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A.I.D. PROGRAM FOR INTEGRATION
OF WOMEN IN DEVELOPMENT:

STRATEGIES FOR ACCESS TO PPC/WID ASSISTANCE

FY 1989

AGENCY FOR INTERNATIONAL DEVELOPMENT
OFFICE OF WOMEN IN DEVELOPMENT
ROOM 3725A-NS
WASHINGTON, D.C. 20523-0041

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AGENCY PROGRAM FOR INTEGRATION OF WOMEN IN DEVELOPMENT:
STRATEGIES, PROGRAMS, AND PROJECTS

I. BACKGROUND

To assist in the implementation of the A.I.D.'s Women in Development mandate, the Office of Women in Development has developed a strategic program which supports the A.I.D. Administrator's worldwide WID Action Items cable, regional and central bureau WID Action Agendas, many USAID Mission initiatives as well as recently passed legislation. The Agency is required to collect sex-disaggregated data in all its research or data-gathering activities; to seek to increase its participant training activities for women; to develop and implement a WID training program for policy, program and project officers; to ensure that senior-level staff from the regional and technical bureaus are actively involved in decision-making activities with respect to WID; and to report to Congress on its plans, progress, achievements, and the obstacles encountered in achieving these goals. The recent legislation requires A.I.D. to more fully incorporate women as beneficiaries of and contributors to its development activities at the level proportionate to their participation in the sector or to their representation in the total population, whichever proportion is higher. A.I.D. is to describe benefits and impediments to women's participation, to design strategies that involve women, and establish benchmarks to measure women's participation in and benefits from development activities in all its strategic, program, and project documents.

Congress has authorized \$5 million for FY 1989, managed by PPC/WID, to assist A.I.D., particularly field Missions. Legislation states that these monies are to be used to "supplement and encourage additional spending for women and expansion of development activities...not as a substitute for other A.I.D. funds that benefit women's development."

II. PPC/WID STRATEGIC WORKPLAN

Primary Goal: To optimize the use and expansion of women's productive capacity to ensure sustainable national economic and social progress.

Intermediate Objectives

- o To provide intellectual and technical leadership;
- o To increase awareness of, information about and skills for addressing gender issues; and
- o To help establish systems and procedures to ensure gender issues are incorporated cross-sectorally in all Agency policies, programs, projects, research materials, information systems, and in multilateral and bilateral policy dialogue efforts.

During FY 1989 PPC/WID will undertake activities that support the Office's goals and objectives with focus in the following sectors:

- o Agriculture/Natural Resources
- o Private Enterprise Development, including Small and Micro Scale Enterprises
- o Education

These activities include:

- o Research and Analysis
- o Technical Assistance
- o Training
- o Information Resource Management

These activities will focus on the following areas of emphasis:

- o Labor/Employment/Production
- o Economic Policy Reform and Adjustment
- o Human Capital Development/Social Services

A. ACTIVITIES

1. Research and Analysis

The objective is to collect primary and secondary data to establish and maintain a "state-of-the-art" information base and analysis capability. Work will include: analysis of existing information; identification of data gaps; and promotion of original research. Research products will support technical assistance, training, and information dissemination and communication.

2. Technical Assistance

The objective is to provide substantive assistance to field missions and A.I.D./Washington (A.I.D./W) in the design, implementation, and evaluation of projects and programs. Work includes the development of mission WID strategies, portfolio reviews, and major programming documents, such as the CDSS and Action Plan. Results of specific assistance activities will update the Agency's information base.

3. Training

The objective is to promote awareness of, information about and skills for addressing gender issues for A.I.D. management, technical staff, and contract teams in the design, implementation, and evaluation of projects and programs. Training includes: training of key project officers; Mission-specific training; A.I.D./W Bureau orientation sessions; training of contract teams and those with WID-related responsibilities; and, training of trainers.

4. Information Resource Management

The objective is to communicate the results of research and analysis, technical assistance, and training to all A.I.D. staff, the international donor community, and host country organizations. Communication links will be developed to allow feedback and lessons learned to update the Agency's information base.

B. RELATIONS BETWEEN ACTIVITIES

A strong program of research, information-gathering and technical assistance will result in a continually updated information base, which will be used to modify the content of training programs and the information strategy. Training will also be important in updating the information base and in preparing technical assistance efforts. Information dissemination and communication will play a central, "clearinghouse" role, where packaging of experiences and original discovery can occur, and where response to activities undertaken can be evaluated.

C. AREAS OF EMPHASIS

1. Labor/Employment/Production

This area will focus on women's productive roles, employment patterns, and participation in formal and informal labor markets. The establishment and appropriate use of a solid empirical data base on women's economic roles in developing economies is prerequisite to the design of economically effective projects and programs.

2. Economic Policy Reform and Adjustment

This area will focus on the linkages between economic policy reform and women's economic roles, productive capacity, and production response. Emphasis will be on incentives to female producers in all sectors and on the socioeconomic benefits and costs of alternative policies.

3. Human Capital Development/Social Services

Focus of this area is on the linkages between women's productive capacity and the development and maintenance of human capital--their own and that of their children. This will require data gathering in the key areas of household division of labor and decision-making, education, health and nutrition, fertility, and the provision of basic social services. Elucidation of these linkages are important in evaluating potential socioeconomic benefits and costs of alternative economic reforms.

III. ACCESS TO WID ASSISTANCE

1. Funding Codes

Multiple mechanisms exist to assist USAIDs/Bureaus expand their WID efforts. Please refer to each of the Funding Codes (a through e) below to identify how each mechanism can be financed. Where applicable, apply the annual proportional amount (percentage) for meeting the criteria for matching funds. NOTE: All requests for assistance must complement the PPC/WID strategic workplan and must be used to "supplement and encourage additional spending for women and expansion of development activities...not as a substitute for other A.I.D. funds that benefit women's development."

(a) Full funding by PPC/WID under existing contracts/services;

(b) Co-financing/buy-ins by USAIDs/Bureaus to existing PPC/WID contracts or services (USAIDs and Bureaus may wish to jointly share co-financing/buy-in costs);+

(c) Matching monies for USAIDs/Bureaus against available PPC/WID funds to finance activities/services through existing PPC/WID contracts (USAIDs/Bureaus can share costs to meet proportional matching requirements);*+

(d) Matching monies for USAIDs/Bureaus against available PPC/WID funds to finance activities/services outside of existing PPC/WID contract services (USAIDs/Bureaus can share costs to meet proportional matching requirements);*+ and

(e) Full or partial funding by USAIDs/Bureaus for PPC/WID contracts and services which do not fit the matching criteria.+

+ A PIO/T keyed cable or sheet is required to complete obligation of funds.

