their own work.

The conference, initially designed as an in-person event, switched to a fully online convening due to the COVID-19 pandemic. To lower the barriers to participation for attendees around the world, organizers adopted the Whova platform and executed a multifaceted interactive experience that offered participants multiple venues for engaging with each other, integrating a community conversation center, synchronous training workshops, question and answer sessions, pre-recorded plenary presentations, real-time panels and facilitated conversations, and asynchronous activities into a concise agenda.

The conference offered accommodations to ensure a welcoming environment for all who were targeted, including simultaneous captioning, visual storyboards that used graphics and words to visually organize sessions' main takeaways and themes, recording and Zoom controls that allowed the conference organizers to control the visual and audio of participants and answer questions in the chat. All participants agreed to a code of conduct governing all interactions during real-time synchronous sessions, chats, and commenting on asynchronous content.

Agenda Overview. The conference officially kicked off by welcoming attendees and orienting them to the agenda and the Whova via web portal and app as well as an icebreaker that clustered participants into small groups. Day two of the conference featured real-time skills-building workshops in advance of the main synchronous plenary, panel, and community discussions held on the final two days of the conference. Pre-conference workshops covered a variety of tools, methods, and approaches in addressing gender inequality in positive youth development, research practices, university-level classroom education, and monitoring, evaluation, and learning. Main conference sessions featured discussions of the ways gender-related inequalities (e.g., land inheritance laws, caregiving expectations, and the kinds of work and education that are considered appropriate for men, women, boys, and girls) can facilitate or constrain agricultural and rural development. Asynchronous content, available from the first day of the conference, provided additional information and highlighted particular projects, approaches, and tools participants could apply to move research and programming toward the right on the gender integration continuum. This continuum (see below) is a diagnostic tool used by practitioners and researchers alike to analyze the integration of attention to gender norms and power dynamics (i.e., gender-aware approaches) into research and development interventions.

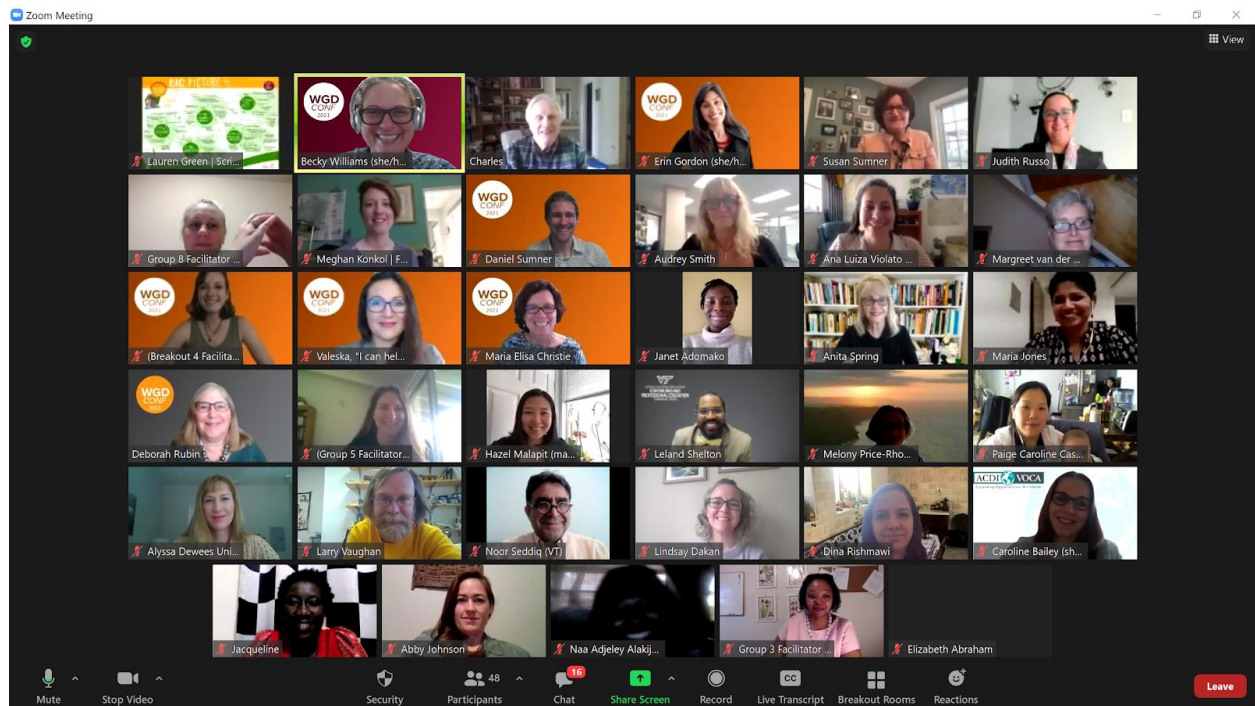


Synchronous Sessions highlighted food security, women's participation in agriculture and agribusiness, and associated issues of entrenched gender discrimination in laws and customs as well as norms for women or men in the farming community and agricultural value chain that participants can address in their work. Participants and presenters discussed gender-related inequalities and how they have impacted food systems, agricultural extension, agricultural development, food security, and youth development in the US and internationally. In addition, presenters and participants together considered the impacts of COVID-19 related coping mechanisms, including lockdowns and the impact on food systems.

Synchronous sessions enabled real-time interactive discussion, with the Big Picture and Big Questions conversations in particular drawing participants into collective brainstorming during which they analyzed learnings and formulated questions to help reframe their research and practice going forward.

Asynchronous sessions included the virtual poster hall, a 4-Minute Flashtalk competition, the World Café, and the Career Corner. Housed in the exhibitor center, and searchable by type of presentation, student, faculty, and practitioner presenters shared posters and videos describing their gender transformative research and practical tools; approaches and methods for addressing gender-based constraints, promoting greater gender equality, and supporting women's empowerment, and; advice on career paths for working as researchers and practitioners at the nexus of gender, agriculture, and development. Student competitions were held for posters and 4-Minute Flashtalks, for which entries were judged based on the information they conveyed and how well they communicated their research.

This report provides summaries of synchronous session presentations as well as questions and answers. For asynchronous sessions, descriptions of the sessions and abstracts of presentations are included along with student competition awards. Conference impact and organizers' lessons learned are then summarized. Appendixes include the agenda, bios for all speakers, snapshots of the conference app, and post-event evaluation results.



Zoom screenshot during the conference.

CONTENT SUMMARIES

Sessions were developed with an explicit focus on raising the awareness of students, faculty, and extension professionals—agents and specialists—about the ways gender and gender-related social factors can facilitate or constrain agricultural and rural development in the United States and globally. The conference fostered a dialogue between organizations and professionals engaged in international and US-based research, outreach, and development.

SYNCHRONOUS SESSION SUMMARIES

PLENARY SESSIONS

Gender transformative food systems: Addressing structural and institutional barriers to gender equality in food systems. *Dr. Jemimah Njuki, Africa Director, International Food Policy Research Institute*

Dr. Njuki started the main conference off with an exploration of structural and institutional barriers to gender equality in food systems. She discussed how the application of gender frameworks and gender integration methods and toolkits in the agriculture and food systems sector have been instrumental in beginning to improve planning. According to Dr. Njuki, gaps remain because efforts have not adequately addressed underlying causes or conceptualized and measured gender equality and women's empowerment comprehensively. She identified three approaches to contributing the necessary research for developing a gender-transformative food systems: Understanding and addressing norms and structural inequality; conceptualizing and measuring empowerment; and taking an intersectional approach at all levels, from the individual to systemic, in formal and informal settings. Dr. Njuki highlighted the differences of men's and women's intrinsic agency, collective agency ("power to"), and instrumental agency ("power to do"). "Power over," although commonly thought of as the ultimate form of agency, is not the goal—instead, it is key to move toward more robust expressions of "power to." In explaining the Reach-Benefit-Empower Framework, Dr. Njuki provided the example of how when trying to increase women's income, they might need to be targeted with technical assistance that is designed to either address their crops of preference, or specific constraints. She asserted that benefits must be measured beyond the household and understanding of empowerment requires looking for increases in women's agency, such as participation in production and livelihood decisions. In addition, Dr. Njuki highlighted the responsibilities of taking an intersectional approach, which means applying an analytical framework for understanding how aspects of a person's social and political identity can combine to create different modes of discrimination and privilege.

Feminist food justice: Overcoming intersectional inequities in U.S. and international food systems. *Dr. Carolyn Sachs, Professor Emerita of Rural Sociology and Women's, Gender, and Sexuality Studies at Pennsylvania State University and cofounder of the Pennsylvania Women's Agricultural Network*

In alignment with the conference's objective of building bridges researchers and practitioners in the USA and the global context, the conference organizing committee invited Dr. Carolyn Sachs, Professor Emerita of Rural Sociology and Women's, Gender, and Sexuality Studies at Pennsylvania State University and cofounder of the Pennsylvania Women's Agricultural Network. During her keynote address, Dr. Sachs asserted that feminist food justice is a conceptual framework linking gender and agriculture researchers and practitioners in the U.S. and internationally. She highlighted how a feminist food justice framework emphasizes three strategies: Supporting food production at multiple scales, revaluing food work that feeds families, and providing good food for all. Dr. Sachs' presentation was a crucial draw for

conference registrants. Her participation was sponsored in-part by the Women & Minority Artist and Scholars Lecture Series fund from Virginia Tech's Office of the Provost.

PANEL DISCUSSIONS

Food systems crisis: Strengthening gender equality and resiliency, *Dr. Hazel Malapit, International Food Policy Research Institute (IFPRI) and Mary Peabody, Director, Women's Agricultural Network, and UVM Extension Specialist in Community Resources and Economic Development with moderator Cristina Manfre, Global Gender Director, TechnoServe*

Panelists explored the relation of global food systems and gender dynamics—with the current COVID-19 crisis highlighted as a key touchpoint as it has exposed how underlying gender inequalities increase systemic vulnerability to shocks and problematize efforts to cope with changes that impact the socio-economic system. They described how the current crisis revealed that the women and men who grow, process, and market food crops remain highly vulnerable to shocks and changes.

Dr. Malapit highlighted the gendered impacts of COVID-19 in the Global South, noting that men and women's experiences depended on their exposure, resilience capacities, decision-making authority in and outside of the household as well as actions taken to cope with, reduce risks from, or adapt to shocks and stressors. Possible outcomes that vary by gender are income control, use of personal savings, changes in labor allocation, increased burden of care, responsibility for familial food security, and increased intrahousehold stress and potential for conflict. Dr. Malapit identified important research questions with policy implications: What interventions work less, which are protective, how can they be designed to be gender-sensitive, and what are their short- vs. long-term impacts? She shared the results of a rapid assessment early in the pandemic that indicated that 11 percent of social protection responses showed some gender-sensitivity. Dr. Malapit also shared the results of surveys by IFPRI and partners in eight countries that revealed income loss, an increase in care work, increased household utilization of savings, fewer households selling off assets than anticipated, and COVID concerns keeping people away from accessing their primary sources of farming information.

Dr. Peabody began by describing the Women's Ag Network, founded in 1994, the first university-based effort to offer education and technical assistance to women. Women farmers are not the same across the US—in the northeast, they have small-scale diversified farms and tend to be young white women, while midwestern farmers tend to be more traditional and older women and widows that inherited land; western tribal communities are often matrilineal, ranching country with lots of acreage and the southeast features smaller, Black woman-owned crop farms. In addition, there are women who are career-changers, who have some ability to invest, but lack the know-how of career farmers. Dr. Peabody described the cascading impacts of restaurants shutting down during COVID and how chefs and farmers had to pivot their business models to ensure cash flow and that people now cooking more at home or getting takeout had ingredients. Panelists also discussed the disproportionate impact of COVID coping mechanisms on women, including heightened interest in the US on agriculture-related activities and gardening.

Masculinities and engaging men in conversations on gender equality and women's empowerment, *Dr. Gary Barker, President and CEO of Promundo US, and Laxman Belbase, M. Sc., Global Co-Director of MenEngage with moderator Daniel Sumner, Assistant Director, Women and Gender in International Development, VT Center for International Research, Education, and Development (CIRED)*

Dr. Gary Barker discussed how Promundo is supporting the creation of accountable feminist allyship by male practitioners and program participants. He stressed how work with men and boys must always be accountable to women and girls, and to feminist principles. In Promundo's research they listen to the lived realities of women, girls, men, and boys. Initially starting as a community-based project, Promundo evolved into a research and advocacy organization that challenged dominant masculinities and engage men and boys explicitly in gender-transformative research. In 2008 Promundo, in partnership with the International Center for Research on Women, created the International Men and Gender Equality Survey (IMAGES), which has been carried out in approximately 45 countries with almost 70 thousand interviews. IMAGES includes questions about health-related caregiving, gender-based violence, economic injustices, employment, and male perspectives on gender norms. Through this research, data is generated that helps researchers and practitioners understand how much early-childhood experiences matter—what boys and girls witness at home, and whether violence or more equitable participation by a man in the house determine their future behavior. Data from the survey supported the design of new and updated programming (e.g., new screening protocols for pre-natal care—the Prenatal Men's Protocol—with Brazil's Ministry of Health, and a group education model with the Ministry of Health of Rwanda encouraging men's increased participation in home-based caregiving and prenatal visits.

Laxman Belbase, M. Sc., focused on the political activism of MenEngage Alliance, a global civil society and social change network consisting of approximately 74 country networks members across the world. They are not just trying to bring men on board, but are also trying to connect the dots between behavior and the patriarchal systems that bring an unequal distribution of power and privilege—the question at hand is “how are we doing in addressing gender equality, beyond justifying why it is important?” MenEngage principles hold that the “how” needs to be feminist-informed, gender-transformative, and rights-based, with men and boys really reflecting on the power and privilege they have and how it is translated at systemic levels. Belbase emphasized that the gender-transformative solutions cannot follow a colonial or Eurocentric approach.

Women, land, and power: How does gender intersect with agricultural decision-making in the U.S.?

Angie Carter, Board Member, Women, Food and Agriculture Network and Gabrielle Roesch-McNally, Director, Women for the Land Initiative, American Farmland Trust with moderator Kaitlyn Spangler, Graduate Student, Utah State University

Dr. Carter and Dr. Roesch-McNally discussed the intersection of gender and agricultural landownership and decision-making in the US. They described the consequences of settler-colonialist approaches to farming and land management, reliance on monocultures, and the mindset of who a farmer is and what they look like. Dr. Carter discussed women's roles in farm ownership in the US, describing how women own or co-own half of US farmland and how this ownership pattern has been a strategic pathway for continuing white and patriarchal land ownership across generations along with the conventional agricultural system. She noted that current patterns of women's farmland ownership are not accidental, and that myths about unproductive prairie ignore Native American agricultural history in the corn belt. Dr. Gabrielle Roesch-McNally discussed the Women for Land Program, which connects women in agriculture, ranching, and forestry with each other and to the land (including learning about the US history of settler colonialism) as well as to technical service providers. She noted that there are more women who are co-principal farmers now than in the past—nearly 40 percent of farmland is owned by women despite the primary image being of a white man in the field. Dr. Roesch-McNally noted that the program is building a network, connecting folks to one another, with the aim of accessing their power, voice, and capacity to generate resources. She highlighted women's importance to farming and building their collective power and taking an intersectional approach is essential, as is including all women in

networking and capacity building. During the Q&A period, presenters discussed gender in terms of individual identity and as a mechanism that upholds systems of oppression, how Black farmers and landowners have been limited in their access to resources, and how women farmers with intersectional identities have been overlooked.

The colonial development experiment nexus and its gender, race and class impacts in the Caribbean.

Dr. Tami Navarro, Associate Director, Barnard Center for Research on Women and Dr. Halimah Deshong, Deputy Permanent Representative of the Permanent Mission of Saint Vincent and the Grenadines (SVG) to the United Nations, and Head of the Institute for Gender & Development Studies: Nita Barrow Unit, The University of the West Indies, Cave Hill Campus with moderator Dr. Andrea Baldwin, Assistant Professor, Women's and Gender Studies and Africana Studies programs, Department of Sociology Virginia Tech

Dr. Navarro and Dr. Deshong discussed their research and addressed the ways in which the current development paradigms in the Caribbean are tied to a legacy of colonialism that continue to have devastating impacts on Caribbean people, environments and economies. Dr. Navarro discussed her research into the neoliberal Economic Development Commission (EDC) Program in the US Virgin Islands, under which mainland Americans are invited to manage their hedge funds in exchange for generous tax holiday benefits, with development benefits trickling down to the community through employment. The 1950s saw the opening of island nations to tourism and development after the Cuban Revolution, which included the creation and promotion of an industrial sector as well as the establishment of hotels and the expansion of Carnival celebrations. The flagship project of this industrialization-by-invitation moment was Operation Bootstrap in Puerto Rico, through which the US Government provided tax incentives to develop an industrial economy and decimated the heretofore dominant agricultural sector. Dr. Navarro highlighted that this effort also established an industrial model that is similar to changes generated in the USVI by the EDC, with companies negotiating favorable agreements to locate there; a kind of precursor to export processing zones (e.g., maquiladora program in Mexico). Dr. Navarro highlighted how workers in these zones are not protected by unemployment, minimum wage, and other laws. The EDC girls, she described, were hired as administrative support, which feminized office support work (e.g., data entry, secretarial work). The gutting of local industries as pharmaceutical companies came into the USVI afforded them even more power while disempowered locals were displaced—the decimating of USVI and other island populations experiencing this rapid industrialization—and people's leaving was facilitated by their Americanness and their colonial status.

Dr. Deshong presented on coloniality and Caribbean development, beginning by linking current socio-economic and ecological struggles with the settler-colonialism practice by Europeans, including the modern conceptualization of race. When she analyzes violence, Dr. Deshong situates it in its historical context as the structural violence of colonialism and imperialism frame, for example, complex gendered and racialized patterns of oppression. “For instance, while ‘gender’ reveals the ways in which free ‘Women’ were subordinated in relation to free ‘Men,’ it obscures the ways in which those same free ‘Women’ were partially empowered in relation to enslaved males, females, and everything in between” (Xhercis Mendez 2015, 45). Dr. Deshong reviewed how after the industry-focused development paradigm emerged in the 1950s, the 1980s and beyond saw the increasingly neoliberal bent that included structural adjustment agreements and further trade liberalization. What this looked like, she noted, was extreme trade dependency with one or two commodities (e.g., sugar or bananas) accounting for at least three-quarters of exports in most countries of the region, and dependence on tourism.

CONCURRENT CONVERSATIONS

Mentoring/Careers Conversation

Amanda Crump, Assistant Professor of Teaching International Agricultural Development, University of California, Davis; Dr. Halimah Deshong, Deputy Permanent Representative of the Permanent Mission of Saint Vincent and the Grenadines (SVG) to the United Nations, and Head of the Institute for Gender & Development Studies: Nita Barrow Unit, The University of the West Indies, Cave Hill Campus
Beth Holtzman, Coordinator, Women's Agricultural Network, New Farmer Project and Women's Agricultural Network (WAgN) University of Vermont Extension; Batamaka Somé, West Africa Regional Representative, McKnight Foundation's Collaborative Crop Research Program; Daniel Sumner, Assistant Director, Women and Gender in International Development, VT Center for International Research, Education, and Development (CIRED); Laura Zselezky, Communications Specialist, Feed the Future Innovation Lab for Fish; with moderator Donna Westfall-Rudd, Associate Professor, Agricultural, Leadership, and Community Education, Virginia Tech

Supporting students and early-career professionals mentoring and career advice was an essential component of the conference, further preparing students and early-career professionals to be knowledgeable global citizens contributing the agricultural development and extension practices in the US and globally.

This (virtual, synchronous) in-person session, accompanied by the asynchronous Career Corner, offered the opportunity to meet and greet long-standing and mid-career professionals in academia, the public and private sectors to discuss pathways to a successful and satisfying career. Six professionals from different backgrounds came together to expound on their experiences, elucidate lessons learned and best practices in job-hunting and crafting a career trajectory, and take questions with the intention that conference attendees, especially undergraduate and graduate students, could learn about how to prepare themselves for the gender, agriculture, and international development workforce. Among the experiences that the panelists shared was pivoting in and out of academia multiple times, with their past work and professional experiences helping them build relationships and develop different skills that were applicable for a variety of opportunities. Their past experiences and network connections they made opened their eyes to new questions and new prospects that they never imagined when they were starting their undergraduate studies. Their pathways helped them to find their interests, what they were not interested in, and new ground to break as needed. Presenters highlighted how work experience helps one identify and navigate the power structures that are present in all work institutions.

Takeaways included the importance and impact of mentorship in the development of a student's future career, openness to new experiences and possibilities, an intellectual and moral investment in our work, perseverance, and treating ourselves with grace. We cannot forget to consider our ethical responsibilities and moral struggles when working in a community because what we do is always part of a larger picture.

Big Conversations & Big Picture Conversation.

Dr. Deborah Rubin, Co-Director and Owner of Cultural Practice, LLC

Dr. Deborah Rubin of Cultural Practice, LLC facilitated this interactive discussion that allowed concurrent dialogues among groups of 3-4 people in Zoom breakout rooms. The discussions centered on six questions related to a) the myths that continue to hold power in women, gender, and agricultural development, b) the transformation of US international educational programs to better equip students to design and implement transformative and inclusive agriculture and rural development programs, c) the biggest barriers to strengthening attention to women, gender, and/or transgender issues in

international agricultural development and resilience, d) how to support young women in the US and internationally to study and work in agriculture and climate science disciplines and careers, e) the commonalities faced by rural women working in agriculture in the US and internationally, and lastly, f) one thing we should stop doing in international agricultural development work that would benefit women.

Workgroups concluded that it is important to acknowledge myths are present not only among men and women in rural areas, but also in Western organizations and universities that are working on agricultural development. They also highlighted the importance of developing gender transformative approaches to research and practice that combine and truly integrate qualitative and quantitative methods.

Participants also discussed the pervasive idea that working with women is easy, it is just a formula to add women and we will have a gender-sensitive program. Additionally, discussions pointed to a need for more diverse points of view in gender and international development, the development of homegrown expertise, and the engagement of men where they are, not where we want them to be.

PRE-CONFERENCE WORKSHOPS

WORKSHOP SUMMARIES

Positive Youth Development in Senegal: Growing the Next Generation of More Inclusive Agriculture.

Bineta Guisse, National Director, Feed the Future Senegal Youth in Agriculture, Fatimata Kane, PhD Student, Virginia Tech, and Thomas Archibald, Associate Professor, Agricultural, Leadership, and Community Education, Virginia Tech; Director, Feed the Future Senegal Youth in Agriculture

Positive youth development (PYD) programs, such as 4-H, can help grow the next generation of more inclusive agriculture, both in the US and internationally. This workshop explored efforts to integrate a gender lens in PYD in Senegal, West Africa and shared reflections and lessons from efforts to create the 4-H Senegal program, focusing on how the program works to promote gender equity and girls' empowerment in the context of agricultural and community development. Learning objectives were for participants to be able to: (1) Describe PYD principles and the ways they can be universally applied, (2) Develop context-specific and culturally responsive strategies to garner support for advancing girls' and young women's equity in agriculture, and (3) Construct a plan to use some youth participatory action research/evaluation approaches to foster decolonizing and inclusive learning and development.

To begin, participants viewed videos of success stories and answered poll questions about PYD. About a quarter of participants were very familiar with PYD while the rest were somewhat or not familiar with it. Afterwards, presenters described the Feed the Future Senegal Youth in Agriculture (Jeunesse en Agriculture) project, which was executed with the support of USAID and the Government of Senegal. Its main purpose was to increase youth engagement in economic growth activities. In particular, the project aimed to establish and institutionalize a national positive youth development program and improve vocational training and business development services. USAID provided resources for youth empowerment and development under the Youth Power IDIQ, and Senegalese universities and other partners assisted with implementation. Project results included 4-H Senegal training 394 adult leaders, establishing 63 active clubs, and enrolling 983 youth as well as supporting over 100 families and over 20,000 individuals during COVID-19.

Presenters identified how practices and beliefs tied to colonialism and patriarchy in Senegal presented barriers for girls' and women's entry into the agricultural workforce in decision-making positions. All 4-H clubs are mandated to have gender balanced membership, and the project ensured that women led project oversight, that female certified 4-H trainers and TVET leaders were included, and that training was conducted in an inclusive and just environment. Project staff found that recognition (i.e., celebrating and recognizing accomplishments) was a key tool for diversity and inclusion. Girls were integrated into the kinds of gendered activities that generally were used with boys, such as the chance to learn a future trade, exploring new horizons, emulating how to interact with boys and young men. Project staff, including trainers and mentors coached and mentored all youth, and exemplified fair treatment. They set up and followed milestones with members, involved families, and provided advice and encouragement along the way.

During the Q&A period, the Senegal PYD team discussed how the program unfolded. For example, when asked about how entrepreneurial activities were structured, they revealed that activities were club-based and that clubs worked together to generate funds. When discussing cultural barriers, project leaders discussed how working for community support strengthened their appeal, change mindsets and broke down barriers to joining and participating in training.

Finally, participants reflected on the universalities of PYD and how to adapt PYD approaches to particular contexts using Jamboards. Participants highlighted the need to work with youth to improve their agency, assets, and contributions as well as the need for cognizance of cultural norms for mixing boys and girls in social situations and for male and female social, cultural, and professional ideals. Participants undertook a SWOT analysis of embedding a gender lens in PYD and noted how they will integrate lessons learned into their research.

Gender and Monitoring, Evaluation, and Learning - Data Needs for Documenting the Gendered Impacts. *Dr. Jennifer Himmelstein, Director of Corporate Analysis & Technical Assurance, Monitoring & Evaluation, ACDI/VOCA and Daniel Sumner, Assistant Director, Women and Gender in International Development, Virginia Tech*

Workshop objectives were for attendees to leave the session with enhanced understanding of: (1) How to utilize a combination of qualitative and quantitative methods to understand complex household decision-making dynamics and control of assets, and (2) Implementing a systematic monitoring, evaluation, and learning approach that will document gendered impacts, while taking household decision-making dynamics into consideration. Presenters impressed upon participants that understanding and measuring gendered household decision-making dynamics is important for development projects because households are the key site of cooperation and conflict between men and women, and women's participation in household decision-making is often used as a proxy indicator to demonstrate their empowerment. Presenters provided several examples of how gendered decision-making dynamics can substantially impact individual and household outcomes, such as through food provisioning and nutritional outcomes and highlighted how increasing equitable decision-making dynamics is a way of transforming power-relations between men and women. However, they noted that it is important to remember that men and women do not make all decisions as one, pool resources, or have the same preferences, so it matters who is targeted for a development intervention.

Workshop facilitators noted that the methodology of required formative assessments to inform strategies (e.g., value chain, nutrition, gender equality and social inclusion, baselines) can be shaped to examine gendered household decision-making dynamics. These studies must feed into the monitoring,

evaluation and learning systems that projects go on to use for their duration to not miss how activities are connected for changes in the target population. It is important to do research before embarking on these studies to identify norms, actors, and factors as well as key lines of inquiry as well as determine the appropriate methodology for interviews (e.g., interviewing male and female participant together or separately, selecting the gender of the enumerator).

Facilitators noted that decision-making topics in interviews should be conceptualized with specificity and framed in different ways, such as who decides on minor household expenditures, participation in wage employment, the application of particular production practices and technologies, meal choices, and dealing with children's schooling. They also described how qualitative and quantitative methods yield different information for understanding household decision-making dynamics, with methods including vignettes (i.e., placing interviewees in hypothetical situations), questionnaires, focus groups, in-depth interviews, participatory mapping, simulations as well as household surveys. The Women's Empowerment in Agriculture Index (WEAI), as well as the project-level version (pro-WEAI) and the Demographic Household Survey (DHS) were discussed as key examples of data collection methodology as was participatory mapping, which combines cartography with participatory research methods to explore everyday lives, knowledge, and resources. The facilitators highlighted the importance of indicator construction in supporting the development of programming that is based on internal understanding of empowerment and desired decision-making of the culture experiencing an intervention. Participants practiced designing a formative study and described a mixed methods approach that collected data at the individual and group level, utilizing a variety of techniques discussed in the workshop.

Finally, workshop facilitators discussed how to apply this process within a monitoring, evaluation, and learning (MEL) system. The MEL plan is a required document for donors, and it spells out the theory of change, identifies indicators, and lays out methods for monitoring. The facilitators discussed integrating measuring gender equality and social inclusion into MEL plans and highlighted questions to consider when developing a gender-sensitive MEL system, such as appropriately applying mixed methods, reflecting upon who is asking questions and from what perspective, and considering whose voices or perspectives are potentially included or diminished based on the methods used.

Bringing theory and the field into the college classroom: Developing gender-forward curricula.

Assistant Professor Amanda Crump, Professor at the University of California Davis and Professor Leif Jensen, Pennsylvania State University

The goals of this session were to encourage participants with teaching roles in academia to consider how they integrate and foreground agricultural development, gender equity, and critical theory into agricultural curricula, inventory common challenges, strategies and ideas for doing so, and collaborate on strengthening participants' teaching practices. Dr. Crump and Dr. Jensen explained that educators apply critical theory to explain what is problematic about current social reality within critical norms and identify achievable practical goals for social transformation. In challenging the dominant ideology organizing Western societies, they noted, it is important to recognize that apparently open, Western democracies are actually highly unequal societies in which economic inequity, racism and class discrimination are empirical realities. To ensure participants' alignment, the presenters defined dominant ideology as a set of broadly accepted beliefs and practices that frame how people make sense of their experiences and live their lives. They advised that applying critical theory enables understanding that the dominant paradigm is not normal, natural and inevitable as well as ways to challenge it.

Dr. Crump, in describing her experience at UC Davis, discussed flipping the classroom by including critical thinking, active learning exercises. She suggested working with a critical friend who would review the inclusiveness of language and challenge the presentation of lesson content where needed. In addition, Dr. Crump suggested framing work through a gender lens—thinking about how gender and other statuses impact research questions or subjects taught in class that are usually discussed in a gender-neutral manner. Dr. Jensen discussed USAID’s Gender Equity through Agricultural Research and Education (GEARE), led by Penn State as well as graduate and undergraduate degree options. Through a suite of research grants accompanied by gender research training, GEARE supported the establishment of an interdisciplinary scholar and researcher network that supports developing the evidence base on research, instruction, and outreach on gender and agricultural sciences. GEARE at Penn State introduced students, scholars, and researchers in the biophysical sciences, often resistant to considering the impact of gender on their agricultural practice and research, to the benefits of an interdisciplinary perspectives and fostered their explorations into gender-sensitive research.

Participants used Jamboards to discuss: 1) How they support interdisciplinary-minded students so they can bridge social and biophysical sciences, 2) How they infuse gender-forward, critical, anti or decolonial, etc. theory/approaches into programs and curricula in a wholly positive and effective way, and 3) How they teach about gender justice and equity in contexts where there is disinterest, resistance or even hostility toward the subject. Participants answering question one described how they support students’ passions, including engaging in active listening, taking students suggestions into account when designing courses, integrating interdisciplinary training in their methods or encouraging students to take courses outside of their home discipline; taking a systems approach; encouraging students to look deeper into social and political dynamics; and using contextualized means of knowledge sharing, such as case studies and testimonials to create a connection with students, and; carefully framing questions and rhetorical devices. In answering how they infuse gender-forward, critical, anti or decolonial, etc. theory/approaches into their work, participants shared that they tie theory to practice and vice versa; exemplify theories using real-life experience and history; disrupt students’ thinking by encouraging them to look at how their views might be biased towards inequality and challenging them with alternative views, especially those of marginalized people; helping them recognize that everyone (in the class, in the field) has a filter/lens created by their multiple subjectivities and lived experiences; using a gender lens to analyze issues that students raise in the course, and; challenging students to engage in learning with a growth mindset. Supportive practices for teaching about gender inequity and justice in unwelcoming contexts noted by participants includes being non-judgmental while being clear about where you stand; creating common ground; presenting on real issues in international and local contexts; discussing the history of different ideas and introducing competing ideas also grounded in history; establishing empathy and clarifying class norms around such discussions, and; using patterns of behavior that are easily identifiable in real life to ease into discussions about more pressing issues/systemic issues. Avenues forward identified by participants include sharing readings from non-dominant voices and encouraging mutual learning between extensionists, trainers, practitioners, and academics.

Silence is not always golden: Reciprocal peer interviews as a method to engage vulnerable populations in discussion on sensitive topics. *Dr. Becky Williams, Visiting Assistant Professor, Center for Latin American Studies, University of Florida.*






As a part of her methodology in previous research, Dr. Williams piloted reciprocal peer interviews, which were participants in dyads acting as the interviewer and interviewee in turns. This methodology was chosen because participants were willing to be interviewed, but found it difficult to speak freely with authenticity and honesty due to language barriers and biases toward outsiders. This process was part of

establishing trust, a way to make interviews “low-stakes” yet meaningful despite the current environment of fear and distrust. The Pilot Project for Rural Livelihoods, Violence, & Migration was initiated in Honduras in the wake of a history including the 2009 coup, the US immigration crisis, and the contested 2017 election, which included street violence resulting in gang power increasing in the context of inadequate law enforcement and the vilification of young men.

Dr. Williams conducted interviews and focus groups that included youth aged 12-27 and the indigenous population. Methodological challenges included social location (combination of factors including gender, race, social class, age, ability, religion, sexual orientation, and geographic location), power, and their ways of knowing (epistemology). Creating a shared language and rapport that was authentic with cognitive authority required challenging “symbolic violence.” Therefore, Dr. Williams found that youth would talk with each other more comfortably and therefore authentically while knowing the purpose of the conversation. She worked with the young interviewers on interview methods as well as techniques including empathic listening that were modified with youth input to be appropriate. She noted that a key challenge is getting the young interviewers to use probing questions.

In working with youth, Dr. Williams noted that she does not rely on research discourse and instead models behavior and supports their development of interviewing techniques, including how to probe and how to handle sensitive information. In this circumstance, interviewers had to pick interviewees so as to interact with a familiar face. In turn, Dr. Williams noted that reflections from participants were very natural and personal. Trust was developed and participants shared sensitive and non-sensitive information. This technique provided additional ways of knowing, introduced her to shared language, built trust and strengthened rapport. While 5,000 peer interviews were conducted, 94 reciprocal peer interviews were carried out. The Institutional Review Board (IRB) helped Dr. Williams think through the challenges, including the use of verbal consent and explicitly describing her role as a researcher.

TEAM-BUILDING ACTIVITIES

-  Icebreaker. Participants during the morning session before the workshops were divided into breakout groups where they filled in a bingo card related to a variety of work and personal experiences as well as a few fun talents, experiences, and skills, such as having worked together in the past, acted in a musical or play, and being able to say the alphabet backwards. When groups had five items in a row (vertical, horizontal, or diagonal), they used the "Ask for Help" function to alert the facilitator and kept playing to fill in as many squares as possible.
-  Trivia Night. Participants formed or were assigned teams for a Zoom-based trivia competition where they answered questions including which country fielded the first female-majority parliament and about the first woman to be elected head of state in Africa.
-  Scavenger Hunt. Participants solved 10 clues that took them on a tour of the conference site on Whova and resources stored on Google Drives.
-  Grad Student Meet-up. Several grad students met over Zoom to discuss studies during the pandemic, their programs and departments, and plans after graduation.
-  Networking. The final event of the conference was a networking session. Three Zoom meeting rooms were opened so that participants could join multiple discussions at their initiative. Two rooms were for careers and inclusion and diversity, while the third was an open discussion.

ASYNCHRONOUS SESSIONS

4-MINUTE FLASHTALKS (4MFT)

Conference organizers adapted the 3-Minute Thesis (3MT) research communication competition developed by the University of Queensland in Australia and held in academic institutions around the world. Graduate and recently graduated students who completed data collection for their research were invited to submit videos of four minutes or less that communicated the importance and findings of their research clearly and concisely to experts and non-experts alike. Sixteen young researchers submitted abstracts, with seven submitting videos to the juried competition, and five submitting revised videos after jury feedback for People's Choice Award consideration. The jury was made up of organizers, a Virginia Tech faculty member with extensive sustainable development research experience, faculty members affiliated with Virginia Tech's Center for Communicating Science and Virginia Tech's Chair of Creative technologies who is also a documentary filmmaker.

Entries were judged based on how well the presentation was organized and flow of ideas presented, how clearly and compellingly the scholar defined and explained the purpose for the research, and described the findings and conclusions. In addition, communication style and accessibility were considered along with each presentation's vocal and visual quality. Two presenters were awarded first and second-place jury prizes.

Seven competitors were invited to participate in a virtual **Communicating Science Workshop** led by Professor Patricia Raun of Virginia Tech's Center for Communicating Science. Students explored how to construct their narratives using a storytelling approach that emphasized distilling the essence of their research and drawing on their personal experiences to create a unique, memorable, and well-received presentation. Five contestants submitted revised videos for consideration by peers attending the conference for the People's Choice Award. Both competitions offered the winners modest monetary rewards. The five final competitors and abstracts are:

Sumac Elisa Cárdenas Oleas, Iowa State University: Gender and Decision-making: Quinoa production among Indigenous women in rural Ecuador (People's Choice Award winner and 1st place Jury Award)

Women's empowerment can be analyzed in agriculture through their ability to make choices that align with their life goals. Household farm decision-making is often examined as an individual or a jointly made choice, both frequently described as empowering in quantitative studies as women participate in agricultural decisions. However, empowerment is contextual and often difficult to measure and, thus, a qualitative methodology (through focus groups and interviews) can better illuminate how joint decision-making processes occur to investigate women's empowerment. This research asks: how is decision-making among Indigenous women influenced by their gender when producing quinoa in rural Ecuador? The findings include a feminization of agriculture among the participants, in which Indigenous women have become in charge of quinoa production, a traditionally male-dominated crop, due to Indigenous men's absence in the farm. Furthermore, the participants described decision-making as jointly made, but men had greater authority, which was influenced by their religious beliefs, and men often made final decisions even when they had little or no participation in the farm work. Overall, women's participation in quinoa production increased, but because the participants associated men as heads of household, women's decision-making power was still limited even as they have become principal farmers. This study contributes to the literature of decision-making and demonstrates the importance of contextual characteristics, such as the feminization of agriculture, that influence decision-making processes. Overall, Indigenous women farmers are limited by patriarchal norms in their decision-making opportunities and overall empowerment.

Ana Luiza Violato Espada, University of Florida: Women and sustainable timber management: Shifting roles from assigned cook to strategic decision-maker (2nd place Jury Award)

Women's access to and use of forest resources is a critical theme within the gender dimensions in both forestry research and policy. Studies on women in forestry show the importance of women's participation in decision-making and forest management to the family and community well-being as well as conservation. Yet, studies rarely explore power dynamics that prevent or encourage women's empowerment in timber management, leading us to this central question: Under what timber governance conditions have more equitable women's participation in decision-making and timber use ensued? Using feminist conceptualizations of empowerment, we also examined the impacts of timber governance on women's empowerment to answer our second research question: "How does this participation reflect on women empowerment?" We studied three Brazilian Amazonian sustainable-use protected areas where community timber management has been legalized since 2011, carrying out semi-structured interviews with 52 respondents (17 women and 35 men). We also used participant observation over a 15-month study period and a focus group discussion to explore both women's positionality and means of women's empowerment in the timber management projects. Our systematic and in-depth qualitative approach not only documented women's participation in numbers, but also their perceived and effective engagement in community timber management. We show that timber governance in two of the three cases where an extensive capacity-building was provided for (and by) majority of men but also integrated a few women, resulting in women's empowerment processes that opened spaces for greater engagement by women overall in diverse and strategic positions in timber management. Understanding processes influencing women's empowerment in community forestry is critical to shift timber-focused development projects centered on men to a more equitable use of forest resources in community lands.