* Matching monies are available for any given activity in the following proportional amounts. ESF, DA, and local currencies may be utilized. USAIDs/Bureaus may always match monies up to 50%, or utilize the following proportional amounts:

FY 89 - 25% USAID/Bureau against 75% PPC/WID monies
FY 90 - 40% USAID/Bureau against 60% PPC/WID monies
FY 91 and beyond - 50% USAID/Bureau against 50%
PPC/WID monies

(Example of USAID/Bureau matching share for FY 89: Request for Portfolio review and assistance with development of USAID WID Action Plan for a total cost of \$20,000 -- USAID, \$2,500; Bureau, \$2,500; PPC/WID, \$15,000.)

2. Options for Accessing PPC/WID Assistance

Listed below are five options that can be used by USAIDs/Bureaus to expand their WID efforts in collaboration with PPC/WID. In keeping with the Agency's mandate to fully integrate WID in its policies, programs and projects however, a growing number of WID activities can and should continue to be carried out without funding specifically from PPC/WID. The brief description of each option includes the available services/assistance; the Funding Codes (a through e) that USAIDs/Bureaus may utilize to finance such assistance; the duration of the available services/assistance, i.e., length of time contract is available; details on how to apply for the services/assistance; and where relevant, examples of how to utilize each mechanism.

i. Assistance to Women in Development (AWID) Contract

This contract will directly assist the Office of Women in Development in implementing its strategic workplan to maximize program and project success through strategies which use and expand women's productive capacity. This contract will focus on resources impacting directly on policy analyses and dialogue, institution building and structural reform in the areas of agriculture, natural resources and environment, education, and the private sector with emphasis on micro-enterprise development.

The contract will provide support in the following areas:

- technical assistance that requires WID expertise such as strategy design, portfolio reviews, program and project design, implementation and/or evaluation;
- research activities to analyze WID issues in both the formal and informal sectors, economic contributions of women in developing nations to assist in overall planning, programming and funding, etc.
- training efforts which will include design, production and delivery to assist A.I.D. to institutionalize systems and procedures for addressing gender issues in policies, programs and projects; and
- information dissemination/communications activities as may be required to support the office's information dissemination/communication program.

Under this contract, USAIDs and or Bureaus are urged to "buy-in" to PPC/WID's core funds. Since matching funds will also be available under the terms of the AWID contract, USAIDs/Bureaus are encouraged to use this buy-in mechanism for

amounts below the minimum proportional amounts needed to be eligible for matching funds. (This contract will also allow USAIDs to buy-in with 100% of the project activity if the contractors performing the work are those most approved and desired by the Mission or Bureau.)

- Funding Codes:
- (a) core funding provided by PPC/WID
 - (b) below proportional annual amount by USAIDs/Bureaus
 - (c) up to \$1.5 million available which meets or exceeds the annual proportional amounts detailed above
 - (e) full funding as buy-in

Available Services: February 1, 1989 through February 2, 1992
(with an option to continue through February 1, 1994)

How To Apply: Contact PPC/WID, providing SOW, including activity (project) name and funding code; description of services, month assistance is to begin, duration of services, requested level of funding assistance and buy-in/co-financing or matching fund mechanism to be used, and estimated level of management effort by USAID, Bureau, PPC/WID.

Examples:

- USAID wishes portfolio review and assistance with development of WID Action Plan but can provide no funds in FY 89. Transmit request to PPC/WID, meeting above criteria, and WID notifies USAID of availability of contractor to assist.
- In FY 89, USAID and Regional Bureau wishes labor/employment research on women's roles in the private sector for a total cost of \$80,000. USAID is willing to buy into contract for \$10,000, Bureau can provide \$5,000 and WID can fund the remaining amount of \$65,000.
- Three USAIDs wish to provide training to technical staff for a total cost of \$40,000 in FY 90. Each USAID is willing to provide up to \$5,000 for this sub-regional training course. Request is denied for matching because USAIDs must match 40% in FY 90, or a total of \$16,000. If USAIDs agree to increase their match by an additional \$1,000 for a total of \$16,000, PPC/WID will then match

the remaining 60%, or \$24,000. Alternatively, USAIDs could propose a buy-in for \$15,000 and request that PPC/WID use its core funds to finance the balance of \$25,000. The \$16,000 USAID match scenario is preferable, however.

- USAID needs additional person on design team to help with analysis of gender differential impacts. USAID has \$1,500 available to fund such person but wishes to use XYZ contractor to perform task. Request is denied. Under the terms of this contract, AWID contractor must be utilized for services. PPC/WID would suggest USAID use General Matching Funds - Reserve Account (see "iv." below), or it would possibly provide PPC/WID Technical Staff Assistance (see "v." below).
- USAID wishes to provide technical assistance to local PVO to help with institutional and management support services. USAID is willing to fund up to 50% of the \$15,000 cost of this activity. PPC/WID denies activity because request does not meet overall criteria for specific support to USAID. While activity is supportive of local organization, it does not meet the requirements of Congress, and USAID should consider full funding from its Mission monies.
- USAID wishes to match 25% of funding request to PPC/WID's 75% in FY 89 for U.S. PVO training program for local women's group, as well as assist in income-producing hog project for rural women. Request denied because AWID contractor must be utilized for assistance rather than the U.S. PVO, and because assistance does not meet the criteria for furthering integration of WID into USAID programs.

ii. International Center for Research on Women (ICRW) Contract

This contract will provide technical assistance in up to seven USAIDs for preparation of portfolio reviews and WID strategies; analysis of planning documents, such as CDSSs and APs as they relate to gender issues in development and overall country strategies; and strategies for analyzing women's roles and integrating them into specific projects. ICRW will also provide training sessions on regional WID issues in two LAC countries to provide guidance on integrating gender issues in project design, implementation, and monitoring.

Funding Codes: (a) up to \$20,000 provided by PPC/WID for each country, seven countries maximum, plus two LAC country training activities

(b) up to \$168,777 provided by USAIDs/Bureaus

- (c) can utilize matching monies up to \$168,777 to finance the buy-in of (b) above if it exceeds the annual proportional match
- (e) full funding as buy-in

Available Services: November, 1988 through March 31, 1990

How To Apply: Contact PPC/WID, providing SOW, including activity (project) name and funding code; description of services, month assistance is to begin, duration of services, requested level of funding assistance and buy-in/co-financing or matching fund mechanism to be used, and estimated level of management effort by USAID, Bureau, PPC/WID.