Jessica Spence, Texas A&M University: More than a selfie: How self-portraits through photovoice methodology indicated incidents of independence

Agriculture is pivotal to the success of the planet, and smallholder farmers are the backbone of their societies which rely on subsistence farming. This job is disproportionately female-driven, and continues to be riddled with systemic control, abuse, and oppression from men in these societies. Women smallholder farmers in developing countries, like Uganda, often are the primary income generators, family caretakers, and are responsible for cooking, cleaning and maintaining the home. We conducted a photovoice in rural northern Uganda that resulted in themes that supported these harsh realities, including technical challenges, patriarchal society, physical fatigue, and varied agriculture practices, but also gave evidence of self-identity and independence as "women farmers." The personal identity and independence felt by these women provides evidence to the responsibility felt towards their family, children, and duties as a farmer. While women in developing countries, and specifically Uganda, currently receive gender-based discrepancies in extension aid and attention, we concluded that extension training would result in more productive outcomes if provided to women because of their innate need to provide for their family and strong feelings of responsibility. We recommend targeted efforts in extension aid and training be made to women smallholder farmers because their independence and self-identity as "women farmers" will be a more effective motivator to improve upon extension training.

Ruchi Upadhyay, Central University of Gujarat: Women empowerment: reflections from microfinance-based field inferences in India

This research is based on the premises of poverty-ridden rural India and the application of the developmental model of microfinance. Microfinance is being an instrument to solve problems of poverty and gender inequality, especially in developing countries. Women suffer from different types of deprivation in social and economic spheres of life, including less control over their own income, less participation in decision-making, less mobility and freedom, less access to production resources, and reduced employment opportunities than men. The conceptualization of microfinance as a concept is visible but largely vague. This study tries to reduce the ambiguity in the concept based on both theoretical and empirical evidence. The development of various models over the years across the board led to be academic literature, and field data on these models have provided an insightful understanding of the concept and implications. It can be said that even though microfinance as a developmental model is not a runaway success, but research found some positive impact on the ground, especially in the lives of tribal women members after joining self-help group. But the broad impact can only be realized if the government and non-government instrument work in convergence in the most effective way possible. In order to achieve inclusive economic growth, poverty eradication, and sustainable development, women empowerment is important for the larger good.

Fikriyah Winata, University of Illinois at Urbana-Champaign: Rest Day and Women Domestic Worker's Wellbeing: Evidence from Indonesian Domestic Workers in Hong Kong

Female domestic workers are a highly vulnerable group due to intensive work responsibilities that limit women's mobility within space and time constraints and demanding daily tasks that restrict their social interactions outside their employers' homes. Previous studies of women domestic workers in Southeast Asian countries have argued that domestic workers' place of life is also a place where they perform work. The co-location of home and work sharply limits domestic workers' personal freedom and sense of privacy. Hong Kong is the only top destination region for Indonesian domestic workers that obligates a rest day. Drawing on in-depth interviews and activity diaries (N = 42) collected within two working days and one rest day, this study examines the importance of rest day for women domestic worker's wellbeing. Results show that a mandated rest day enables women to create life spaces and social networks independent of the workplace. Women can escape from demanding work-related responsibilities, and most importantly, women are able to meet their friends and social networks and attend social, religious, and educational activities. During the rest day, women are situated in diverse places and social networks, allowing them to express their feelings, mobility desires, and untold expectations. Their responses reveal that a rest day enables them to feel happier, relaxed, and relieved, with a higher level of wellbeing. This study provides crucial policy-related evidence about the impacts on women domestic workers' wellbeing of a regular, mandated rest day.

VIRTUAL POSTER HALL AND STUDENT POSTER COMPETITION

Scholars, students, and practitioners communicated results and findings from their research and programmatic activities, discussed ongoing challenges and opportunities for advancing gender equality, promoting women's empowerment, and fostering new partnerships. Participants submitted a total of 47 posters that broadly addressed the intersection of gender and inclusive agricultural and rural development in the Global North and the Global South, including exploration of youth, masculinities, race, and ethnicity. Practitioners and researchers shared strategies, tools, methodologies, techniques, and approaches they use to advance more inclusive and locally relevant development activities by addressing gender-based constraints and opportunities affecting how individuals and communities benefit from or are hindered by rural transformation. The majority of posters focused on the gendered

dimensions of agriculture and rural development in the Global South, with five percent of posters exploring gender issues linked to agriculture and rural development in the United States and/or other countries in the Global North. Presenters' exhibitor profiles on Whova highlighted their posters and allowed them to respond to questions. The poster hall can be accessed at <http://bit.ly/WGDConfVirtualPosterHall>.

The conference planning committee held a poster competition for students. Graduate students were required to present results from original research while undergraduates had the option to focus on research, literature reviews, and outreach activities. There were 13 entries in the Student Poster Competition. A panel of judges assessed posters based equally on content and design, and awarded first and second place prizes along with two honorable mentions:

First Place: Maja Jeranko, UNC-Chapel Hill - Building Equitable Futures Amidst Disasters: The Case of Coastal Ecuador

Four years after a devastating earthquake, coastal Ecuador became an epicenter of another disaster, COVID-19. After the earthquake, housing allocation was a priority in recovery efforts. Now, the home became the critical site through which COVID-19 is experienced. While the pandemic brought a range of regulations that exacerbated existing housing tensions or created new ones, households already living in conditions of socio-economic hardships or burdened by recovery from previous disasters may have been particularly affected. This study examines three neighborhoods in a coastal Ecuadorian village of Don Juan that were devastated by successive disasters, a 2016 earthquake of 7.8 magnitude, followed by COVID-19. While one neighborhood received no post-disaster support, the other two received support from two organizations that employed different strategies for housing reconstruction. Both organizations provided new housing for each of the two neighborhoods, yet only one of them passed legal ownership and empowerment workshops to women, seeking to build more equitable gender relations. With its distinct, gendered landscape that became a site of a social experiment, this region offers a unique opportunity to gain comparative insights into how gender relations might be reconfigured amidst different successive disasters. Drawing on my past research (2016-2020) on post-disaster asset allocation and its impact on gender relations, this poster will discuss how gender-focused post-disaster initiatives affect intra-household and community relations in the context of successive disasters, to demonstrate ways in which women who have homeownership rights might have greater agency and form households that are better able to withstand different shocks. At the same time, this poster will also discuss the impacts of successive disasters and subsequent initiatives on both intra-household and community gender relations in post-earthquake housing settlements, with a particular emphasis on the global COVID-19 pandemic.

Second Place: Ana Violato Espada, University of Florida - Women and Sustainable Timber Management: Shifting roles from assigned cook to strategic decision-maker

Timber management traditionally has been a masculine activity, but with the advent of community-based timber management, these norms are changing. Amazonian communities and their NGO partners are striving to involve women in decision-making and logging activities, not solely in cooking activities where they are usually assigned. Yet, timber governance studies rarely explore power dynamics that prevent or encourage women's inclusion in timber management, leading us to question: Under what timber governance conditions have more equitable participation in planning, decision-making, and timber use ensued? Using feminist empowerment frameworks, we also examined the impacts of these timber governance differences on women's empowerment. A multiple

case research design was applied using semi-structured individual interviews with 52 respondents from three Brazilian Amazonian sustainable-use protected areas where community-based timber management has been legalized since 2011. Complementing participant observation over the 15-month study period, we conducted two focus groups (55 participants in total: 17 men and 38 women) to explore women's positionality in timber management decision-making and to encourage examination of empowerment concepts and to think through their own journeys and that of their timber management projects. Our systematic and in-depth qualitative approach not only documented women's participation in numbers, but also their perceived and effective engagement in logging activities. We show that timber governance in two of the three cases where extensive capacity building was provided for (and by) majority men but also integrated a few women, resulted in opening spaces for greater engagement by women overall in diverse and strategic positions in timber management.

Honorable Mentions:

Hannah Toombs, University of Florida - Indigenous Tradition, Change, and Uncertainty in Western Honduras: How Lenca Women Maintain Pottery Production Livelihoods in the face of Socioeconomic Development

Among indigenous Lenca craft producers in La Campa, Honduras, state-led development projects have created socioenvironmental challenges resulting in differential benefits among community members. Craft production, particularly pottery, is an economically and spiritually important tradition in Lenca communities which primarily female artisans continue to rely on today as a central livelihood. However, this tradition is transforming in the face of socioeconomic development. As tourism has expanded in Honduras, Lenca pottery has transitioned from traditional utilitarian forms to items more popular with tourists, such as decorations, toys, and jewelry (Castegnaro de Foletti 1989; Toombs fieldwork 2019; Tucker 2010). External development organizations have also been active in Lenca communities over time, providing crafting resources such as ovens for firing pottery and trainings for community members to learn new craft production techniques. However, access to these resources is not available to all artisans, and is often dependent on political affiliation, leading to differential benefits. To continue craft production in the face of these changes, Lenca artisans must adapt through altering their production techniques, adopting alternative livelihoods, and organizing to sell their crafts in variable ways. Drawing on theoretical applications of neoliberal multiculturalism (Hale 2005, 2020; Loperena et. al 2020; Saldívar 2018), this study seeks to understand how indigenous artisans, particularly Lenca women, make conscious choices to exercise their agency and maintain their traditional livelihoods in the face of uncertainty.

Stephanie Cadaval, University of Florida - Ten years of growing together: Partnerships, gender, and decision-making in community mangrove restoration

Resource-rich mangrove forests remain highly threatened in the tropics. Globally, the loss of mangroves contributes to climate change and challenges the livelihoods of both men and women who depend on the resource as fishers, for tourism, or in support of other activities. This study centers on the case of Isla de Chira, Costa Rica to ask (1) How have men's and women's roles influenced mangrove use and restoration? (2) How have external governmental and NGO partners influenced gendered participation in mangrove restoration? and (3) What are the community's perceptions of mangrove restorations? For this research, the data was collected over three months and incorporated participatory observations, interviews, and community mapping and discussions. Results of the study found women and men use mangrove spaces and resources differently. Men engage less frequently

than women in restoration projects. Finally, through the interactions between the community and their NGO partners, women experienced greater agency and visibility within the community and externally while working in mangrove restoration on the island.

WORLD CAFÉ

Conference participants were invited to stop by the World Café to “have a coffee” with academics and private sector researchers and practitioners integrating gender into international agricultural development activities. On behalf of their organizations, presenters uploaded brief videos on various tools and methodologies into the exhibitor center on the Whova site and were available via chat to discuss women’s empowerment, participation in agricultural value chains, gender-based violence, and gender-transformative research. They shared stories and lessons learned from around the world, including Benin, Malawi, Mozambique, and Tanzania. Presentations may be found on the conference archive at <https://wgdconf.org/wgd-conference-21archive>, and abstracts are below:

ACDI/VOCA: A Time-use Study: An Unexpected Opportunity to Address Gender-Based Violence

Globally, women spend approximately three times longer on unpaid care work than men, burdening them with longer workdays. This can partially explain the slow and uneven progress toward gender equality and women’s economic empowerment. Time-use research can generate invaluable information to understand household dynamics between men and women. The USAID- funded NAFKA II program, led by ACDI/VOCA, embarked on a time-use study of its mechanization grants. Mechanization levels are low in Tanzania, particularly among rural women who comprise an estimated 52 percent of the country’s agriculture labor. As part of a strategy to increase overall agricultural productivity, narrow the agricultural productivity gender gap, and reduce women’s drudgery, NAFKA provided mechanizations grants to producer organizations, with specific targets for female producers. To understand how mechanization grants impacted women, the project introduced time diaries, a tool men and women of the same household used to log their daily activities and time with. The analysis of the data revealed unexpected findings on gender-based violence. This presentation will share how NAFKA increased its emphasis on evidence-based learning and adaptation to pivot an activity used to measure the effect of an agricultural intervention to address gender-based violence. Reflections, lessons learned, and best practices will be shared to better understand how this study and tool positively impacted the NAFKA II program.

Centre for Alternatives for Victimized Women and Children (CAVWOC): Our Development, Our Right: A Gender Approach Towards Adolescent Girls Development in Blantyre and Chikwawa.

The rights of Malawi’s large population of adolescent girls and young women are compromised by gender inequities. Nearly 1 in 3 adolescent girls have begun child-bearing and experience violence according to national statistics. In 2020-2021 Malawi is experiencing a disturbing wave of violence against adolescent girls, with defilement cases increasing. Adolescent girls are most vulnerable to so many human rights abuses, yet they are key to development given an environment that creates inclusivity and equitability. The most crucial stage to target women vis-à-vis development is adolescence as this is a formative stage of their life. CAVWOC’s participation in the Global Early Adolescent Study (GEAS) research revealed that the creation and utilization of referral pathways to such service providers such as social welfare, gender officers, judiciary, health care providers and teachers for improving gender-based violence (GBV) case management. The application of a gender-transformative approach addressing gender norms was central to the study. The establishment of female spaces created a forum

where girls are free to talk about issues that affect them (Sexual and Reproductive Health and Right and GBV issues) facilitated by counseling especially for those traumatized by various instances like sexual harassment. The complementary creation of male spaces allowed adolescent boys discuss equitable gender roles to achieve mindset change. In addition, weekend conversation corners where adolescent boy and girls gathered to discuss issues emerging from the male spaces on how they can promote gender inclusivity and equitability.

CGIAR Gender Platform: From intentions to outcomes: How to ensure that agricultural development projects empower women?

Women's empowerment is not only among the global goals guiding international development efforts toward 2030, but is also the stated goal of numerous agricultural development projects and investments. How can project leaders, investors and other decision-makers know whether their intervention is on track to actually empower women? The Reach-Benefit-Empower framework, developed by the International Food Policy Research Institute (IFPRI), clearly distinguishes between approaches that reach women as participants, those that benefit women, and those that empower women. The framework is particularly relevant in a context where well-intended projects too often fail to fully ground their planning and design efforts in gender research, thus risking to conflate efforts to reach (e.g., invite) or even benefit (e.g., provide income-earning opportunities to women with those efforts that empower. Furthermore, empowerment may not necessarily require reach and benefit approaches. Empowering strategies focus on strengthening the ability to make strategic life choices, which may require working with both women and men to alter intrahousehold dynamics. The CGIAR Research Program on Fish Agri-Food Systems further developed the original framework to include 'transform' as a fourth category, for projects that also aim to transform gender relations both within and outside the household. For instance, some projects that aim to change attitudes toward gender-based violence may be targeted to the community rather than to women individually. The Reach-Benefit-Empower framework sheds light on such complexities and puts planners, investors, and decision-makers in better positions to ensure that their efforts do provide opportunities for women to empower themselves.

Michigan State University, GRAIN Program: Towards More Gender-Responsive Agricultural Research: Lessons Learned in Implementing Programs to Empower Young Women Agricultural Sciences.

For agricultural research and outreach programs to yield transformative results within the context of gender inequality, engaging diverse teams of researchers is essential. However, women continue to be vastly underrepresented in research organizations, as is the case in Afghanistan. Funded by the U.S Agency for International Development (USAID) and implemented by Michigan State University, the Grain Research and Innovation Project (GRAIN) partners with Afghanistan's national research agency and Afghan universities to build capacity to conduct and disseminate research to improve wheat production. Critical to this objective are cross-cutting efforts to implement more gender-responsive research programs and also engaging more women in agricultural research. The GRAIN Research Internship and GRAIN Women in Agricultural Research Mentorship programs engage undergraduate and graduate students in six to twelve-month programs offering a variety of research skill building, soft-skill development, career exploration, one-on-one mentorship and coaching, and support for participants to set and track progress towards their individual career, academic, and personal goals. Presented by GRAIN program staff with stories from past program participants, this presentation will briefly share lessons learned through the implementation of these programs as well as emerging successes stories

and candid challenges, with particular emphasis on overcoming the challenges that face many Afghan women pursuing studies and careers in agricultural sciences. The aim is for the presentation to spur discussion among other practitioners, researchers, and students as we learn from each other and hear examples of women and youth empowerment from other parts of the world.

College of Food, Agricultural, and Environmental Sciences, Ohio State University: Improving our own practices: A critical reflection of fieldwork

As researchers, we seek to answer questions that will help us understand more about the lives of others. Although many of us seek to impact people's lives with the knowledge we gather, often times the research doesn't go past publication in journal outlets and presentations at conferences. The nature of academia and academic research does not easily facilitate any other approaches to disseminate our work. With these and many more restraints, how can we be more impactful in our work? Gender sensitive research can go beyond centering women and their lived experiences. It has the potential to be transformative in the lives of the women we are studying and seek to help. This presentation will present lessons from the field that can lead to more transformative research practices.

TechnoServe: Reaching Women in Agriculture Value Chains: TechnoServe's experience in the Benin cashew sector

In this 4-minute video, Ella Wama will describe the activities and critical partnerships that the Cashew Integration and Acceleration Program (BeninCajú), implemented by TechnoServe in partnership with Catholic Relief Services and funded by the U.S. Department of Agriculture, has pursued to ensure that women are able to participate in and benefit from a growing cashew sector. This five-year, industry-wide initiative aims to strengthen and expand the cashew sector in Benin into a more productive, competitive, and inclusive industry by working with men and women farmers, processors, and policymakers. Learn how training, advocacy, and collaborative partnerships have been successful in overcoming restrictive cooperatives policies, barriers to women farmers' participation in agronomy training, and advancing women's leadership in the Benin cashew sector.

Universidade Lúrio, Mozambique: Using Skits to Encourage Male Engagement in Exclusive Breast Feeding in Mozambique

In Mozambique and other African countries, a lack of male support in antenatal care (ANC) and health of their female partners as well as other gender inequalities contributes to low ANC participation and adverse health outcomes for women, including maternal mortality. In a high-income country context, the presence and support of fathers in breastfeeding have increased the exclusivity of breast milk as well as a woman's decision to immunize their children and seek care for childhood illness. In a low-income country context, empowering women to use ANC services, engage in exclusive breastfeeding, and take a proactive role in their own health and the health of their children will require male partners to contribute in the form of logistic, financial and psychological support. Starting from a gender-sensitive perspective, the Universidade Lúrio in Nampula, Mozambique supports students in developing skits, acted out by male and female students, to educate local communities on the role of both men and women in breastfeeding. These skits are performed through a program operated by UniLúrio called One Student, One Family where students are paired with households in the communities to deliver health and nutrition counselling throughout their studies. The skits aim to facilitate gentle transformations in gender roles by normalizing male participation in breastfeeding and the health of both mom and baby, sensitized by the cultured gender roles of husbands and wives in Nampula. This World Café video shows




the students performing these skits that can be used in community education activities to empower women and men to take a proactive role in exclusive breastfeeding.

CAREER CORNER

Career Conversations participants had profiles in the Exhibitor's Center Career Corner that included presenters' profiles and biodatas, responses to a short questionnaire about pivotal career developments in their professional lives. Whova allowed attendees to message presenters via email and chat about career- and education-related questions. Presenters' experience included anthropology, agricultural entrepreneurship, education, geography, plant pathology, policy, and public administration in the academia, government, private sector, and international organizations.

CONFERENCE IMPACT

The WGD Team aimed to:

-  1) Create a space where students and early career researchers and other professionals can come and highlight their current research and practice as well as benefit from the conference's presentations and networking opportunities.
-  2) Raise the awareness of students, faculty, and extension professionals—including agents and specialists—, and representatives of the private sector about the ways gender and gender-related social factors can facilitate or constrain agricultural and rural development in the US and in a global context.
-  3) Provide researchers, educators, and extension professionals with approaches and tools that they can utilize to address gender issues in the context of their own work.