Examples:

- Morocco requests portfolio review and assistance with preparation of WID Action Plan from ICRW. Total estimated cost is \$20,000. USAID can provide \$4,000 for these services so requests PPC/WID to "match" these funds in FY 89. PPC/WID denies "match" request because the \$4,000 in USAID monies falls below the 25% proportional amount for FY 89. However, PPC/WID could decide to apply its core funds against this amount and fund the \$16,000 balance under the buy-in rather than the matching mechanism.
- Peru requires assistance with design of a PP, and has \$2,000 to apply to the total cost of the \$12,000 effort. USAID buys-in for \$2,000 and PPC/WID finances remaining balance of \$10,000.
- Jamaica requests USAID-specific training and has no funds to support activity. PPC/WID considers paying entire cost.

iii. Private Enterprise Development Support Project II (PEDS II)

PPC/WID has provided funds to the PRE Bureau's Arthur Young/SRI led consortium to mobilize technical services to integrate gender concerns and/or develop WID components in USAID private sector programs and projects. (See State 266705, 1988).

- Funding Codes:
- (a) up to \$289,444 provided by PPC/WID
 - (d) USAIDs/Bureaus may wish to request matching monies to perform gender-related

activities with a buy-in to the PEDs II contract separate from the PPC/WID buy-in. Therefore, matching funds can be requested in the appropriate yearly proportionate amount to assist with this USAID activity.

Available Services: November, 1988 to December 31, 1989

How To Apply: Contact PPC/WID and include the following information: activity (project) name; description of services including SOW; month consultancy is to begin; duration of service; USAID/Bureau funding; and requested level of PPC/WID, Bureau and or PRE co-financing. A PIO/T keyed cable is required to complete the obligation of USAID funds to the contract.

iv. General Matching Funds - Reserve Account

PPC/WID will manage a reserve account for supporting the work of USAIDs/Bureaus. These funds require matching from USAIDs/Bureaus in the same yearly proportions identified above. This reserve account will be available for technical assistance and research that may entail the use of contract personnel or services not available under the AWID Contract.

Requests will be considered for activities that enhance the integration of WID into USAID activities, provide specific research or data-gathering activities that address the long-term mission goals of its WID Action Plan, train USAID staff, and meet general technical assistance activities.

Funding Codes: (d) up to \$1.5 million per annum provided by PPC/WID in the proportional amounts detailed above.

Available Services: Annual Congressional appropriation (could be decreased or increased on annual basis from 1990 forward).

How To Apply: Contact PPC/WID, providing SOW, including activity (project) name and funding code; description of services; month assistance is to begin; duration of services; requested level of funding assistance and buy-in or co-financing or matching fund mechanism to be used; and estimated level of management effort by USAID, Bureau PPC/WID.

Examples:

- USAID has bought into S&T's BRIDGES contract and wishes to expand WID portion in FY 89. USAID proposes it fund \$10,000 against PPC/WID matching funds of \$30,000.
- USAID wishes to provide assistance for analysis of micro-enterprise potential in private sector affecting women in agriculture. This request fits appropriately under PEDs contract ("iii." above). Since USAID is willing to fund WID portion to expand its buy-in into the PEDs II contract with PRE, USAID requests matching funds under this General Reserve Account. This activity will take place in 1990, so PPC/WID willing to matching 60% against USAID's 40% requirement.
- LAC Bureau wishes to fund USAID-specific or sub-regional training courses using contractor XYZ, and requests matching monies from PPC/WID. If the AWID contractor could be substituted for contractor XYZ, then the AWID contractor would be used and matching funds would be provided under "i." above. Alternatively, PPC/WID could match using the General Matching Funds - Reserve Account using contractor XYZ.
- USAID wishes to fund three host country women to attend a conference in New York City on Population in the 1990s, and requests matching monies from this account. PPC/WID denies request because it does not meet the general requirements of the WID strategic plan or fulfill the Congressional requirements. USAID should fund such participation from its own monies.
- USAID wishes to fund a women-specific income-generating project for basket weaving and requests matching funds. Training and assistance will be provided by a U.S.-based PVO. PPC/WID denies request for matching monies because project does not meet Congressional matching requirements nor expand USAID integration of WID into portfolio. Project is a separate WID-specific activity and should be financed by USAID itself.
- USAID has micro-enterprise project and needs to ensure that 50% of possible beneficiaries are women. USAID does not know how to ensure that this percentage is reached and requests technical assistance to help design project appropriately. PPC/WID would consider funding using AWID contract ("i." above), but not as a separate request under this General Matching Funds - Reserve Account category.

- USAID wishes to use a Title XII university to assist with specific technical assistance, such as design of an irrigation project. PPC/WID would consider request using matching funds, and would help identify appropriate Title XII or HBCU institution to perform technical assistance activities.
- REDSO/W wishes to secure a technical expert to prepare a paper on urban/rural linkages and to participate in a regional housing conference. REDSO/W could provide \$2,000 for this activity and request a 75% match from PPC/WID in FY 89.

v. PPC/WID Technical Staff Assistance

Funds have been set aside for technical assistance (per diem and travel) for key PPC/WID technical staff to provide assistance to USAIDs. USAIDs are encouraged to provide co-financing whenever possible. Listed below is background information on the PPC/WID staff (some of whom are serving as contractors and IPAs) and their areas of concentration.

<u>Academic Background</u>	<u>Areas of Responsibility</u>
Ph.D., Economic Anthropology	Socioeconomic and impact analysis, structural reform and small business development
Ph.D./Ed.D., Education, Anthropology (IPA)	Technical Assistance through Title XII University Consortia; LAC Region liaison; and Education sector; (<u>only</u> OE funds can be used to finance)
M.A., Agricultural Economics	Agriculture; economic issues; Training Coordinator; backup to Africa Regional issues; (<u>only</u> OE funds can be used to finance)
Ph.D., Agricultural Ecology	Environment and natural resources; backup to Agriculture; Africa Region, FVA, S&T Bureau liaison; international agriculture organizations (FAO/IFAD)
M.A., Economics	Private Enterprise issues concerning micro and small scale enterprise; urbanization and housing issues; PRE and ANE liaison

Ph.D., Urban Economist,
Anthropology

Labor/Employment/Production
issues; intrahousehold analysis;
back-up on human capital/social
services areas

Funding Codes: (c) USAIDs may use program monies and request matching funds. PPC/WID will provide funding cites as appropriate.

(e) USAIDs can use program funds without a request for matching monies. PPC/WID will provide funding cites as appropriate.

Available Services: November, 1988 to May 30, 1990

How to Apply: Contact PPC/WID and include the following information: activity (project) name; description of services needed including SOW; month of needed consultancy; duration of assistance; USAID/Bureau funding; and requested level of assistance needed. A PIO/T keyed cable is required to complete the obligation of USAID funds to the contract.

Examples:

-- USAID/Amman needs technical assistance to support design team on micro-enterprise/income generating project. IQC firm is to provide team support. USAID may use program monies to fully fund or co-finance WID Office specialist to supplement design team efforts, and may request matching monies to assist with funding.

-- USAID requires technical support for ensuring education needs assessment includes appropriate gender disaggregation and to assess linkages between women's long-term labor potential and educational analysis. PPC recommends that its educational specialist meets the criteria, but since specialist is an IPA, USAID must assist with OE funds to finance specialist's assistance.

IV. SELECTION CRITERIA FOR ACCESS TO PPC/WID ASSISTANCE

A. Proposed activities must conform to the A.I.D./WID Strategic Workplan as follows:

1. Should support the goals and objectives of the Strategic Workplan:

Primary Goal: To optimize the use and expansion of women's productive capacity to ensure sustainable national economic and social progress.

Intermediate Objectives:

- o To provide intellectual and technical leadership;
 - o To increase awareness of, information about and skills for addressing gender issues; and
 - o To help establish systems and procedures to ensure gender issues are incorporated cross-sectorally in all Agency policies, programs, projects, research materials, information systems, and in multilateral and bilateral policy dialogue efforts.
2. Should fall within one or more of the following sectors:
 - o Agriculture/Natural Resources
 - o Private Enterprise Development, including Small and Micro Scale Enterprises
 - o Education
 - o Other*
 3. Should relate to one or more of the following areas of emphasis:
 - o Labor/Employment/Production
 - o Economic Policy Reform and Adjustment
 - o Human Capital Development/Social Services
 4. Should be one or more of the following types of activities:
 - o Research and Analysis
 - o Technical Assistance
 - o Training
 - o Information Resource Management

- B. Proposals should be initiated and/or supported by USAIDs, Regional Offices, and/or A.I.D./W Bureau Offices.
 - C. Low priority will be given to activities that are more appropriately supported through project funds.
 - D. Proposals should provide information that will allow them to be evaluated on the basis of the following criteria:
 - 1. Will further integration of WID into USAID activities;
 - 2. Will indicate that USAIDs, Regional Offices and/or AID/W Bureau Offices will assume much of the management responsibilities;
 - 3. Will demonstrate that the activity will be replicable, self-sustaining and cost effective;
 - 4. Will verify both institutional capacity and WID expertise of the implementing organization;
 - 5. Will contribute to the overall goal of using and/or expanding women's productive capacity.
- * Activities in other sectors will be considered if their linkage to these PPC/WID-targeted sectors can be clearly demonstrated.

WID 6/1

INDICATORS TO MONITOR AND TRACK
PROGRESS OF WOMEN IN DEVELOPMENT POLICY IMPLEMENTATION

A.I.D./WASHINGTON HAS DEVELOPED A SET OF INDICATORS TO BE USED TO MONITOR OR TRACK COMPLIANCE WITH THE ADMINISTRATOR'S WID ACTION ITEMS (ATTACHMENT A), SECTION 113 OF THE FOREIGN ASSISTANCE ACT, AND OTHER BUREAU WID ACTION AGENDAS. DEVELOPMENT OF MISSION WID STRATEGIES THAT INCLUDE SYSTEMS AND PROCEDURES FOR ADDRESSING GENDER ISSUES IN ALL DEVELOPMENT ACTIVITIES IS CONSIDERED ONE OF THESE INDICATORS. OTHER INDICATORS FALL INTO THREE GENERAL CATEGORIES, I. PROGRAM, PROJECT, and REPORTING DOCUMENT INDICATORS; II. THOSE RELATING TO TRAINING OF USAID STAFF; AND III. INDICATORS RELATING TO PARTICIPANT TRAINING.

THE MISSION WID STRATEGIES, VARIOUSLY CALLED WID ACTION PLAN, WID AGENDA AND WID WORK PLAN BY DIFFERENT BUREAUS, SHOULD DESCRIBE SYSTEMS AND PROCEDURES TO MONITOR AND REPORT ON THE INDICATORS THAT ARE DISCUSSED IN THIS DOCUMENT. AS REQUIRED IN THE ADMINISTRATOR'S WID ACTION ITEMS, WHEN ITEMS ARE IMPOSSIBLE TO ACHIEVE, USAIDS QUOTE WILL ENSURE THAT THERE IS A SUBSTANTIVE ANALYSIS AS TO THE OBSTACLES PREVENTING COMPLETION OF SUCH EFFORTS AND AN EXPLANATION OF HOW THESE OBSTACLES WILL BE OVERCOME END QUOTE (ATTACHMENT A). IN CONJUNCTION WITH SUBMISSION OF THE MISSION WID WORKPLAN OR STRATEGY, AID/W WILL DEVELOP A SCHEDULE FOR REPORTING ON THESE INDICATORS.

IN ADDITION TO THE DEVELOPMENT OF A MISSION WID STRATEGY, OTHER INDICATORS ARE AS FOLLOWS:

I. PROGRAM, PROJECT AND REPORTING DOCUMENT INDICATORS

DOCUMENTS DEVELOPED IN THE FUTURE FOR NEW ACTIVITIES SHOULD INCLUDE THE INDICATORS GIVEN BELOW. DOCUMENTS INVOLVING ON-GOING ACTIVITIES SUCH AS MID-TERM EVALUATIONS SHOULD INCLUDE THESE INDICATORS AS DEEMED APPROPRIATE AND COST EFFECTIVE.

- (1) DOCUMENT INCLUDES SEX-DISAGGREGATED DATA IN ALL REFERENCES TO PARTICIPANTS AND BENEFICIARIES.
- (2) DOCUMENT IDENTIFIES CONSTRAINTS TO WOMEN'S PARTICIPATION IN ALL DEVELOPMENT ACTIVITIES.
- (3) DOCUMENT IDENTIFIES OPPORTUNITIES FOR ENHANCING WOMEN'S PARTICIPATION.
- (4) DOCUMENT DESCRIBES STRATEGIES TO OVERCOME THESE CONSTRAINTS OR MAKE USE OF THESE OPPORTUNITIES.
- (5) DOCUMENT IDENTIFIES BENCHMARKS TO MEASURE PROGRESS IN IMPLEMENTING THESE STRATEGIES.