In light of the need to hold the conference completely online because of COVID restrictions, conference organizers created a conference agenda that would facilitate participation by students, researchers, and practitioners around the world. Synchronous and asynchronous content was delivered online to undergraduate and graduate students, faculty, extension professionals, agents and specialists as well as private-sector agriculture and agribusiness practitioners and researchers. With 333 registrants, attendees joined from 22 different countries and 35 US states. Registrants included 147 students (119 graduate students and 28 undergraduate students), 102 faculty members, and 79 agricultural extension professionals, 20 of which focused on the US and Canada. Students joined from 48 different universities—the top five universities sending students to the conference were: 1) University of Florida—30; 2) Bucknell University—22; 3) Penn State University—12; 4) Virginia Tech—10; and 5) University of California Davis—eight students. Of all registrants 147 students and 62 young professionals (a combined 63% of all attendees) came together to highlight their current research and practice as well as attended expert keynotes, panels, networking, and other sessions as well as engaging in a variety of networking opportunities, such as the scavenger hunt, community discussion board, and exhibitor showcase.

Graduate students, early career faculty, practitioners, and extension professionals indicating a financial need were eligible for registration scholarships. Recipients completed an application that demonstrated how the conference would benefit their studies or work. The total number of scholarships awarded was 106, with 18 full and 22 half scholarships given to students. In addition, six CIRED faculty, 27 speakers, 12 committee members, and 21 volunteers were afforded complimentary registration.

Presenters fulfilled the conference's primary objective by discussing the ways gender-related inequalities (e.g., land inheritance laws and customs that favor sons) can facilitate or constrain agricultural and rural development. Participants learned about different tools, methodologies and approaches they could apply in their work to address these factors and had the opportunity to discuss and practice them. Sessions, posters, and conversations highlighted analysis of research in practice, thereby facilitating engagement in critical discussions about masculinities, gender norms, race, and colonialism.

Presenters addressed the second aim by leading interactive discussions of gender-related inequalities and how they impact agriculture, agricultural extension, agricultural development, food security, and youth development in the US and internationally. Synchronous sessions enabled real-time dialogue, with the Big Picture and Big Questions conversations in particular drawing participants into collective brainstorming during which they analyzed learnings and formulated questions to help reframe their research and practice going forward. Post-event survey responses revealed that 90% of respondents indicated an increased awareness of gender issues in agricultural development. Participants also described enhanced awareness of methods and approaches to gender-transformative research; engaging men and boys in research and agricultural development; and intersectional approaches to advance inclusive development. Sessions highlighted food security, women's participation in agriculture and agribusiness, and associated issues of entrenched gender discrimination in laws and customs as well as norms for women or men in the farming community and agricultural value chain that participants can address in their work. In addition, presenters and participants together considered the impacts of COVID-19 related coping mechanisms, including lockdowns and the impact on food systems.

In compliance with the conference's third goal, organizers emphasized sharing approaches and tools to improve the accessibility of theory in designing field research and practical interventions, enabling experiential learning through brainstorming, exercises, and the use of collaborative apps, such as Jamboard's online "Jams," workspaces where attendees could draw and add text, and Zoom- and Whova-based polling. Presenters and participants alike shared approaches and tools that they utilize to address gender issues in the context of their work. For example, Jemimah Njuki from IFPRI started the main conference off with an exploration of structural and institutional barriers to gender equality in food systems. Dr. Njuki described how interventions must critically examine gender norms and their dynamics. She identified three approaches to contributing the necessary research for developing a gender-transformative food systems: Understanding and addressing norms and structural inequality, conceptualizing and measuring empowerment, and taking an intersectional approach at the individual and systemic levels and all interactions in between, and in formal and informal settings in the context of resources, rules and policies, social norms and deep structure, and consciousness and capabilities.

Poster presenters also exemplified valuable tools and approaches, including household surveys, time-use studies and other quantitative measurement tools as well as qualitative data collection and the utilization of participant-led data collection and the application of gender-based analytic tools such as the community conversations approach piloted by Catholic Relief Services with USAID funding. The overwhelming majority—90% of respondents to the post-event survey—reported enhancement of their understanding of tools or approaches to utilize in addressing gender issues at work.

The Reach-Benefit-Empower Framework, created by IFPRI, was the centerpiece of the conference. Borne out of the intersection of theory and practice, this framework, along with women's empowerment and intersectionality theories, support the design and execution of transformative research, extension, and agricultural development activities. As described by Dr. Njuki, gender-

transformative programming 1) fosters critical examination of inequalities and gender roles, norms and dynamics, 2) recognizes and strengthens positive norms that support equality and an enabling environment, 3) promotes the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

LESSONS LEARNED: COVID, THE WGD CONFERENCE, AND THE SHIFT ONLINE

In 2020, the conference planning process transitioned from the original in-person design to a completely online event due to COVID-19 restrictions on gatherings. Conference Committee members were essential partners in providing guidance and feedback during the shift online. The organizers and Conference Committee devised a plan that enabled participants from around the world to participate in what was formerly set up as a local event in Blacksburg. Members also brought their strengths and diverse expertise to bear through leading up discrete conference tasks by designing and supporting the 4MFT competition, linking specific presenters with organizers, or sharing experience managing a previous NIFA conference grant., Committee Members helped designate which content would be better served by asynchronous and synchronous sessions. In addition, the organizers planned to record and share synchronous presentations as well as use a hosting platform that would allow participants to engage with each other in real-time and across time and geography.

Organizers searched for a conference hosting site that would provide several functionalities: real-time and asynchronous communications; in-app information updates; seamless links to external Zoom sessions and Google Drives; hosting for recordings and documents; easy navigation through the agenda, sessions, exhibitor center, and attendee profiles on laptops and smartphones; and opportunities for participants to set up their own meetups and contribute to discussion boards. Before choosing Whova, the team reviewed alternatives, including Virginia Tech's Canvas dashboard. Whova was selected because it offered all of the functionalities required, was much more intuitive for conference users, didn't require sending many emails, and was already approved for use by Virginia Tech.

Despite the challenges of attending a virtual event, 88 percent of conference attendees indicated that it was helpful to use Whova during the conference. Further, 90 percent of respondents to the post-event survey noted that their internet was sufficient to use Whova, and 92 percent rated Whova as easy to access and use. The detailed interactive agenda, which included Zoom links to sessions and speaker bios, was accessed 2,289 times, with 219 (68 percent) of participants setting up personal agendas with their sessions of interest.

To accommodate the move online, the COVID-19 edition of the conference included a broad array of session types. For example, early-career faculty and practitioners were also invited to submit posters as were select US Government-funded projects such as those funded by the Feed the Future Innovation Lab for Pest Management, which is housed at Virginia Tech. As a complement, university faculty and practitioners with a track record of engagement in agricultural development and gender integration were invited to share their experiences in the career and mentoring panel as well as share their bio and answers to a career questionnaire via an exhibitor profile. Organizations were also invited to "host" participants at the World Café, which involved chatting with them about videos they posted describing their application of theory in practice.

Building upon lessons learned from the first WGD Conference in 2019, organizers offered students and early career researchers multiple avenues through which to present their research and outreach activities, including two juried competitions: poster presentations and 4-Minute Flashtalks. In 2021, students were invited to present in the conference's virtual poster hall and the 4-Minute Flashtalks and were eligible for recognition via small monetary awards. Organizers chose the flashtalk format over such other options as Pecha Kucha because it required less time to create and view presentations and allowed competitors to highlight their research communication skills in a practical environment.

Organizers engaged a facilitator and visual recorder from WAYFIND who provided valuable planning and day-of services that freed WGD staff to engage presenters and participants. The visual recorder summarized key sessions using drawings and words (see example below—all drawings are available on the archived conference website). This means of analyzing presentations engaged participants on another level.

As shown in this example, graphic facilitators add value to what are usually words-only summaries of conference sessions and create interactivity for multiple learning styles.



Graphic recording example from the Keynote Address on day 3.

In addition, the detailed facilitators' agenda allowed for the organizing team to explain in exquisite detail everything needed to ensure the conference moved along smoothly. It highlighted the timing of every detail of sessions; lay out announcements, including those dropped into the chats; identify responsibilities of volunteers, presenters, moderators, and organizers; include links to every presentation and Zoom meeting room; and remind everyone about their tasks to prepare for the next day. The team also created a number of videos and documents with instructions for participants that they could view anytime, with overall instructions for attending the conference in Whova shared every day during the morning announcements.

APPENDIXES

AGENDA

Tue, Feb 23, 2021

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| 9:00 am | Welcome, introductions, and announcements Speakers <ul style="list-style-type: none"> • <u>Maria Elisa Christie</u> Director, Women and Gender in International Development, Center for International Research, Education, and Development (CIRED), Virginia Tech • <u>Erin Gordon</u> Facilitator & Strategist, WAYFIND |
| 9:30 am | Technical troubleshooting session #1 for participants |
| 11:00 am | Technical troubleshooting session #2 for participants |
| 1:00 pm | Technical troubleshooting session # 3 for participants |

Wed, Feb 24, 2021

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| 9:00 am | Welcome, introductions, and announcements Speakers <ul style="list-style-type: none"> • <u>Maria Elisa Christie</u> Director, Women and Gender in International Development, Center for International Research, Education, and Development (CIRED), Virginia Tech • <u>Erin Gordon</u> Facilitator & Strategist, WAYFIND |
| 10:30 am | Pre-conference workshops (10:30 am - 12:30 pm) <ul style="list-style-type: none"> • Positive youth development in Senegal: Growing the next generation of more inclusive agriculture • Gender and Monitoring, Evaluation, and Learning - Data needs for documenting the gendered impacts • Bringing theory and the field into the college classroom: Developing gender-forward curricula • Silence is not always golden: Reciprocal peer interviews as a method to engage vulnerable populations in discussion on sensitive topics |
| 7:00 pm | Trivia Night |

Thu, Feb 25, 2021

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| 9:00 am | Welcome, introductions, and announcements Speakers <ul style="list-style-type: none"> • <u>Maria Elisa Christie</u> Director, Women and Gender in International Development, Center for International Research, Education, and Development (CIRED), Virginia Tech • <u>Erin Gordon</u> Facilitator & Strategist, WAYFIND |
| 9:30 am | Keynote address: Gender Transformative Food Systems: Addressing structural and institutional barriers to gender equality in food systems Speaker <ul style="list-style-type: none"> • <u>Jemimah Njuki</u> Africa Director, International Food Policy Research Institute |
| 10:45 am | Panels <ul style="list-style-type: none"> • Food systems crisis: Strengthening gender equality and resiliency |

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| | <ul style="list-style-type: none"> • Masculinities and engaging men in conversations on gender equality and women's empowerment |
| 11:50 am | 4 Minute student Flashtalks awards Speaker <ul style="list-style-type: none"> • <u>Ralph Hall</u> Associate Professor, Urban Affairs and Planning (UAP) program, & Director of the Undergraduate Program, School of Public and International Affairs (SPIA), Virginia Tech |
| 12:10 pm | Concurrent facilitated conversations <u>Mentoring/Careers Conversation</u> Speakers <ul style="list-style-type: none"> • <u>Amanda Crump</u> Assistant Professor of Teaching International Agricultural Development, University of California, Davis • <u>Batamaka Some</u> West Africa Regional Representative, McKnight Foundation's Collaborative Crop Research Program • <u>Daniel Sumner</u> Assistant Director, Women and Gender in International Development, VT Center for International Research, Education, and Development (CIRED) • <u>Donna Westfall-Rudd</u> Associate Professor, Agricultural, Leadership, and Community Education, Virginia Tech • <u>Halimah DeShong</u> The University of The West Indies • <u>Beth Holtzman</u> Coordinator, Women's Agricultural Network, New Farmer Project and Women's Agricultural Network (WAgN), University of Vermont Extension • <u>Laura Zselezky</u> Communications Specialist, Feed the Future Innovation Lab for Fish <u>Big Questions</u> Speaker <ul style="list-style-type: none"> • <u>Deborah Rubin</u> Co-Director and Owner, Cultural Practice, LLC |

Fri, Feb 26, 2021

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| 9:00 am | Welcome, introductions, and announcements Speakers <ul style="list-style-type: none"> • <u>Maria Elisa Christie</u> Director, Women and Gender in International Development, Center for International Research, Education, and Development (CIRED), Virginia Tech • <u>Erin Gordon</u> Facilitator & Strategist, WAYFIND |
| 9:15 am | Keynote address - Feminist food justice: Overcoming intersectional inequities in U.S. and international food systems Speaker <ul style="list-style-type: none"> • <u>Carolyn Sachs</u> Professor Emerita of Rural Sociology and Women's, Gender, and Sexuality Studies, Pennsylvania State University |
| 10:30 am | Panels Women, land, and power: How does gender intersect with agricultural decision-making and conservation in the U.S.? Speakers <ul style="list-style-type: none"> • <u>Angie Carter</u> Board Member, Women, Food and Agriculture Network |

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| | <ul style="list-style-type: none"> • <u>Gabrielle Roesch-McNally</u> Director, Women for the Land Initiative, American Farmland Trust • <u>Kaitlyn Spangler</u> (Moderator) Graduate Student, Utah State University <p><u>The colonial development experiment nexus and its gender, race and class impacts in the Caribbean</u></p> <p>Speakers</p> <ul style="list-style-type: none"> • <u>Tami Navarro</u> Associate Director, Barnard Center for Research on Women • <u>Halimah DeShong</u> The University of The West Indies • <u>Andrea Baldwin</u> (Moderator) Assistant Professor, Department of Sociology, Virginia Tech |
| 11:40 am | <p>Awards: Student poster competition, trivia, scavenger hunt, and Twitter Speaker</p> <ul style="list-style-type: none"> • <u>Daniel Sumner</u> Assistant Director, Women and Gender in International Development, VT Center for International Research, Education, and Development (CIRED) |
| 12:00 pm | <p>Big picture conversation</p> <p>Speaker</p> <ul style="list-style-type: none"> • <u>Deborah Rubin</u> Co-Director and Owner, Cultural Practice, LLC |
| 12:45 pm | Feedback, wrap-up |
| 1:00 pm | <p>Post-conference networking</p> <ul style="list-style-type: none"> • Join us for this concluding session where you can join and move between three sessions: 1) Careers; 2) Inclusion and Diversity; and 3) and open space for conversation and networking. Bring your own beverage and relax while you talk to other participants. |

SPEAKER BIOS

KEYNOTE SPEAKERS

Dr. Jemimah M. Njuki is the Director for Africa at the International Food Policy Research Institute (IFPRI). She is a globally renowned gender and agriculture expert. For the last 18 years she has carried out gender research, managed women's economic empowerment programs in Africa and Asia, and trained researchers, NGO staff, and extension officers on gender equality. Previously, she led the Growth and Economic Opportunities (GrOW) program at Canada's International Development Research Centre (IDRC) and served as Senior Program Specialist in the Agriculture and Food Security program at IDRC. In November 2020, Dr. Njuki was co-convenor of the virtual Gender Summit on "Agriculture through the Gender Lens: From Surviving to Thriving in a Climate Changing World," is convenor of the East Africa Gender and Livelihood Network, and has been the chair of the Women in Agriculture Thematic Working Group of the African Green Revolution Forum for the last 6 years.

Currently, Dr. Njuki is deputy chair of the Advisory Committee of African Women in Agriculture Research and Development (AWARD). She also serves as advisor on Women's Economic Empowerment to the UN Women Regional Office for Eastern and Southern Africa and is the Custodian for Gender Equality and Women's Empowerment for the UN Food Systems Summit 2021. Prior to joining IDRC, she led the Women in Agriculture program at CARE USA. She also led the Poverty, Gender, and Impact program at the International Livestock Research Institute.

Dr. Njuki is the founding and current Editor of the Journal of Gender, Agriculture, and Food Security and has co-edited three books on gender and agriculture in the global south. She also writes and publishes widely in local and international media including Ms. Magazine, Thomson Reuters, and others on issues concerning women and girls. Articles can be accessed on <https://medium.com/me/stories/public>

Carolyn E. Sachs is Professor Emerita of Rural Sociology and Women's, Gender, and Sexuality Studies at Pennsylvania State University. She is cofounder of the Pennsylvania Women's Agricultural Network and a consultant for the FAO and UNESCO. Her research examines issues of gender and agriculture and gender and environmental issues. Dr. Sachs' first project involved exploring new women agricultural entrepreneurs and their opportunities and barriers to success.

In her research on food sovereignty, she pays particular attention to environmental sustainability and gender equality in rural farming communities. She is also engaged in a comparative international project on gender and climate change in India in collaboration with the Food and Agriculture Organization. In addition, she works with gender and the food system exploring gendered work in the food system from farm to table. Her outreach interests include working with the (PAWAgN) to provide hands-on agricultural, entrepreneurship, and leadership training. She serves on an expert panel to the UN on Gender, Water, and Sanitation.

PANELISTS

Dr. Hazel Malapit is a senior research coordinator at the International Food Policy Research Institute (IFPRI). She coordinates research, training, and technical assistance on the implementation of the Women's Empowerment in Agriculture Index (WEAI), including refinement and adaptations of the tools for project-level use, and for capturing empowerment across the value chain. She manages and coordinates the integration of gender, equity, and empowerment into the CGIAR Research Program on Agriculture for Nutrition and Health (A4NH), and conducts research on gender, women's empowerment,

agriculture, health, and nutrition issues. She is co-Principal Investigator for the, and leads the Methods Module for the Before joining IFPRI, she held the Herman Postdoctoral Fellowship in Gender and Economics at the University of Michigan, Ann Arbor in 2009-2010, and conducted research on gender, labor market and data issues at the World Bank's Gender and Development unit (PRMGE). She received her MA in Economics from the University of the Philippines, and her PhD in Economics from American University

Dr. Mary Peabody is the director of the Women's Agricultural Network, as well as the UVM Extension Specialist in Community Resources and Economic Development. She is a regular instructor for Growing Places, Taking Stock and a variety of workshop topics on business planning, marketing and labor management. She also offers several online classes each year. Mary is currently serving on the USDA Advisory Committee for Beginning Farmers and Ranchers.

Her passions include growing things—both plants and animals, learning new skills, traveling, and teaching. Working as part of the WAgN team from its beginning is one of her proudest accomplishments. The people she has met through the program inspire her daily with their ongoing commitment to agriculture and community building.

Gary Barker, PhD, is a leading global voice in engaging men and boys in advancing gender equality and positive masculinities. He is the CEO and founder of Promundo, which has worked for 20 years in more than 40 countries. Beginning in low-income areas of Rio de Janeiro, Brazil, Promundo's approaches have been incorporated into ministries of health and education around the world. Promundo is a Global Consortium with members in Brazil, the US, Democratic Republic of the Congo and Portugal.

Gary is co-founder of MenCare, a global campaign working in 45 countries to promote men's involvement as caregivers, and co-founder of MenEngage, a global alliance of more than 700 NGOs. He created and leads the International Men and Gender Equality Survey (IMAGES), the largest ever survey of men's attitudes and behaviors related to violence, fatherhood, and gender equality. He is a co-author of the 2015 and 2017 State of the World's Fathers reports. He has advised the UN, the World Bank, numerous national governments, and key international foundations and corporations on strategies to engage men and boys in promoting gender equality.

In 2017 he was named by Apolitical as one of the 20 most influential people in gender policy around the world. He is an Ashoka Fellow and received the Voices of Solidarity Award from Vital Voices for his work to engage men for gender equality. He holds a PhD. in Developmental Psychology.