NOTE: PPC/WID IN COLLABORATION WITH REGIONAL BUREAUS HAS BEEN DEVELOPING DOCUMENT-SPECIFIC GUIDANCE (CDSS, AP, PID, PP) WHICH IT HAS INCORPORATED IN RECENT TRAINING WORKSHOPS. THESE GUIDELINES ARE PART OF THE GENDER INFORMATION FRAMEWORK. A SUMMARY IS PROVIDED IN ATTACHMENT B.

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II. TRAINING OF USAID STAFF INDICATORS

MISSION WID STRATEGIES SHOULD INCLUDE INITIATIVES THAT HAVE BEEN, OR WILL BE TAKEN TO PROVIDE WID TRAINING TO A.I.D. STAFF. INCLUDE DESCRIPTION OF THE TRAINING ACTIVITY, NUMBER AND JOB TITLES OF STAFF TRAINED.

III. PARTICIPANT TRAINING INDICATORS

MISSION WID STRATEGIES SHOULD INCLUDE INITIATIVES THAT HAVE BEEN, OR WILL BE TAKEN TO INCREASE THE NUMBER OF FEMALES IN PARTICIPANT TRAINING PROGRAMS. INCLUDE INFORMATION ON THE:

- (1) NUMBER OF MEN AND WOMEN INCLUDED IN PARTICIPANT TRAINING PROGRAMS.
- (2) CONSTRAINTS TO WOMEN'S PARTICIPATION.
- (3) OPPORTUNITIES FOR ENHANCING WOMEN'S PARTICIPATION.
- (4) STRATEGIES TO OVERCOME THESE CONSTRAINTS OR MAKE USE OF THESE OPPORTUNITIES.
- (5) BENCHMARKS TO MEASURE PROGRESS IN IMPLEMENTING THESE STRATEGIES.

8298W 5/18/89

Woods Takes Lead on WID Action Plan

ACTION ITEMS FOR WOMEN IN DEVELOPMENT

1. All Bureaus are responsible for developing and implementing WID Action Plans that include systems and procedures, as well as calendar-driven benchmarks, to address and monitor women in development issues throughout their programs and projects. Geographical Bureaus are responsible for ensuring that their respective USAIDs also develop such WID Action Plans.

2. All Bureaus and USAIDs will reflect sex-disaggregated data in AID's program documents (e.g., CDSSs, APs), and all new data collection activities will be sex-disaggregated for AID's project, non-project assistance and reporting documents (e.g., PIDs, PPs, PAIPs, PAADs, PIRs, Evaluations).*

3. All Bureaus and USAIDs will ensure that AID's country strategy, program, project, non-project assistance and reporting documents (e.g., CDSSs, APs, ABSs, PIDs, PPs, PAADs, PIRs, PAIPs, Evaluations) explicitly describe strategies to involve women, benefits and impediments to women's participation in development and benchmarks to measure

women's participation in and benefits from development activities.*

4. Specific women in development training should be considered a priority for AID personnel, particularly in the areas of agriculture; private enterprise development, including small and micro-scale enterprise; and natural resource management and environment. This training will include regional and/or country-specific WID training, as well as a required WID component in Washington-based training courses in these specific sectors.

5. Increasing women's inclusion in participant training programs will be considered an important objective. All Bureaus and USAIDs will work to improve the overall number of females in participant training programs.

*When items 2 and 3 are difficult to achieve, Bureaus and USAIDs will ensure that there is a substantive analysis as to the obstacles preventing completion of such efforts and an explanation of how these obstacles will be overcome.

FRONT

THE AGENCY FOR
INTERNATIONAL
DEVELOPMENT

AUGUST 1988

"...the front lines' of a long twilight struggle for freedom..." John F. Kennedy

Woods Sets Plan for WID Action

by Laura Raney

Administrator Alan Woods last month issued a series of action items to be implemented by all assistant administrators, mission directors and senior staff to ensure that women will regularly and effectively be integrated into Agency programmatic objectives.

The directives, said Woods, "are in keeping with my commitment to ensure that the Agency conforms fully with its women in development policies, and that we address specific Congressional interest in women in development training for Agency staff and increase Agency female participant training levels."

While recognizing the strides the Agency has made in addressing gender in its strategies, programs and projects during the last few years, Woods noted that the Agency must institutionalize the integration of women in its overall development program.

"To pursue a development planning strategy without a women in development focus would be wasteful and self-defeating," said Woods. "Wasteful, because of the

potential loss of the contribution of vital human resources and self-defeating because development that does not bring its benefits to the whole society has failed."

In January, Woods called a meeting of senior-level staff to explore how to maximize the Agency's efforts to integrate women in development. Realizing that using and expanding women's productive capacity are necessary conditions for sustainable economic growth and development, the administrator directed all assistant administrators to develop individual bureau action plans to establish systems and procedures to institutionalize women in development. Further, these action plans were required to include calendar benchmarks to monitor progress.

"As a consequence of this meeting, every USAID bureau has now complied with the administrator's instructions," says Kay Davies, director of the Office of Women in Development (WID) in the Bureau for Program and Policy Coordination. "Additionally, many bureaus have established working groups to monitor and develop even more far-reaching programs."

As a complement to the bureau action plans, the administrator conveyed to senior staff and overseas missions a set of Action Items to assist the Agency in addressing women in development



Expanding women's productive capacity is a necessary condition for economic growth.

issues. The administrator noted that although more attention will have to be given to these issues throughout the project and program cycle, "the benefits will far outweigh any short-term inconveniences."

The Office of Women in Development will monitor implementation and begin the process of revising appropriate Agency handbooks to ensure that gender analysis becomes a general practice within the Agency.

Raney is special assistant to the director, Office of Women in Development, Bureau for Program and Policy Coordination.

ATTACHMENT B

THE GENDER INFORMATION FRAMEWORK: GENDER CONSIDERATIONS IN DESIGN

EXECUTIVE SUMMARY

Prepared for Africa Bureau Directors' Conference
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by:

Office of Women in Development

GENDER INFORMATION FRAMEWORK

Introduction

The Gender Information Framework (GIF) is a set of resource tools and guidelines for incorporating gender considerations into A.I.D.'s development programs. Designed to follow the A.I.D. programming cycle, the GIF provides guidelines for the Country Development Strategy Statement, Action Plan, Project Identification Document and Project Paper.