Laxman Belbase, M. Sc is a social worker and gender justice activist, with Master of Science degree and more than 17 years' experience in program development, implementation, and advocacy in the field of gender equality, child rights and social justice at national, regional, and global levels.

Prior to joining MenEngage, Laxman worked for Save the Children Sweden for seven years as Global Gender & Health Advisor, based in Stockholm, and represented Save the Children on the MenEngage Global Governance Board. Laxman is a founding core group member of MenEngage Alliance in Nepal, and has contributed to the strengthening of the Alliance in various capacities at national, regional and global levels, including by coordinating MenEngage Alliance in South Asia (2009-2013).

Having worked with national, regional and global organizations, Laxman brings his multi-cultural experiences to the areas of gender equality, child protection, violence prevention, engaging boys and men for social justice, fatherhood, sexual and reproductive health & rights, comprehensive sexuality education and human rights advocacy across Asia, Africa and the Middle East.

Dr. Tami Navarro is the Associate Director of the Barnard Center for Research on Women (BCRW) and Editor of the journal Scholar and Feminist Online. She holds a Ph.D. in Cultural Anthropology from Duke

University, and has held positions at Rutgers University, Columbia University, and Wesleyan University. Her research has been supported by the Mellon Foundation, the Wenner-Gren Foundation, the Social Science Research Council, the American Anthropological Association, and the Ford Foundation. Tami Navarro has published work in *Cultural Anthropology*, *American Anthropologist*, *Transforming Anthropology*, *Small Axe Salon*, *The Caribbean Writer*, *Social Text*, and *The Global South*. She serves on the Board of the St. Croix Foundation and is a member of the Editorial Board for the journal *Small Axe: A Caribbean Journal of Criticism*. Tami Navarro is the co-host of the podcast *Writing Home: American Voices from the Caribbean*, and she is currently completing a manuscript entitled *Virgin Capital: Neoliberal Development in the US Virgin Islands*, to be published by the State University of New York Press.

Dr. Halimah Deshong is currently Deputy Permanent Representative of the Permanent Mission of Saint Vincent and the Grenadines (SVG) to the United Nations, where she is on secondment from her post as Head of the Institute for Gender & Development Studies: Nita Barrow Unit, at The University of the West Indies, Cave Hill Campus. Dr. Deshong is seconded from her post as Head of the Institute for Gender & Development Studies. An experienced feminist researcher, she specializes in gendered and gender-based violence, feminist methodologies, anti-/decolonial feminisms, qualitative interviewing, and the analysis of talk and text. She is the co-editor (with Professor Kamala Kempadoo) of *Methodologies in Caribbean Research on Gender & Sexuality* (2020) and is currently completing another book length manuscript on violence, the coloniality of gender and change. She is joint editor of four special issues on *Feminist Methodologies*; *Men and Masculinities*; and *Gender, Sexuality and Feminism in the Caribbean*. Halimah has advised Caribbean governments on gender-based violence policies and laws, is the author of the SVG National Gender-based Violence Action Plan and has jointly designed a GBV/HFLE curriculum for post-secondary school students in SVG (with Dr. Tonya Haynes). She was also the lead researcher and author of the qualitative component of the UN Women/CARICOM/Caribbean Development Bank Women's Health Survey on violence against women in Grenada. At present, she is SVG's expert, on the United Nations Security Council, on Women, Peace and Security; Children and Armed Conflict; Youth, Peace and Security, the Protection of Civilians; as well as the situations in Mali, Somalia, Guinea-Bissau, and West Africa and the Sahel. Animating her teaching, public service, scholarship, and outreach is a concern for ending the enduring effects of complex systems of violence.

Dr. Angie Carter is a rural sociologist studying agriculture, food systems, gender, and social change. She serves as a board member of the Women, Food and Agriculture Network and on the coordinating team of the Western Upper Peninsula Food Systems Collaborative. She lives in Michigan's Upper Peninsula where she works as an assistant professor in the Department of Social Sciences at Michigan Tech University.

Dr. Gabrielle Roesch-McNally leads AFT's national initiative to ensure women landowners have access to resources, technical advice, and policy facilitators to ensure they lead in conservation and building resilient agrifood systems. Before joining AFT, Gabrielle worked as a fellow with the USDA Northwest Climate Hub where she conducted social science research to better understand producer decision-making in sustainable agrifood systems, particularly in the context of climate change adaptation and mitigation. Gabrielle earned a Master of Science from the University of Washington School of Environmental and Forestry Science, where she focused on environmental economics and a Doctorate in sociology and sustainable agriculture from Iowa State University where she worked as one of the lead social scientists on a large-scale interdisciplinary USDA-NIFA project as part of her dissertation research.

WORKSHOP FACILITATORS

Positive youth development in Senegal: Growing the next generation of more inclusive agriculture

Bineta Khalla Guisse M. Sc is the National Director of the USAID-supported Feed the Future Senegal Youth in Agriculture (YIA) project. YIA aims to increase youth engagement in Senegal, creating dynamic and profitable entrepreneurship and employment opportunities for youth that focus on agricultural value chains and markets. The project's focus on positive youth development (PYD) helps young people gain life skills and become more engaged as positive change agents in their communities. Previously, Guisse served as the Gender & Youth Integration in Community Economic Development Programs Coordinator at USAID/Education for three years, and served as the Gender and Community Outreach Officer for five years in the same project.

She specializes in strategic planning and organizational policy development and implementation with a focus on innovative approaches to secure child wellbeing and women's empowerment through education and micro-enterprises. She was the architect of the project's Gender Strategy, and spearheaded USAID/ERA's efforts at promoting gender equality and youth programming, most notably the Senegal 4-H program.

Thomas Archibald is an Associate Professor and Extension Specialist in the Department of Agricultural, Leadership, and Community Education at Virginia Tech, where he also directs the Feed the Future Senegal Youth in Agriculture project. A winner of the American Evaluation Association (AEA) Marcia Guttentag Promising New Evaluator Award, he serves on the Board of Directors of the Eastern Evaluation Research Society and is an Associate Editor of the journal *Evaluation and Program Planning*. He received his PhD in Adult and Extension Education from Cornell University in 2013.

Fatimata Kane is a PhD student in Virginia Tech's Department of Agricultural, Leadership, and Community Education and a Graduate Research Assistant and former program officer with the Feed the Future Senegal Jeunesse en Agriculture project. She has a Master's Degree in Environmental Science and Studies from Johns Hopkins University. As a young leader, she has been recognized across Africa and the globe and was a 2013 Milead Fellow of the Moremi Initiative for Women's Leadership in Africa.

Gender and Monitoring, Evaluation, and Learning - Data needs for documenting the gendered impacts

Dr. Jennifer Himmelstein is a corporate analyst at ACDI/VOCA, a nonprofit that implements development projects that promote improved livelihoods and expanded economic opportunities. Jennifer facilitates organizational learning through cross-cutting technical papers, capacity building workshops, and encouragement of best practices in monitoring and evaluation. Jennifer received a doctorate in plant sciences from the University of Maryland, College Park. She has worked for four different government agencies and was a former faculty member of at Virginia Tech.

Daniel Sumner, M.Sc. is the Assistant Director for Women and Gender in International Development at Virginia Tech where he provides research and analytical support to the Center for International Research, Education, and Development's (CIRED) sponsored programs, including the Integrated Pest Management Innovation Lab (IPM IL). Mr. Sumner provides gender expertise to the IPM Innovation Lab, documenting the gendered impacts of the IPM IL's research activities. He also works with the IPM IL's implementing partners to build their capacity to address gender disparities and conduct gender-informed research focused on the intersection between IPM, gender, sustainable development, and rural livelihoods. Before joining the WGD program, Sumner worked in ACDI/VOCA's Monitoring & Evaluation unit where he contributed to the development of the *GenderFirst Monitoring & Evaluation Framework*, updating the organization's approach to ensuring the gendered impacts of program

interventions. He also has experience applying the theory and practice of geospatial analysis to the design and evaluation of development interventions.

Bringing theory and the field into the college classroom: Developing gender-forward curricula

Amanda Crump is assistant professor of teaching within the international agricultural development undergraduate and graduate programs at University of California, Davis. Her research focuses on improving educational outcomes for women and other marginalized adults studying and working in agriculture. Dr. Crump has managed over \$40 million in international and domestic agricultural research projects and her mentees now work as gender equity specialists, program managers and evaluators throughout the world. She earned a PhD in education from University of California, Davis, a M.S. degree in plant pathology and weed science from Colorado State University, and a B.S. in agricultural education from the University of Idaho. Originally from a farm, Amanda spends her free time gardening.

Leif Jensen is Distinguished Professor of Rural Sociology and Demography at The Pennsylvania State University, where he also serves as Associate Director of the Social Science Research Institute. His areas of specialization include demography, social stratification, and the sociology of economic change. He is past co-director of Penn State's dual-degree graduate program in International Agriculture and Development, for which he teaches a required graduate seminar on International Rural Social Change. Jensen also teaches International Community and Economic Development as part of his department's undergraduate major in Community, Environment and Development.

Silence is not always golden: Reciprocal peer interviews as a method to engage vulnerable populations in discussion on sensitive topics

Dr. Rebecca J. (Becky) Williams' research has two primary focuses including the connections between climate change, violence, and migration; and gender and participatory development with a focus on natural resources and indigenous communities. Dr. Williams is an Assistant Research Scientist with the Office for Global Research Engagement and the USAID Feed the Future Innovation Lab for Livestock Systems at the University of Florida. Dr. Williams also teaches as adjunct faculty in the Center for Latin American Studies and frequently guest lectures in the Master of Sustainable Development Practice program. Dr. Williams holds an M.S. from Florida State University in Instructional Systems Design and a Ph.D. from the University of Florida in Interdisciplinary Ecology with a focus on Tropical Conservation and Development.

CAREERS CONVERSATION

Amanda Crump is assistant professor of teaching within the international agricultural development undergraduate and graduate programs at University of California, Davis. Her research focuses on improving educational outcomes for women and other marginalized adults studying and working in agriculture. Dr. Crump has managed over \$40 million in international and domestic agricultural research projects and her mentees now work as gender equity specialists, program managers and evaluators throughout the world. She earned a PhD in education from University of California, Davis, a M.S. degree in plant pathology and weed science from Colorado State University, and a B.S. in agricultural education from the University of Idaho. Originally from a farm, Amanda spends her free time gardening.

Dr. Halimah Deshong is currently Deputy Permanent Representative of the Permanent Mission of Saint Vincent and the Grenadines (SVG) to the United Nations, where she is on secondment from her post as Head of the Institute for Gender & Development Studies: Nita Barrow Unit, at The University of the West Indies, Cave Hill Campus. Dr. Deshong is seconded from her post as Head of the Institute for

Gender & Development Studies. An experienced feminist researcher, she specializes in gendered and gender-based violence, feminist methodologies, anti-/decolonial feminisms, qualitative interviewing, and the analysis of talk and text. She is the co-editor (with Professor Kamala Kempadoo) of *Methodologies in Caribbean Research on Gender & Sexuality* (2020) and is currently completing another book length manuscript on violence, the coloniality of gender and change. She is joint editor of four special issues on *Feminist Methodologies*; *Men and Masculinities*; and *Gender, Sexuality and Feminism in the Caribbean*. Halimah has advised Caribbean governments on gender-based violence policies and laws, is the author of the SVG National Gender-based Violence Action Plan and has jointly designed a GBV/HFLE curriculum for post-secondary school students in SVG (with Dr. Tonya Haynes). She was also the lead researcher and author of the qualitative component of the UN Women/CARICOM/Caribbean Development Bank Women's Health Survey on violence against women in Grenada. At present, she is SVG's expert, on the United Nations Security Council, on Women, Peace and Security; Children and Armed Conflict; Youth, Peace and Security, the Protection of Civilians; as well as the situations in Mali, Somalia, Guinea-Bissau, and West Africa and the Sahel. Animating her teaching, public service, scholarship, and outreach is a concern for ending the enduring effects of complex systems of violence.

Beth Holtzman is coordinator of the University of Vermont Extension New Farmer Project and Women's Agricultural Network (WAgN). Since 2004, she has developed and managed a variety of statewide, regional and national education programs that help farmers achieve greater viability, resilience and satisfaction with their businesses and their quality of life. UVM's New Farmer Project and Women's Agricultural Network have conducted education and coaching with over 600 aspiring and beginning farmers since 1995. A significant component of Beth's work since 2011 has been leading in person and online professional development and train-the-trainer projects for ag educators who are seeking on expand and improve programs and services for women farmers and ranchers.

Dr. Batamaka Somé is an anthropologist, a farm entrepreneur and research consultant based in Burkina Faso. He has conducted extensive work in agriculture and gender, focusing on rural livelihoods, food systems, food and nutrition security, local governance, and climate change adaptation among pastoralists. He worked at the Bill & Melinda Gates Foundation, where he advised on sociocultural challenges related to gender mainstreaming and technology adoption. He also worked at the United Nations World Food Programme as Gender Advisor and Program Policy Officer on agriculture and gender; and carried out consultancy work for various international organizations, including the USAID, the UNDP, and the Dutch Royal Tropical Institute. He is currently the West Africa Regional Representative of the McKnight Foundation's Collaborative Crop Research Program, where he leads work in agroecology and sustainable agriculture among smallholder farmers. Prior to his work in the development field, Dr Somé enjoyed fifteen years of teaching in secondary and higher education in Burkina Faso and the US. He holds a BA in English, a Master's degree in African literature, and a Postgraduate Diploma in Teaching Education from the University of Ouagadougou. He also holds a postgraduate degree in Gender Relations in International Development and a MA and a PhD in Anthropology from the University of Illinois at Urbana-Champaign.

Daniel Sumner, M. Sc is the Assistant Director for Women and Gender in International Development at Virginia Tech where he provides research and analytical support to the Center for International Research, Education, and Development's (CIRED) sponsored programs, including the Integrated Pest Management Innovation Lab (IPM IL). Daniel holds a Master's of Geography from Virginia Tech and a B.S. in Anthropology from James Madison University.

Laura Zsekeczky, MPA is a Communications Specialist with the Feed the Future Innovation Lab for Fish. She supports communications activities for projects promoting the sustainable development of fisheries and aquaculture systems in Bangladesh, Cambodia, Kenya, Nigeria, and Zambia. Prior to joining the Fish Innovation Lab, she worked as a Program Manager in the Director General's Office of the International Food Policy Research Institute (IFPRI) and earlier with the Women and Gender in International Development Program at Virginia Tech. Laura holds a Master's of Public and International Affairs and a B.S. in Sociology from Virginia Tech.

Agenda

Women and Gender in Development Virtual Conference
SAN DIEGO, CA (VIEW MAP) Feb 23 - 26, 2021

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Filter by tracks ▼

| Full Agenda | | My Agenda | |
|-------------|---------------|---------------|-----------------|
| < | Tue Feb 23 | Wed Feb 24 | Thu Feb 25 > |

9:00 AM

Welcome, introductions, and announcements
9:00 AM - 9:30 AM Stream has ended
Speakers: Maria Elisa Christie, Erin Gordon

[View Session](#) [Add to My Agenda](#)

9:30 AM

Technical troubleshooting session #1 for participants
9:30 AM - 10:30 AM Stream has ended

[View Session](#) [Add to My Agenda](#)

11:00 AM

Technical troubleshooting session #2 for participants
11:00 AM - 12:00 PM Stream has ended

[View Session](#) [Add to My Agenda](#)

1:00 PM

Technical troubleshooting session # 3 for participants
1:00 PM - 2:00 PM Stream has ended

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Panels

Thu, Feb 25, 2021 10:45 AM - 11:45 AM 38 Attending

[Add to My Agenda](#) [Like session](#)

Subsessions

Food systems crisis: Strengthening gender equality and resiliency
10:45 AM - 11:45 AM Stream has ended
Speakers: Hazel Malapit, Mary Peabody, Cristina Manthe

[View details](#)

Masculinities and engaging men in conversations on gender equality and women's empowerment
10:45 AM - 11:45 AM Stream has ended
Speakers: Gary Barker, Laxman Debas, Daniel Sumner

[View details](#)

Session recording: Masculinities and engaging men in conversations on gender equality and women's empowerment
10:45 AM - 11:45 AM
Speakers: Gary Barker, Laxman Debas

[View details](#)

Session Recording: Food systems crisis: Strengthening gender equality and resiliency
10:45 AM - 11:45 AM
Speakers: Hazel Malapit, Mary Peabody

[View details](#)

Community

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Add a topic or social group

Search topic title or ...

All Topics Followed New Topics

Organizer Announcements

Check all announcements sent by the organizer
10 announcements · 3/17/2021

Ask Organizers Anything

Have any questions for the organizer? Ask here.
27 questions · 3/25/2021

Meet-ups & Virtual Meets

Suggested a dinner together, a morning run, or anything else to know each other. Invite fellow attendee...
1 activity · 2/24/2021

Break the Ice!

Introduce yourself to everyone, so others get chance to know you, don't be shy!
50 invitations · 3/25/2021

Interest in research conducted in the United States

Brought this might be of interest to you Female Farmers in the United States. Research needs and...
6 messages · 3/22/2021

WGD Conf 2021 Award Winners

Thank you so much! I am sorry I wasn't able to be at the award ceremony. I was on another panel...
3 messages · 3/25/2021

Favorite books on women or gender in development?

What a great thread! good idea!
10 messages · 3/25/2021

Gender and Monitoring, Evaluation, and Learning

Thanks for sharing Hazeel!
7 messages · 3/25/2021

Developing gender forward curricula

I really enjoyed the format of the workshop. I gained some ideas to enhance our curriculum...
9 messages · 3/25/2021

Organizer Announcements

WGD Virtual Conference 2021 Announcements - Post-event Feedback Survey

Thank you again for attending the WGD Virtual Conference 2021. Out of the Theory & into the Field: A Dialogue on Gendered Approaches to Inclusive Rural Development. This is a friendly reminder to please take a few minutes (5-10 minutes) to complete our post-event survey by following the link below if you have yet to do so. We will use your responses to inform our final report to the National Institute for Food and Agriculture (NIFA) and for future events. WGD Conference - Feedback Survey The survey will be open until Friday, April 2nd, 11:59 PM EST. Please don't hesitate to reach out to us (womengenderdev@gmail.com) if you have any questions. Thank you, Best regards, WGD Conference organizers. Follow us on Twitter! @wgdconf #WGDConf2021 @inbiofield

3/17/2021

WGD Virtual Conference 2021 Announcements - Wednesday, March 3rd, 2021

Thanks to all the participants at the WGD Virtual Conference 2021! Your presence made this conference a wonderful event. We hope you enjoyed being part of the live sessions, visited the asynchronous sessions in the Whova exhibitors, and that you took advantage of all the resources and networking spaces that the virtual Whova platform offers. For the WGD Conference organizers it was a pleasure to host the Conference as a virtual event and see all your faces. We have these announcements for you: 1. We understand that not everyone was able to see the asynchronous sessions and attend all the live sessions. Therefore, all conference participants will have access to the recordings, videos, posters, PowerPoint presentations, and resources available on the Whova platform for 180 days following the end of the WGD Virtual Conference via the web version, and for...

3/17/2021

WGD Virtual Conference 2021 Announcements - Friday, February 26th

Welcome to our last day of the WGD Virtual Conference 2021! Today's announcements are: 1. Our keynote speaker today is Dr. Carolyn Sachs, Professor Emerita of Rural Sociology and Women's, Gender, and Sexuality Studies Pennsylvania State University. Dr. Carolyn Sachs will be speaking about "Feminist food justice: Overcoming intersectional inequities in U.S. and international food systems" at 9:15 A.M. EST. 2. If you haven't checked out our poster session, visit the Exhibitor Center in the Whova platform https://whova.com/portals/whova/2021/2021Exhibitors/123119 and engage with the presenters and ask them about their research projects in the chat. 3. Today at 11:40 a.m. EST we will have the awards presentation for the student poster competition, trivia, scavenger hunt, and Twitter. 4. Join us TODAY for a post-conference networking session at...

2/26/2021

WGD Conference 2021 Newsletter - Day 3

Good morning WGD Conference participants! Please see a summary of the Third day of the WGD Conference in the link below: WGDConference 2021 Newsletter - Day 3 pdf Regards, WGD Conference organizers

2/26/2021

WGD Virtual Conference 2021 Announcements - Thursday, February 25th

Welcome to our first day of live sessions of the WGD Virtual Conference 2021! Today's announcements are: 1. If this is your first day joining the conference and you haven't accessed the Whova platform, please use this link ACCESS WHOVA NOW. Remember there is a web version of Whova for your laptop and a mobile app for your phone. You can access both through that link. You just have to click on the correct button depending if you are on your laptop or if you are using your mobile phone. Sign is using the same email address you registered for the conference. 2. We recommend you use the web version of Whova for the full conference experience. 3. Our keynote speaker today is Jemimah Njagi, the Africa Director of the International Food Policy Research Institute (IFPRI). Dr. Jemimah Njagi will be speaking about "Gender Transformative Food...

2/25/2021

WGDConference 2021 Newsletter - Day 2

Good morning WGD Conference participants! Please see a summary of the second day of the Conference in the link below: WGDConference 2021 Newsletter - Day 2 pdf Regards, WGD Conference organizers

2/25/2021

WGD Virtual Conference 2021 Announcements - Wednesday, February 24th

Welcome to our second day of the WGD Virtual Conference 2021! Today's announcements are: 1. Today is workshops day! If you are unsure of what workshop you are signed up for, visit the community board in Whova and look for the discussion group Virtual workshop am I in? You will find a link to a Google sheet to confirm your workshop. List to find your name and the workshop you signed up for: https://tinyurl.com/WhovaWorkshop Link where you can find Workshop Resources: https://tinyurl.com/WGDConfWorkshops2 For everyone using the mobile app on your phone or tablet, log entirely out of the app and log back in as Whova has updated the app. This is especially true if you have been using the app for some time. Logging out and in will avoid any glitches as some feature interfaces have changed. Thank you for engaging with the conference on your laptop...

2/24/2021

Exhibitor Center

Women and Gender in Development Virtual Conference
SAN DIEGO, CA (VIEW MAP) Feb 23 - 26, 2021

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All Exhibitors

or coupon...

All Exhibitors

4M Flashlights

Center Corner

Poster Presenter

World Cafe

ump, Assistant...

Batamaka Somé, West Af...

Beth Holtzman, Coordinat...

Daniel Sumner, Assistant ...

Halimah Deshong, Deput...

Laura Zselezsky, Commu...


Scavenger Hunt

Poster Presenters

Allison Caine

Independent Exhibitor

Amanda Crump, Assistant Professor Teaching and International Agricultural Development, UC Davis



Go Agle

acrum@ucdavis.edu

530-754-0903

https://www.plantsciences.ucdavis.edu/people/amanda-crump

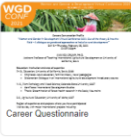

Amanda Crump

@amandacrump

WGD Connectors

Dr. Crump is Assistant Professor of teaching in International Agricultural Development, undergraduate and graduate programs, at University of California, Davis. Her research focuses on improving educational outcomes for women and other marginalized adults studying and working in agriculture. She has managed over \$40 million in international and domestic agricultural research projects and her mentees now work as gender equity specialists, program managers and evaluators throughout the world.

Handouts



Booth Staff

Chat

Feb 16, 2021 10:11 AM

Dr. Ruth Upshy

Hi

Feb 21, 2021 7:00 PM

Erin Gordon

Hi there

Feb 23, 2021 8:33 AM

Amanda Crump

Hi

Feb 25, 2021 1:08 PM

Jacqueline Acas

Hi! I enjoyed the mentorship and career session today. Thanks for sharing your career journey.

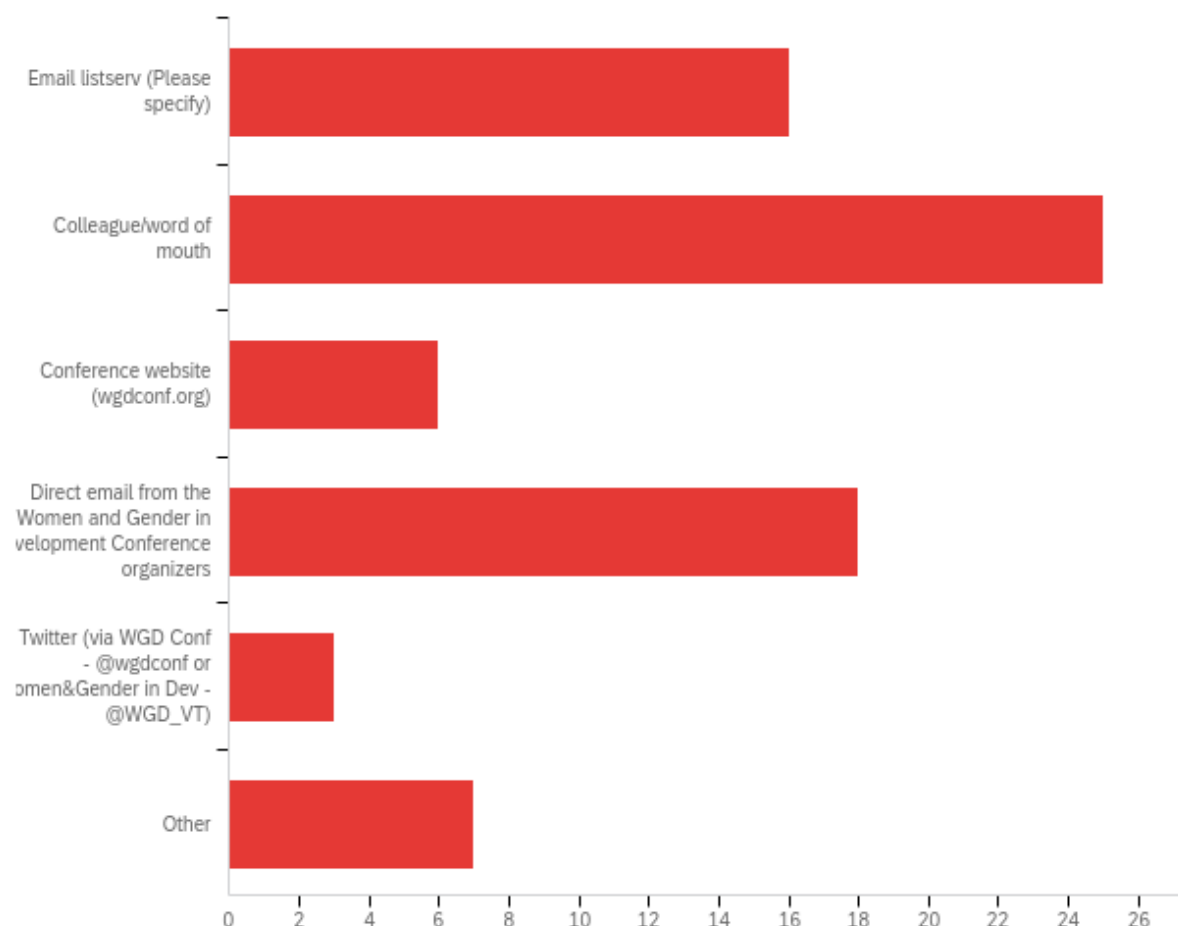
Write a reply

39

EVALUATION SURVEY

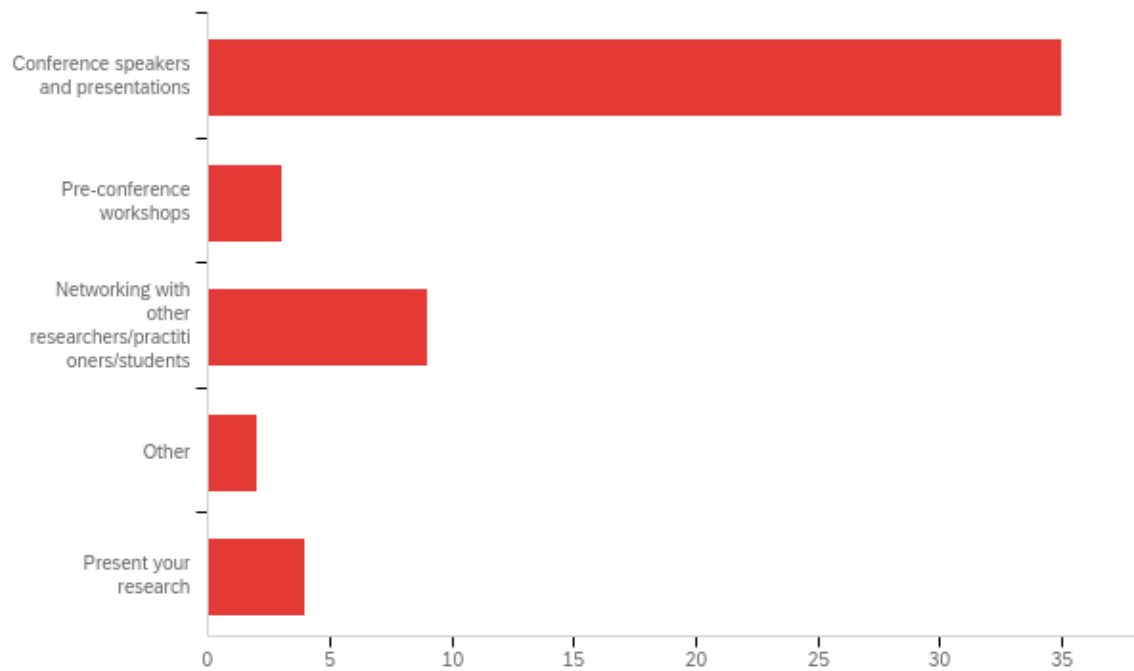
The WGD Team requested feedback via Qualtrics. Following is feedback from 63 respondents related to the current conference content.

How did you hear about the Women and Gender in Development Conference? (Please check all that apply)



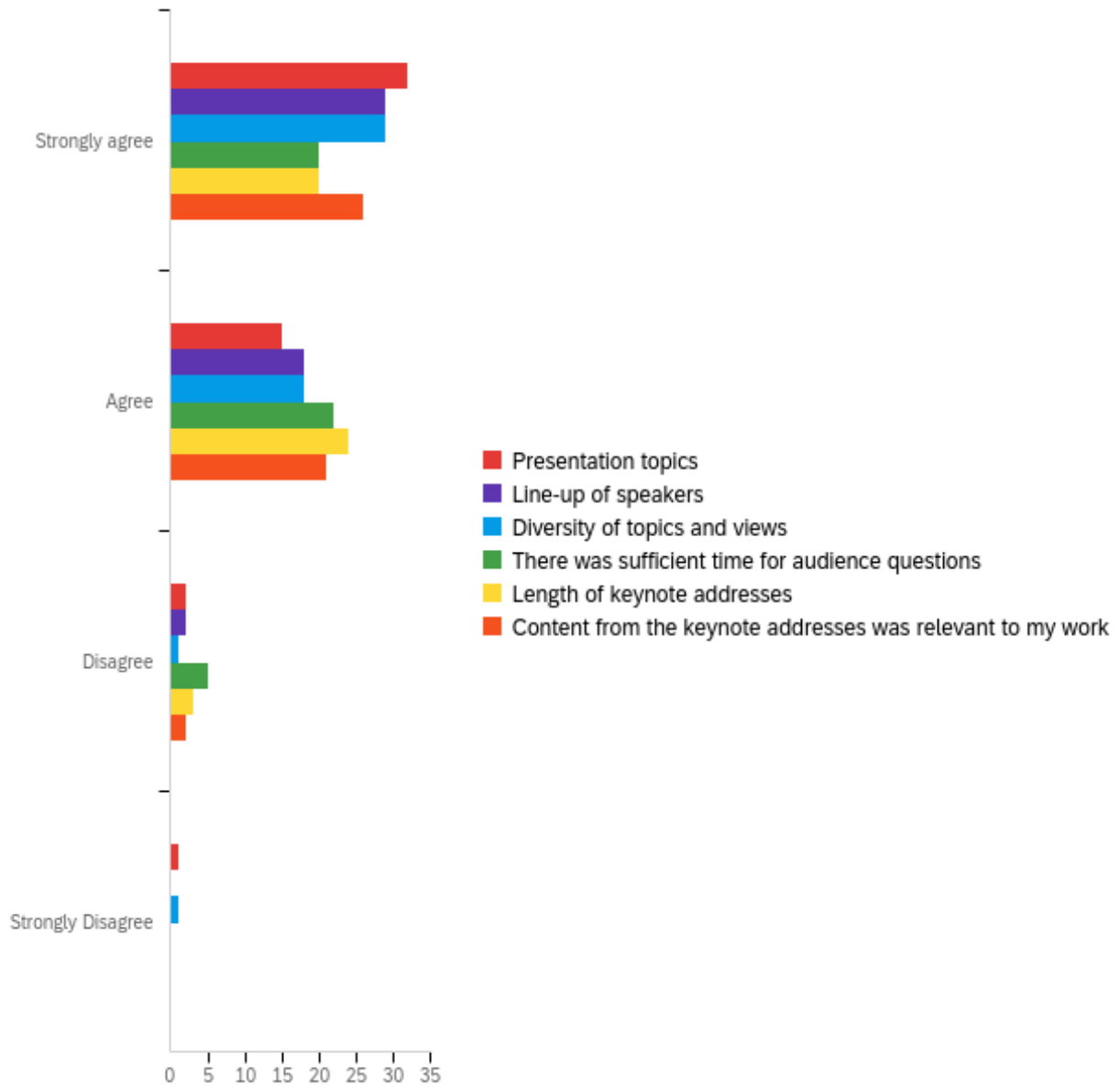
| # | Answer | % | Count |
|---|---|--------|-------|
| 1 | Email listserv (Please specify) | 21.33% | 16 |
| 2 | Colleague/word of mouth | 33.33% | 25 |
| 3 | Conference website (wgdconf.org) | 8.00% | 6 |
| 4 | Direct email from the Women and Gender in Development Conference organizers | 24.00% | 18 |
| 5 | Twitter (via WGD Conf - @wgdconf or Women & Gender in Dev - @WGD_VT) | 4.00% | 3 |
| 7 | Other | 9.33% | 7 |
| | Total | 100% | 75 |

What was your main reason for attending the Women and Gender in Development Conference?



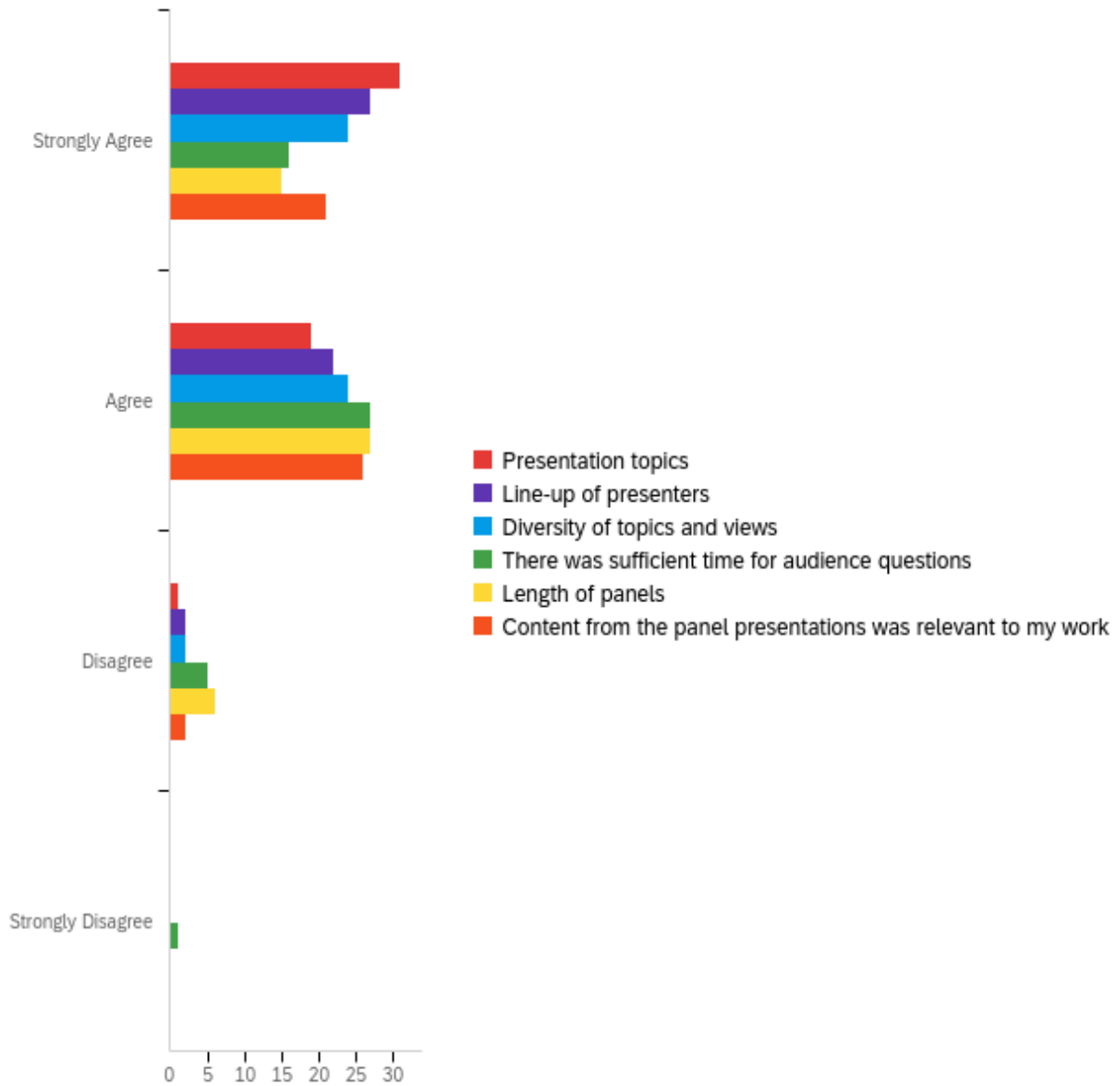
| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | Conference speakers and presentations | 66.04% | 35 |
| 2 | Pre-conference workshops | 5.66% | 3 |
| 3 | Networking with other researchers/practitioners/students | 16.98% | 9 |
| 4 | Other | 3.77% | 2 |
| 5 | Present your research | 7.55% | 4 |
| | Total | 100% | 53 |

I enjoyed the conference's keynote addresses with respect to:



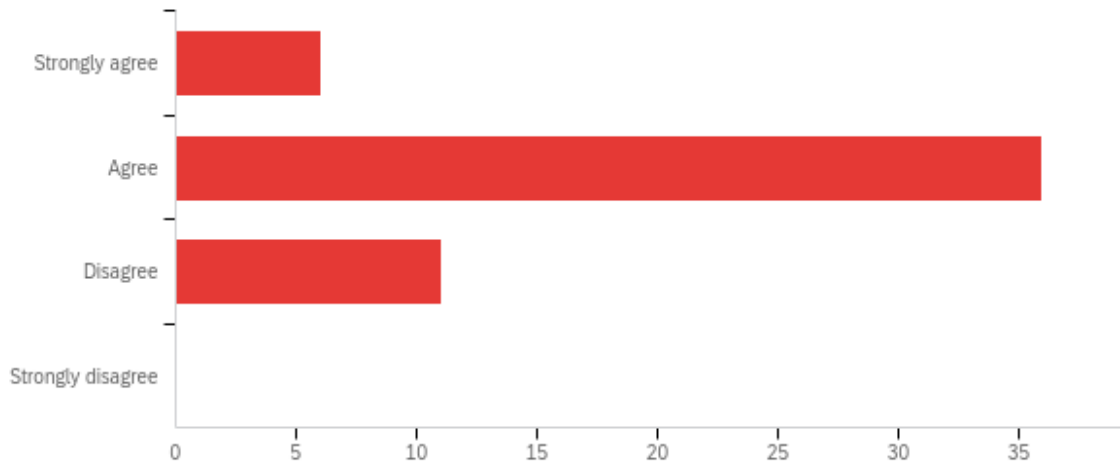
| # | Question | Strongly agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|--|----------------|----|--------|----|----------|---|-------------------|---|-------|
| 1 | Presentation topics | 64.00% | 32 | 30.00% | 15 | 4.00% | 2 | 2.00% | 1 | 50 |
| 2 | Line-up of speakers | 59.18% | 29 | 36.73% | 18 | 4.08% | 2 | 0.00% | 0 | 49 |
| 3 | Diversity of topics and views | 59.18% | 29 | 36.73% | 18 | 2.04% | 1 | 2.04% | 1 | 49 |
| 4 | There was sufficient time for audience questions | 42.55% | 20 | 46.81% | 22 | 10.64% | 5 | 0.00% | 0 | 47 |
| 5 | Length of keynote addresses | 42.55% | 20 | 51.06% | 24 | 6.38% | 3 | 0.00% | 0 | 47 |
| 6 | Content from the keynote addresses was relevant to my work | 53.06% | 26 | 42.86% | 21 | 4.08% | 2 | 0.00% | 0 | 49 |

I enjoyed the conference's panel presentations with respect to:



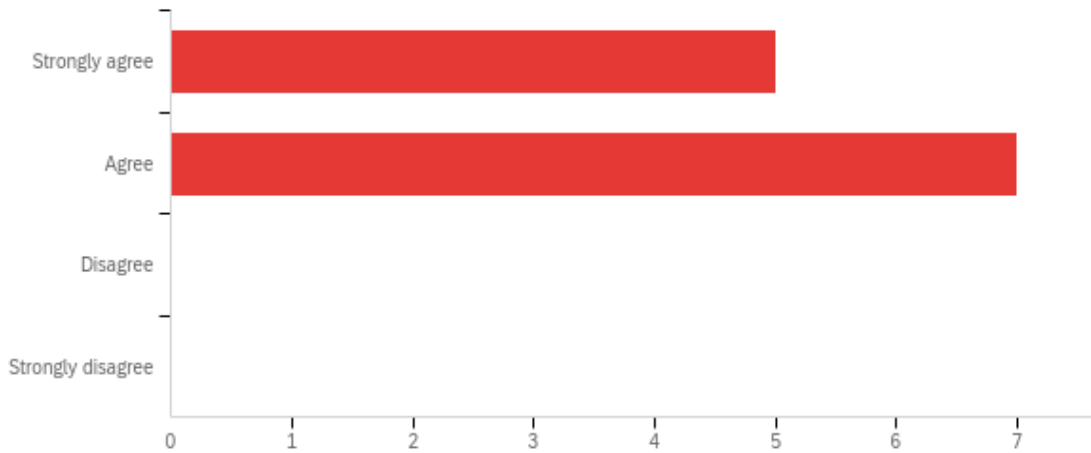
| # | Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|--|----------------|----|--------|----|----------|---|-------------------|---|-------|
| 1 | Presentation topics | 60.78% | 31 | 37.25% | 19 | 1.96% | 1 | 0.00% | 0 | 51 |
| 2 | Line-up of presenters | 52.94% | 27 | 43.14% | 22 | 3.92% | 2 | 0.00% | 0 | 51 |
| 3 | Diversity of topics and views | 48.00% | 24 | 48.00% | 24 | 4.00% | 2 | 0.00% | 0 | 50 |
| 4 | There was sufficient time for audience questions | 32.65% | 16 | 55.10% | 27 | 10.20% | 5 | 2.04% | 1 | 49 |
| 5 | Length of panels | 31.25% | 15 | 56.25% | 27 | 12.50% | 6 | 0.00% | 0 | 48 |
| 6 | Content from the panel presentations was relevant to my work | 42.86% | 21 | 53.06% | 26 | 4.08% | 2 | 0.00% | 0 | 49 |

There was sufficient opportunity to network with colleagues



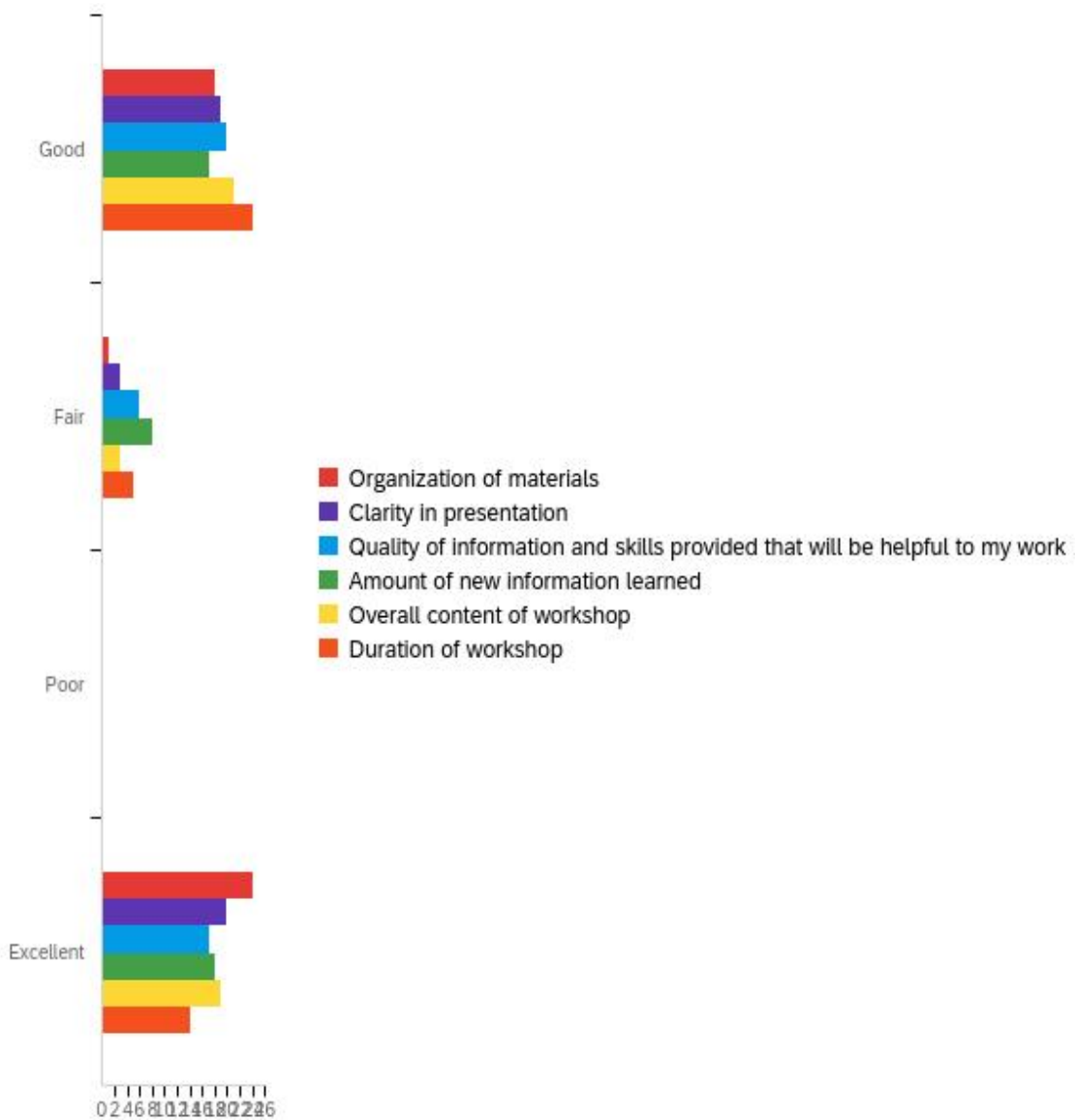
| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Strongly agree | 11.32% | 6 |
| 2 | Agree | 67.92% | 36 |
| 3 | Disagree | 20.75% | 11 |
| 4 | Strongly disagree | 0.00% | 0 |
| | Total | 100% | 53 |

The information from the panel was interesting and/or helpful



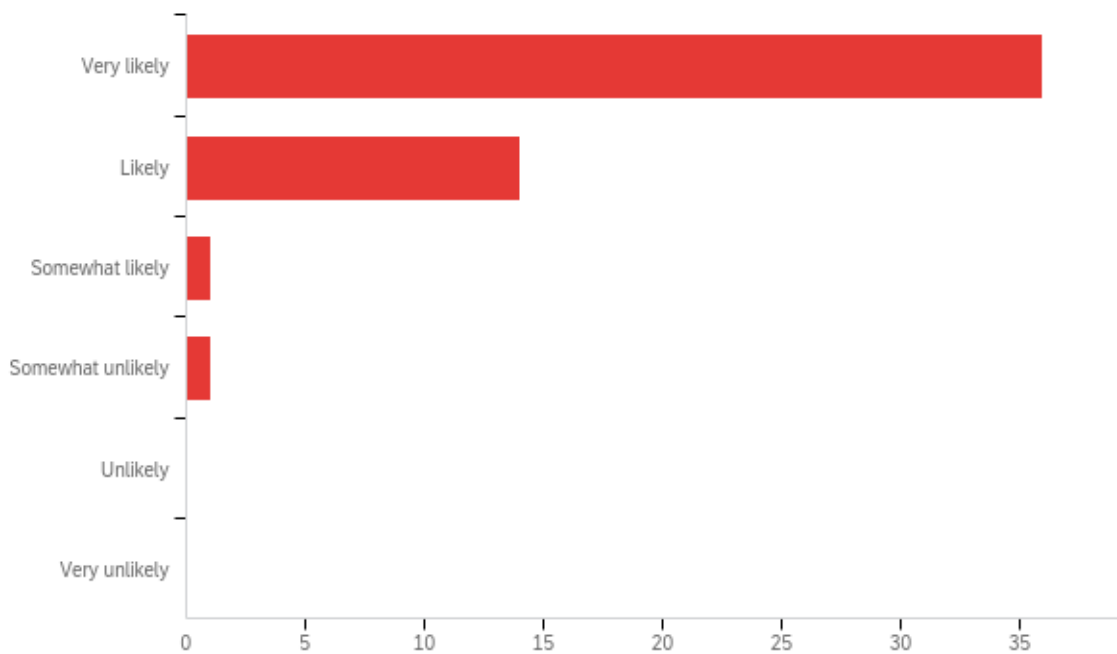
| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Strongly agree | 41.67% | 5 |
| 2 | Agree | 58.33% | 7 |
| 3 | Disagree | 0.00% | 0 |
| 4 | Strongly disagree | 0.00% | 0 |
| | Total | 100% | 12 |

How would you rate the content of the workshop you attended?



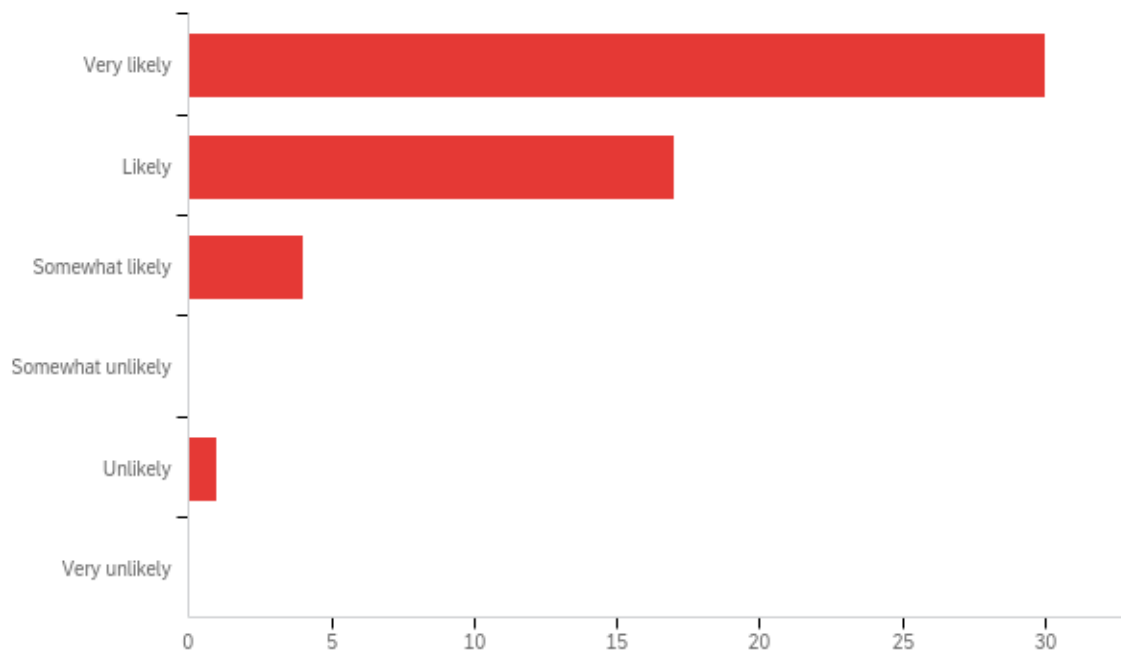
| # | Question | Good | | Fair | | Poor | | Excellent | | Total |
|---|--|--------|----|--------|---|-------|---|-----------|----|-------|
| 1 | Organization of materials | 41.86% | 18 | 2.33% | 1 | 0.00% | 0 | 55.81% | 24 | 43 |
| 2 | Clarity in presentation | 45.24% | 19 | 7.14% | 3 | 0.00% | 0 | 47.62% | 20 | 42 |
| 3 | Quality of information and skills provided that will be helpful to my work | 46.51% | 20 | 13.95% | 6 | 0.00% | 0 | 39.53% | 17 | 43 |
| 4 | Amount of new information learned | 39.53% | 17 | 18.60% | 8 | 0.00% | 0 | 41.86% | 18 | 43 |
| 5 | Overall content of workshop | 48.84% | 21 | 6.98% | 3 | 0.00% | 0 | 44.19% | 19 | 43 |
| 6 | Duration of workshop | 55.81% | 24 | 11.63% | 5 | 0.00% | 0 | 32.56% | 14 | 43 |

How likely are you to recommend the Women and Gender in Development Conference to a colleague?



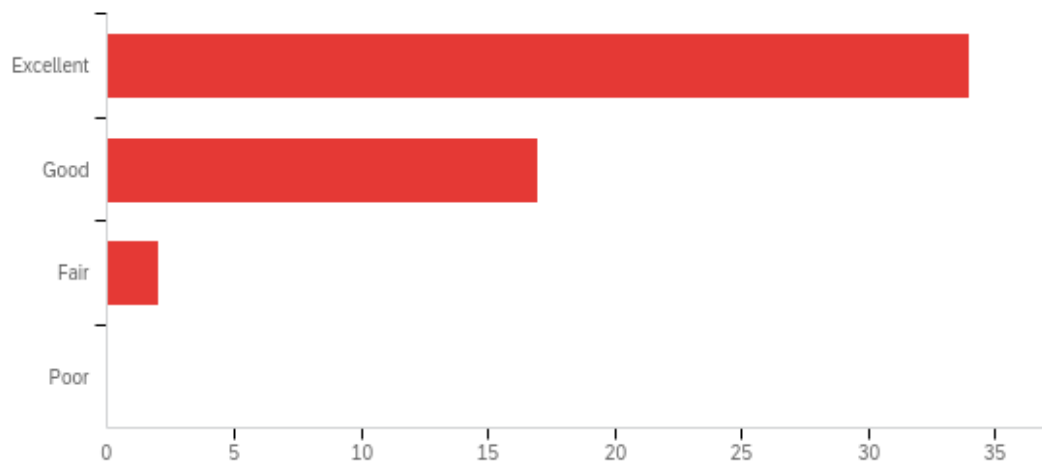
| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Very likely | 69.23% | 36 |
| 2 | Likely | 26.92% | 14 |
| 3 | Somewhat likely | 1.92% | 1 |
| 4 | Somewhat unlikely | 1.92% | 1 |
| 5 | Unlikely | 0.00% | 0 |
| 6 | Very unlikely | 0.00% | 0 |
| | Total | 100% | 52 |

How likely are you to attend a future Women and Gender in Development Conference?



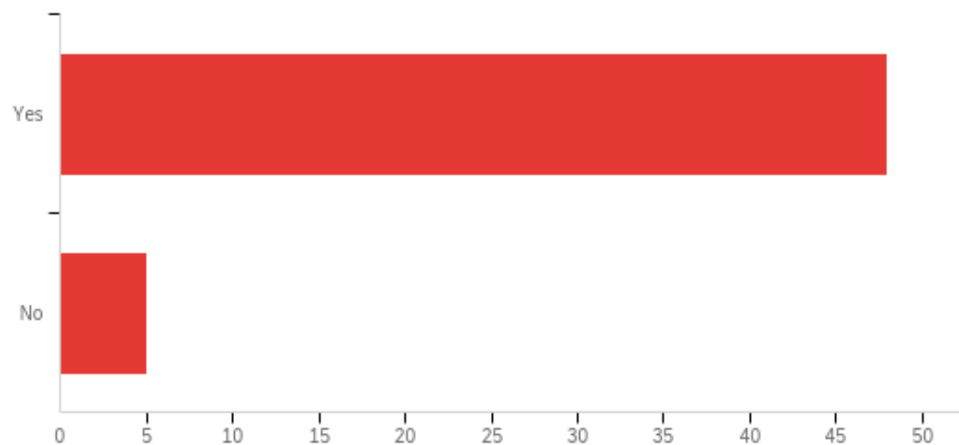
| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Very likely | 57.69% | 30 |
| 2 | Likely | 32.69% | 17 |
| 3 | Somewhat likely | 7.69% | 4 |
| 4 | Somewhat unlikely | 0.00% | 0 |
| 5 | Unlikely | 1.92% | 1 |
| 6 | Very unlikely | 0.00% | 0 |
| | Total | 100% | 52 |

Overall, please rate your experience at the 2021 Women and Gender in Development Conference?



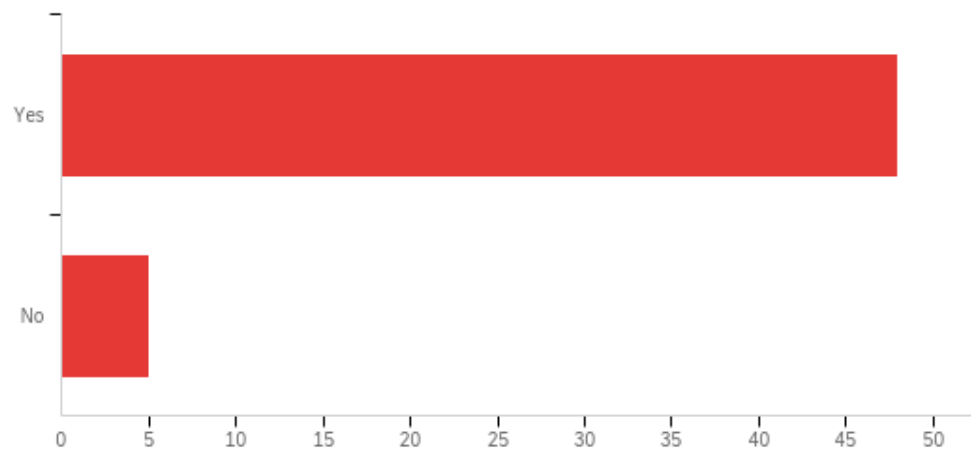
| # | Answer | % | Count |
|---|-----------|--------|-------|
| 1 | Excellent | 64.15% | 34 |
| 2 | Good | 32.08% | 17 |
| 3 | Fair | 3.77% | 2 |
| 4 | Poor | 0.00% | 0 |
| | Total | 100% | 53 |

After attending the 2021 Women and Gender in Development Virtual Conference, do you feel you have an increased knowledge of methods or techniques that you could use to engage women and men in rural development?