The basic premise of the GIF is that gender is an important variable in the development process. This reflects A.I.D. evaluation findings that mainstream projects matching project activities to the roles and responsibilities of men and women in the baseline situation are more likely to achieve their immediate purposes and broader socio-economic goals than projects that do not.

To consider gender issues in development, then, planners need to understand key differences in male/female roles and responsibilities, analyze the implications of these differences for programming, and then incorporate the information into development projects.

The GIF contains resource tools to be used for each programming document:

- Gender Variable Matrix, which presents four key factors to identify how gender is a variable in the baseline situation,
- Gender Considerations for four stages of the A.I.D. programming process, and
- Summary Guidelines for Document Review, a two-page summary of how and where to include gender considerations in A.I.D.'s documents.

A brief explanation of the Gender Variable Matrix and the Gender Considerations Section follows.

Gender Variable Matrix

The Gender Variable Matrix first examines four factors where different male/female roles are likely to be significant: division of labor, income, expenditure patterns, and access to and control of resources. Identified differences are then analyzed for implications for programming, specifically:

- differences for males and females in constraints to participation in or obtaining benefits from A.I.D. projects, and

- the opportunities for increasing productivity based on different roles and responsibilities.

Analysis of gender as a variable is useful at all stages of programming, beginning with the formation of a country programming strategy. For the CDSS, understanding how gender affects the situation to be addressed at the household level provides an anchor for the macro-economic data that is used to inform country analyses. At the project development or adaptation level, clarification of gender differences will be more detailed and provide the kind of information for effective targeting of resources.

Gender Considerations

The Gender Considerations section of the GIF focuses on how gender should be "considered" in the development of four A.I.D. documents: the CDSS, Action Plan, PID, and Project Paper. The structure of each document described in the section follows as much as possible the format for document preparation presented in Handbook 3 and guidance cables. Gender Considerations for each document are presented as follows:

- the headings of the Gender Considerations refer to the headings found in the document reviewed;
- Gender Considerations, numbered sequentially, are listed for each document;
- Key Questions follow some Gender Considerations to provide additional detail about specific aspects of the issue to be explored.

The Gender Variable Matrix, Gender Considerations, and Summary of Guidelines for Document Review which follow are the core elements of "The Gender Information Framework: Gender Considerations in Design," a larger work with extensive explanation of the each of these elements. The full volume is available from the Office of Women in Development, U.S.A.I.D.

GENDER INFORMATION FRAMEWORK: GENDER VARIABLES MATRIX

Purpose: To identify where gender might intervene in social and economic production systems to be affected by development activities.

How to Use: To identify how factors in Column 1 are affected by gender, consider questions in Column 2 for both men and women. The space in Column 3 can be used to chart information (optional).

COLUMN 1	COLUMN 2	COLUMN 3
FACTOR	Key Questions	Activities/Responsibilities Male Female
<p>1. Allocation of labor</p> <ul style="list-style-type: none"> - household activities - agricultural production 	<p>Who is responsible for which aspects of household maintenance (fuel/water provision, building maintenance, child care, food preparation, etc.)? What is time allocation by gender and age? How do time and labor allocations vary with economic class or position in household?</p> <p>What are the activities of household members that contribute to agricultural and livestock production? (Analyze by crop and/or by livestock animal.) How do these activities vary by season? Is shared labor available; if yes, on what basis?</p>	
<p>2. Sources of income</p> <ul style="list-style-type: none"> - farm - non farm 	<p>What income or food is generated from crops, livestock, and crop/livestock by-products (e.g. milk, manure)? How much and in what season? To what extent are inputs and technical assistance available and utilized? How and where are foods marketed?</p> <p>In what kinds of non-farm small scale enterprises (SSE) are men and women engaged (e.g., clothing production, sale of prepared foods, trading?) Who uses tech. assistance, credit, purchased raw material and to what extent? How and where are SSE goods and svcs. marketed? What income is derived from wage labor (manufact., contract labor, etc.) What is total income from non-farm employ't? How do male/female incomes vary by season?</p>	
<p>3. Expenditures</p>	<p>Who is responsible for which elements of family expenses and provisioning (e.g., staple grains, vegetables, school fees, medical care, clothing, ceremonies?)</p>	
<p>4. Access/control of resources</p>	<p>What are the resources (e.g., labor, land, credit, technical assistance) required for current productive activities? What is the extent of control over resources and how does that affect ability to increase economic productivity?</p>	
<p>5. Constraints to participation in development</p>	<p>What are the key constraints to the participation of men and women in the major areas of A.I.D. programming? (e.g, labor, access to credit) for major productive activities?</p>	
<p>6. Opportunities to use/expand productivity</p>	<p>What are the special skills and knowledge resulting from gender differences in roles and responsibilities (e.g., specialized agricultural knowledge, marketing skills) that can be used or enhanced to increase economic productivity?</p>	

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GENDER CONSIDERATIONS IN DESIGN: COUNTRY DEVELOPMENT
STRATEGY STATEMENT (CDSS)

The following are gender issues to be considered in the preparation of the CDSS. They are organized to follow A.I.D. guidance cables for the document as much as possible. Key questions following the gender considerations provide more detail about specific aspects of the issues to be explored.

PROBLEM ANALYSIS AND DESCRIPTION

1. Productivity/Income: disaggregate data and analyses in productivity/income subsectors by gender; where data insufficient, include specific strategies to obtain.

Key Questions

- o For men and women, what are: urban labor force participation - formal and informal sectors; rural employment - farm and non-farm; levels of productivity, especially in small scale enterprises including: number, average size, type of goods and services provided by small scale enterprises; use of credit, technical assistance, technology; and volume of production and productivity per hour? Internal and external rates of migration? Percentage of female headed households?
 - o What are: household member incomes from farming and non-farm sources? intra-household expenditure patterns?
 - o What government policies affect sectors where men's and women's non-farm economic activities are concentrated, in the formal and informal sectors? Do they place gender-specific constraints on productivity?
 - o What are effects of recent performance of the macro-economy on sectors and subsectors where men's and women's activities are concentrated?
2. Problem Analyses: include description of gender-based constraints to participation in economic development.

Key Questions

- o What are the legislative, economic, cultural constraints that affect access to productive resources different for males and females?

- o How do these constraints affect interventions that aim to increase productivity?
 - o What opportunities for increasing productivity are available in areas where men's and women's non-farm economic activities are concentrated?
 - o How is the percentage of female headed households changing? How are migration and other socio-cultural changes affecting household structure? How do these changes affect access to labor and income at the household level? What are the implications of changes in access to labor and income for programming?
3. Nutrition: disaggregate nutrition data by gender.
4. Hunger:
- a. Disaggregate agricultural data by gender.