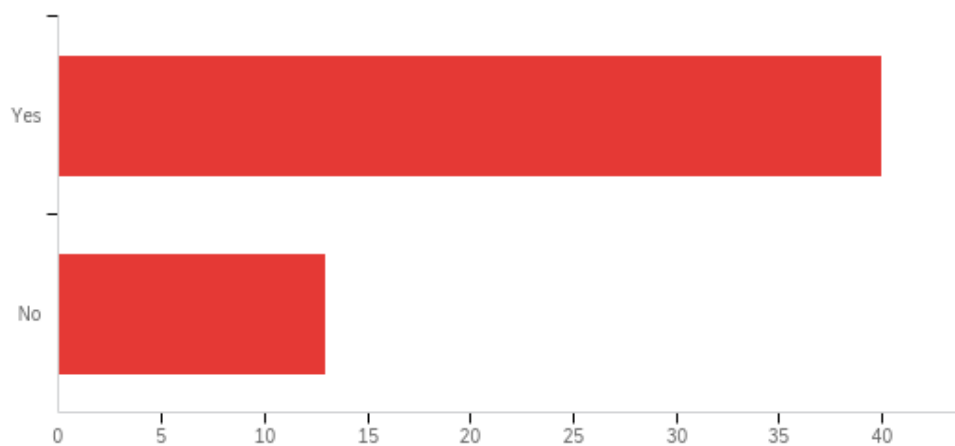
| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 90.57% | 48 |
| 2 | No | 9.43% | 5 |
| | Total | 100% | 53 |

After attending the 2021 Women and Gender in Development Virtual Conference, do you feel you have an increase awareness of gender issues in agriculture and rural development?



| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 90.57% | 48 |
| 2 | No | 9.43% | 5 |
| | Total | 100% | 53 |

After attending the 2021 Women and Gender in Development Virtual Conference, do you feel you have an increased knowledge of participatory approaches?



| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 75.47% | 40 |
| 2 | No | 24.53% | 13 |
| | Total | 100% | 53 |

My favorite part of the 2021 Women and Gender in Development Virtual Conference was:

Jemimah Njuki's presentation and Q&A

Insights from Dr. Sachs on feminist food justice and food sovereignty approaches. Also Dr. Gary Barker and the fascinating work of Promundo. Dr. Jemimah Njuki and her insights from the field and from years of work. I also witnessed some very compelling research represented in posters, which was exciting.

good organization, good presentations

Keynote speeches

Addressing Structural & Institutional barriers to Gender equality in food system

Session on Colonial development with Halima DeShong and Tami Navarro, and the grad student happy hour

The session on "The colonial development experiment nexus and its gender, race and class impacts in the Caribbean"

I really appreciated the opportunity to actually meet people and get to know other participants despite the virtual setting. The networking session and bingo games were wonderful and allowed me to connect with other people who work on similar topics. I also really enjoyed the pre-meeting workshop.

The live sessions each morning.

Keynotes

My favorite part of the conference was learning from other researchers and students during the multiple breakout sessions during the conference

Dr. Jemimah Njuki talk

The workshop on monitoring and evaluation techniques that are inclusive of women and youth, led by Jennifer Himmelstein

Dr Njuki's keynote presentation

The discussions on curriculum issues and gender sensitivity

Hearing the presentation of how we can come out of theory to practical

Careers/Mentoring conversations

Whova app and networking

Becky!!

I really enjoyed the interactive workshop I attended.

THE FOUR MINUTE VIDEO

The scope of the conference

Networking

hands-on interaction with other conference participants and collaborate

The colonial development panelists conversation.

How engaging the whole experience was. It really made me want to be involved.

Everything I attended was excellent. The presentations were amazing. I think my favorite part was the blending of international and domestic work being done.

The Youth in Senegal workshop

Keynote addresses and Q&A sessions

catching up with folks

Everything! Thanks for making it interactive and fun.

Loved the real time graphic note taking that Lauren Green did — so wonderful.

Workshop: Gender & Monitoring, Evaluation, & Learning: Data needs for documenting the gendered impacts

How participatory it was! I didn't expect it, and it was very well done. The keynotes were excellent, panels great, big-question discussions were quite insightful. I also really liked the visual facilitator and PDFs summaries of the previous day's activities.

breakout sessions presented by peers

the jamboard was simple and very effective...

Along with the live sessions, I could access all the recordings as well as poster presentations and resource materials. It made me feel I wasn't missing out on much even though I could not join all the sessions as much I wanted to due to the time difference.

I was able to make the conference available to my students. My favorite part was hearing from them about what they learned!

Interacting with other participants during the pre-conference workshop breakout groups

Jemimah Njuki's keynote

Seeing what other kinds of work is being done in the area, particularly in fields different from my own

Workshop sessions; networking activities

the panels

Keynote by Jemimah

Networking opportunities

My least favorite part of the 2021 Women and Gender in Development Virtual Conference was:

Although I loved, loved, loved that the conference was virtual, which allowed me to attend, I was frustrated by the over communication by WHOVA and others that just led me down endless rabbit holes of web pages. Direct links, as many as possible, would be way better, preferably on the program by the presenter's name and the time of the presentation. I felt like I was in a building that had 1000 rooms and I just needed a door number for the room I needed. What I feel like happened instead was, "go up the stairs, turn left, go up more stairs, then you see a water fountain, take the elevator down, the elevator is by the fountain". I really just wanted "room 204 at 3pm theres a talk, here's the link". Of course, I honor that it may not be possible to do that.

None

That it was virtual. And I think that facilitator should have done a bit more to wrap up the days - to really unify things, and introduce the sessions and speakers.

I hate that it had to be online, but honestly it was the best online conference I've been too and it is much more convenient and affordable to have the online option.

The inability to easily network.

it was all good.

There was a lot packed into a very short-time period, maybe a future virtual event could spread out conference events over multiple weeks??

Pre-conference workshops

N/A

Hearing the presentation of how we can come out of theory to practical

Too much to cover, limited time.

Hopping from one main zoom to another especially for awards ceremony and some other concurrent sessions. Made things a little confusing.

keynote at 6:30 AM!

N/A

How overwhelming it was to navigate so many online options and sessions.

the extra activities that happened very late into the night for me because of time zones

Hear from practitioners themselves who are conducting the work on the ground

Because I was attending every day and I was engaged the instructions became a little daunting. It was a bit repetitive but I just signed out because I understand the instructions for those not on all the time.

Some of the presentations were pretty early in the morning for me to attend live...but I understand why that was the case.

Some of the sessions did not seem long enough for Q&A

Video quality issues

too short

It was early in the morning here and I also felt like I had to go do my regular job afterwards but this is not your fault. This is the stupid pandemic's fault.

Only a different time zone made some issues for me. Anyway, virtually it was an awesome event.

There were many things that I kept discovering that were not immediately obvious in Whova. For instance, I didn't know of the asynchronous sessions such as world cafe - i thought it was a synchronous session that i wasn't able to scout on the agenda in Whova. Whova was great, but I think a PDF or document with all the events and activities should also be shared that gives participants an overview.

Well im from the Philippines and the conferences started at 12 midnight until 2 am.

As an international grad student, I would have liked to interact more with the panellists, speakers and as well as other participants for networking. But I feel like I could not do so as much as I was hoping to, mostly because it was virtual and was hesitant to reach out to them. But this is the limitation of living in virtual world and the organisers have done their best to address this as well. I think this was lacking just from my part.

The logistics of registering my students, although I received good support from the conference organizers.

That I couldn't attend more of the synchronous sessions due to my own scheduling conflicts

Missing the face to face interaction!

Too many events packed too closely together

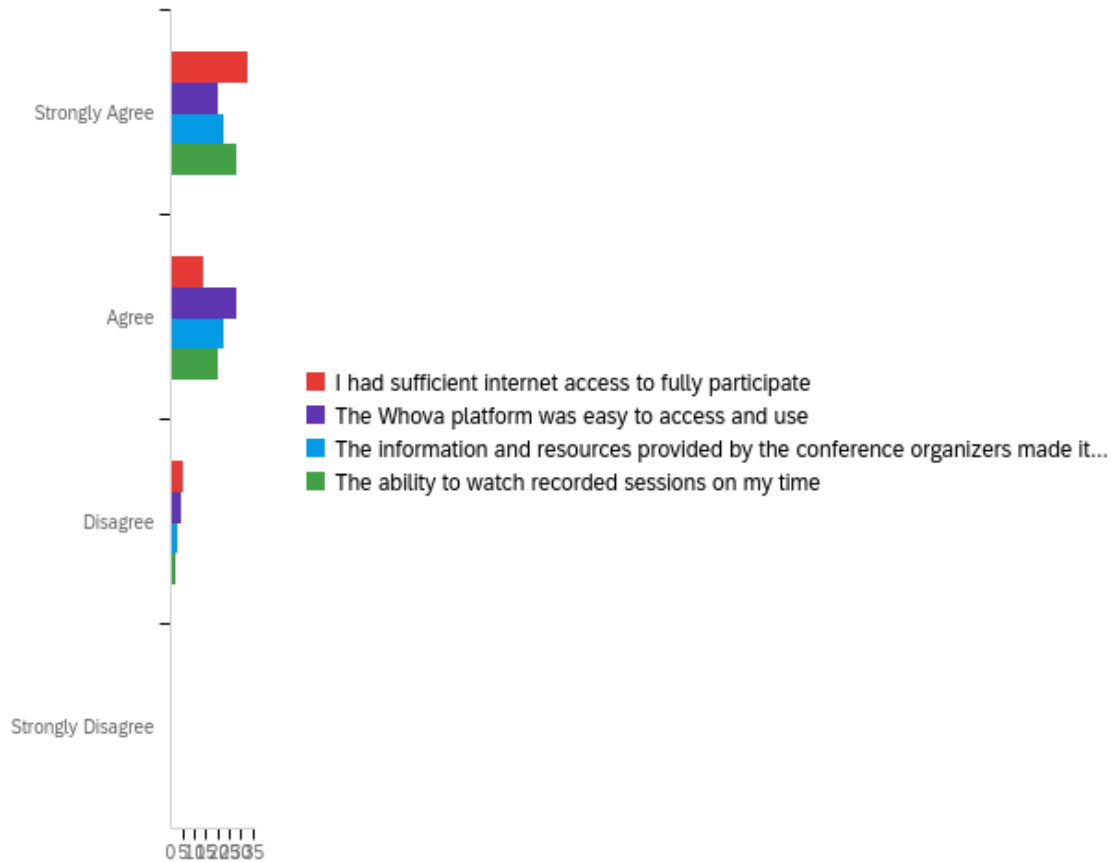
The virtual format was difficult for me. I'm fine with the format for presentations, but it was difficult for socializing and networking, in large part because my time zone was pretty far out for the live activities, which made it hard to participate in real time.

Very oriented to academia

I had to choose a session so happy for the recordings so i did not miss anything

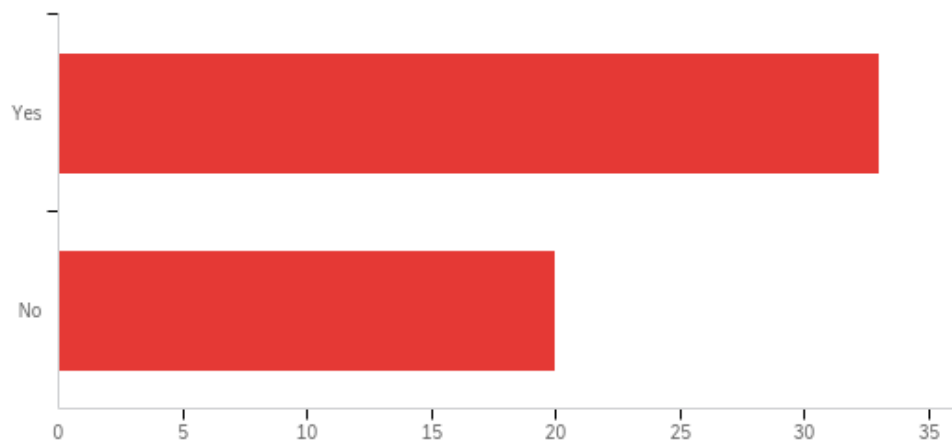
It was a great virtual conference.

I enjoyed the conference's virtual format with respect to:



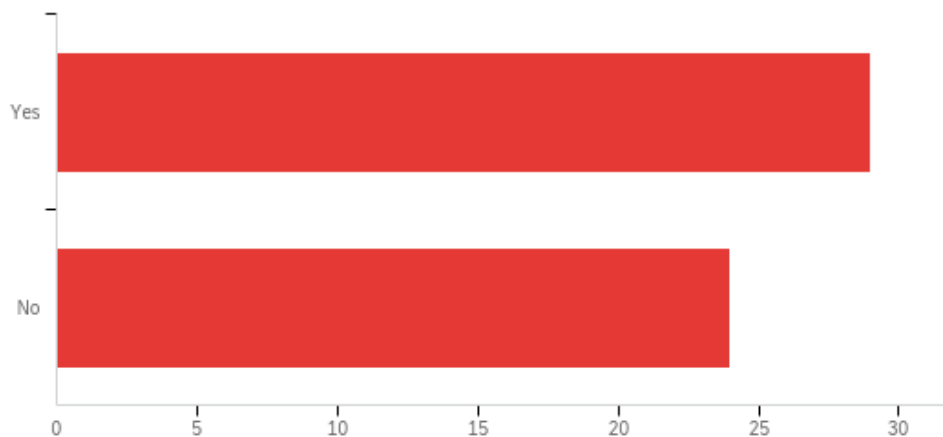
| # | Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|--|----------------|----|--------|----|----------|---|-------------------|---|-------|
| 1 | I had sufficient internet access to fully participate | 63.46% | 33 | 26.92% | 14 | 9.62% | 5 | 0.00% | 0 | 52 |
| 2 | The Whova platform was easy to access and use | 38.46% | 20 | 53.85% | 28 | 7.69% | 4 | 0.00% | 0 | 52 |
| 3 | The information and resources provided by the conference organizers made it easy to access the conference's asynchronous presentations and materials | 46.94% | 23 | 46.94% | 23 | 6.12% | 3 | 0.00% | 0 | 49 |
| 4 | The ability to watch recorded sessions on my time | 56.00% | 28 | 40.00% | 20 | 4.00% | 2 | 0.00% | 0 | 50 |

During the conference, were you able to make a new connection with a colleague and discuss potential opportunities to collaborate in the future?



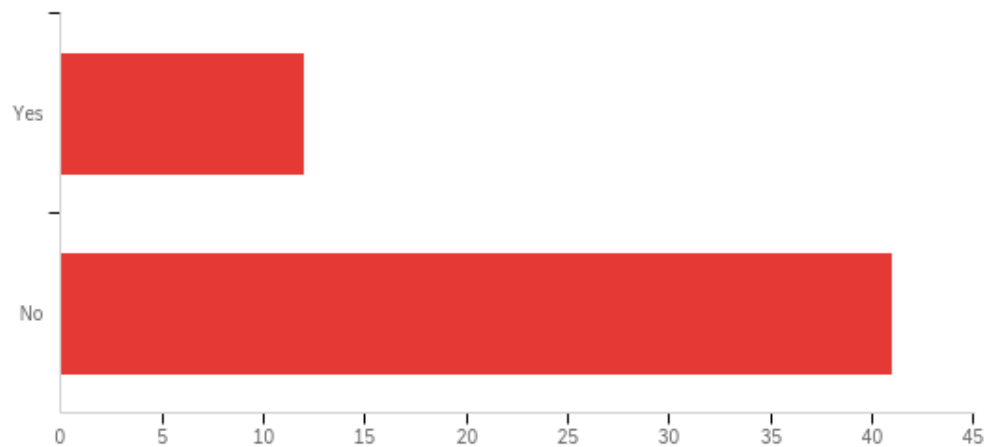
| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 62.26% | 33 |
| 2 | No | 37.74% | 20 |
| | Total | 100% | 53 |

Did you use Whova to connect with someone during the conference (i.e. message a poster presenter or connect with a colleague)?



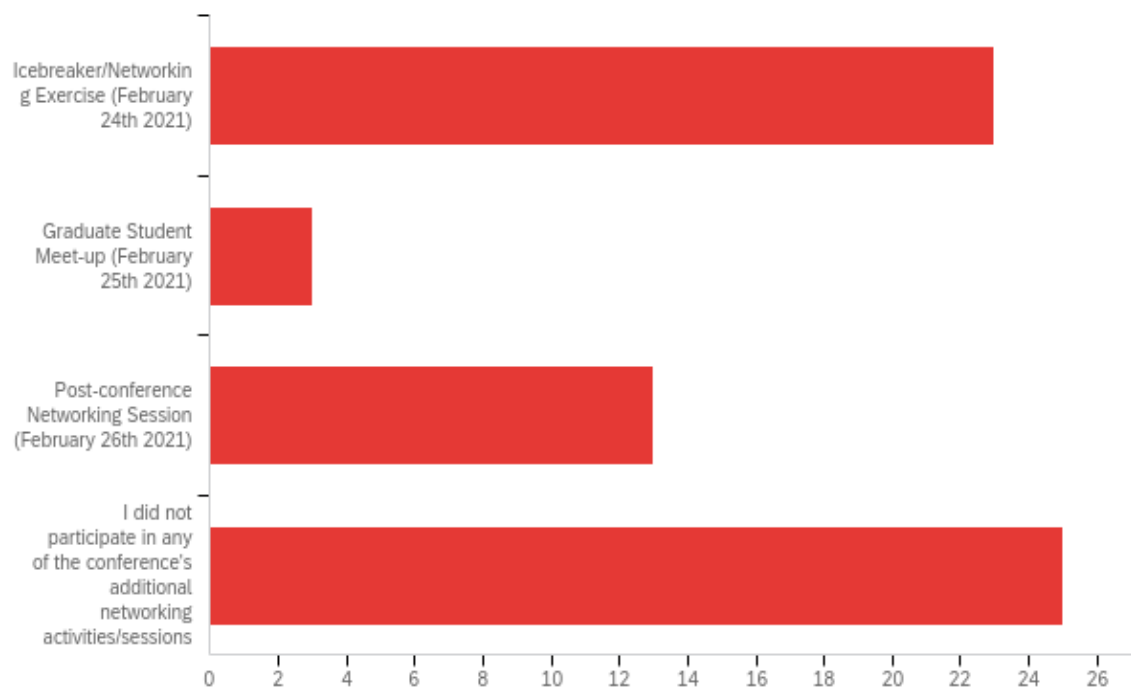
| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 54.72% | 29 |
| 2 | No | 45.28% | 24 |
| | Total | 100% | 53 |

Did you attend the careers/mentoring conversation on February 25th 2021?



| # | Answer | % | Count |
|---|--------|--------|-------|
| 4 | Yes | 22.64% | 12 |
| 5 | No | 77.36% | 41 |
| | Total | 100% | 53 |

Did you participate in any of the conference's additional networking activities/sessions? (Please select all of the activities/sessions you participated in)



| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | Icebreaker/Networking Exercise (February 24th 2021) | 35.94% | 23 |
| 2 | Graduate Student Meet-up (February 25th 2021) | 4.69% | 3 |
| 3 | Post-conference Networking Session (February 26th 2021) | 20.31% | 13 |
| 4 | I did not participate in any of the conference's additional networking activities/sessions | 39.06% | 25 |
| | Total | 100% | 64 |