Key Questions

- o By crop/livestock, for male and female producers, what are: estimated land farmed, yields, offtake, use of inputs, profit?
- b. Consider gender roles and constraints in food self-provisioning; analyze implications for programming; where needed information is not available, include strategies to obtain.

Key Questions

- o Who produces/raises which crops, livestock (including fish)? for home consumption and/or sale?
- o For key crops, livestock: what are representative patterns of labor allocation in the food system? Who plants, weeds, fertilizes, waters, stores, markets, transforms agricultural products? How do these activities vary by season?
- o What different constraints are faced by men and women in meeting their responsibilities for food provisioning (e.g., access to land, water, credit, technical assistance?)
- o What are the implications for increasing food availability of gender-based division of labor and resource constraints?

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- o How do government supports for specific crops (cash food, export) affect family food production?
 - o How do division of labor, access to and control of resources affect the natural resource base (e.g., who owns, plants, tends, cuts trees and uses tree products? Who controls animal pasturing and offtake? Who provides labor for and/or makes decisions about soil conservation practices?)
 - o What are the implications of differences in labor and access to and control of resources for programs to ensure a sustainable resource base for food and fuel?
 - o Where A.I.D. is supporting agricultural research and where both men and women are involved in agriculture-related activities, how does research support activities of both men and women (e.g., what crops and what constraints are addressed?)
5. Health: disaggregate data and analysis on health by gender.
6. Education:
- a. Disaggregate data on education and training by gender.

Key Questions

- o For males and females, what are: enrollment rates in primary and post primary education/training facilities, especially in sectors of USAID emphasis; completion rates for males/females; and adult literacy rates for males/females?
- b. Consider gender-based constraints to education and training and the impact of constraints on national development policies.

Key Questions

- o What are the constraints and opportunities for education and training that differ by gender? What are the implications of gender differences for national development, specifically: availability of education facilities (construction of schools); availability of teachers and teacher training; and future (self- or wage) employment for women and men.

STRATEGY

7. Problem Specific Strategies (Portfolio Review)
- a. In review of current and planned projects, include in sectors where women are active:

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Assessment of gender considerations in project descriptions, implementation plans and impact analyses; indications of how Mission will make project adaptations where appropriate to incorporate gender considerations in mainstream projects; and objectives, achievements, impacts, and benchmarks disaggregated by gender.

- b. Review overall Mission portfolio to assess how projects increase women's and men's economic productivity.

Key Questions

- o Which projects/programs assist women directly to increase earnings and/or food production? Which assist indirectly? What is the proportion of projects that assist their productive activities relative to those that provide health or other services?

- 8. Mission Programming Strategy: consider activities to institutionalize inclusion of gender issues in program and project design, implementation, monitoring and evaluation, including:

- a. Strategies for collection of needed data;

Key Questions

- o How do host country men and women participate in the dialogue that leads to problem selection, program and project design, evaluation?
- o What are the systems in the host country and USAID to collect gender-disaggregated data?

- b. Benchmarks for measuring institutionalization;
- c. Training to enhance A.I.D. and host country development planners skills in and awareness of gender issues as appropriate; and
- d. Initiation of policy dialogue with government on gender issues.

GENDER CONSIDERATIONS IN DESIGN: ACTION PLAN

The following are gender issues to be considered in the preparation of the Action Plan. They are organized to follow A.I.D. guidance cables for the document as much as possible. Key questions following the gender considerations provide more detail about specific aspects of the issues to be explored.

REVIEW OF PROGRESS TOWARD ACHIEVING A.I.D. STRATEGY OBJECTIVES

1. Program Impact Assessment:

a. Disaggregate data by sector.

Key Questions

- o In sectors of A.I.D. activity, for males and females, what are: labor force participation rates, rates of productivity, especially in small scale enterprises; income from farm and non-farm sources, intra-household expenditures patterns? How do males and females participate in agricultural production, etc.?
- o What data is available to assess impact of gender differences on progress toward goals and objectives?

b. Incorporate gender considerations into background information and review of current projects/programs (description, implementation plans, and impact analyses).

Key Questions

- o Within the sectors of A.I.D. activity, how do constraints to participating in economic development differ for men & women?
- o Do gender roles and responsibilities pose different constraints to men's and women's ability to participate in and benefit from A.I.D. programs?
- o What are the differential impacts by gender of Mission programs?
- o How have opportunities (e.g., special knowledge and skills) presented by gender-based allocations of labor or responsibility been considered in design of program strategies?

- o Which projects/programs assist women directly to increase earnings and/or food production? Which assist indirectly? What is the proportion of projects that assist their productive activities relative to those that provide health or other social services?
- c. Assess data availability, implications of available information for monitoring and adapting current mainstream projects, and how needed data will be collected.

IMPLICATIONS FOR FUTURE PROGRAM ACTION

- 2. Describe modifications planned for existing programs to address gender considerations, where needed.

STRATEGIES OBJECTIVES, TARGETS AND BENCHMARKS

- 3. Program Objectives: in sectors where women are active, consider how gender variables affect long term development strategies.
- 4. Disaggregate them by gender short term targets to meet objectives and benchmarks on progress toward meeting objectives.

MISSION MANAGEMENT AND MONITORING

- 5. Review current progress and future steps to enhance Mission capability to address gender issues, including:
 - a. Benchmarks for measuring institutionalization of gender issues into Mission programming process.
 - b. Strategy for collection of data needed for adaptation of current and planned future projects.

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**GENDER CONSIDERATIONS IN DESIGN
PROJECT IDENTIFICATION DOCUMENT (PID)**

The following are gender issues to be considered in the preparation of the Project Identification Document. They are organized to follow Handbook 3 instructions for the PID as much as possible. Key questions following provide additional detail about specific aspects of the issues to be explored.

PROJECT DESCRIPTION

1. **Problem Statement:** begin to consider how gender affects the problem to be addressed.

Key Questions

- o How do men & women participate in activities project will affect?
- o How do division of labor, income, expenditure patterns by gender affect the problem?
- o How do gender-based constraints to access to resources affect the situation?
- o How do both men & women participate in defining the problem?

2. **Statement of Expected Project Achievements:** consider if achievement of objectives is reasonable given gender differences in roles and responsibilities, access to project resources and project benefits.

Key Questions

- o To what extent will participation of both men & women affect project achievement? For example, will achievement of project objectives require contribution of family labor or group self help labor? If yes, does project design enable and encourage participation of and benefits to both men and women?

OUTLINE OF THE PROJECT AND HOW IT WILL WORK

3. **Project Elements:**

- a. Where project will affect women's activities, identify strategies that are appropriate to male and female roles and responsibilities.

Key Questions

- o What kinds of approaches to solving the problem would draw upon the skills and knowledge of men

and women?

- o What strategies would enable the participation of both men & women?
- b. Identify technical issues in the project design that will affect/be affected by men's and women's roles and responsibilities.

Key Questions

- o Whose labor/financial responsibilities are supported by the proposed technical package or technical assistance?
- o Do new technologies take into account gender division of labor, gender differences in crop production, and/or gender-specific constraints to increased productivity?
- o Have host country women and men participated in designing strategies to address development constraints?
- c. Review project components for consistency with what is known about the organization of activities the project will affect and constraints posed by that organization.
- d. Include strategies to obtain gender-disaggregated data and feedback from both men & women in project monitoring and evaluation systems where their activities will be affected by the project.

FACTORS AFFECTING PROJECT SELECTION AND FURTHER CONSIDERATION

4. Social Considerations:

- a. Include known information about key gender variables in analysis of factors affecting project activities.

Key Questions

- o What information is available and what is needed on key socio-cultural factors including division and seasonality of labor, intra household incomes and expenditures, seasonal variations in income and expenditures, access to resources, access to project benefits, key constraints?
- b. Consider who benefits and how.

Key Questions

- o Are beneficiaries appropriate according to what is known about the organization of activities the project will affect?

- o Will project benefits provide sufficient incentive to encourage participation?
- c. Identify gender considerations related to ability to participate in project.

Key Questions

- o What are prerequisites to participation (e.g. literacy, land) and how do these affect ability to participate and benefit?
- d. Consider differential impact of project by gender.

Key Questions

- o Will the project have differential short or long term impact by gender?
 - o How might this impact affect project sustainability?
5. Economic Considerations: examine how the proposed approach will affect men's and women's economic roles and improve family well being.

Key Questions

- o Are economic benefits consistent with income and expenditure patterns?
 - o How will project interventions affect these patterns?
6. Consider the technical expertise and experience of proposed recipient country implementing agency in reaching women; consider developing such capacity as part of the project if needed.

Key Questions

- o What is the experience of the implementing agency in reaching women in their economic (productive) roles?
 - o What linkages exist to ensure feedback from both men and women to researchers, extensionists, planners, etc. involved in project implementation?
7. Assess budget estimates for consistency with needs and opportunities described in Social and Economic Considerations sections.

Key Questions

- o Where gender is a factor in activities to be affected by the project, does the budget include the funds necessary for appropriate staffing, data collection, outreach to both men & women?

8. Design Strategy:

- a. Summarize data needs for Project Paper (PP) or pre-PP study.
- b. Indicate how such data will be collected and analyzed.
- c. Recommend PP team composition necessary to ensure gender issues are effectively addressed.

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GENDER CONSIDERATIONS IN DESIGN: PROJECT PAPER (PP)

The following are gender issues to be considered in the preparation of the Project Paper. They are organized to follow Handbook 3 instructions for the Project Paper as much as possible. Key questions provide additional detail about specific aspects of the issues to be explored.

PROJECT RATIONALE AND DESCRIPTION

1. **Problem:** Consider how gender affects the problem to be addressed.

Key Questions

- o How do men and women participate in the activities the project will affect, directly or indirectly? How is the problem different for men and women? Have both men and women participated in defining the problem and identifying solutions?

2. Project Elements

- a. Consider strategies to incorporate women based on technical, financial, economic, social soundness, and administrative analyses, where women play a role in activities.

Key Questions

- o Where women play a major role in project-related activities, how do proposed strategies utilize and expand women's productive capacities?
- o What strategies address the constraints to participation that result from gender differences in roles and responsibilities? For example, will outreach strategies, timing and location, scope and scale of project elements (e.g., size of loans, kind of training, type of equipment) enable the participation of both men and women?

- b. Assess the consistency between project elements, purpose, inputs, outputs, social and other analyses.

Key Questions

- o Are actions to be taken consistent with what is known about the organization of activities, income and expenditure patterns the project will affect?

- c. Include strategies to collect baseline data where gender disaggregated data are unavailable.

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3. Cost Estimates: Consider funds for collection of baseline data disaggregated by gender, training/materials development, project personnel, and other project elements that enable participation of men and women.
4. Implementation Plan
 - a. Distinguish male and female training participants, criteria for eligibility and strategy for recruitment, where project analyses indicate female personnel are important.
 - b. Include appropriate project personnel to provide technical assistance to low income men and women.

SUMMARIES OF ANALYSES

5. Technical Assessment: include gender as variable in technology needs assessment, analysis of cultural suitability, and potential impacts of the technical package.

Key Questions

- o Needs Assessment: What provisions are made for local men's and women's participation in selecting technologies?
- o Access: Does the technical package (technology, information, credit, etc.) take into account gender and class differences in access to labor, cash, land or other resources that might affect access to the technology?
- o Suitability: Where women play a major role in project-related activities, how will the project find whether proposed technological innovations or assistance are acceptable to them? What provisions are made for participation in testing technologies and evaluating results?
- o Impact: Given the sex-typing of tasks, will the technical package increase labor differentially by gender? Will it affect access to resources? How will changes from the technology affect both men's and women's ability to provide income or food for their families or affect domestic responsibilities?

6. Financial Analysis: review intra-household differences in incomes and expenditures; examine financial ability to participate in project.

Key Questions

- o Are there gender-based constraints to ability to pay for project inputs or participate in project? If yes, what are the implications for overall project impact and success? How will the project affect incomes of both male and female family members?

7. Economic Analysis: include costs and benefits for male and female household members in terms of opportunity costs of labor, access to productive resources, status, ability to meet family expenses.

Key Questions

- o How will the project affect gender-based patterns of income, labor, access to productive resources, and male/female ability to meet family expenses for food, health care, education, etc. and other family expenses?

8. Social Soundness Analysis:

- a. Consider men's and women's roles in activities project will affect and if project inputs are appropriate according to the organization of activities.

Key Questions

- o What is the division of labor/time by gender in activities the project will affect? How does the division of labor affect activities the project is trying to implement? What opportunities for increasing productivity are offered by the differences in roles and responsibilities among household members?

- b. Examine prerequisites for participation in project and how gender-based constraints will affect ability of appropriate household members to participate.

Key Questions

- o What are formal/informal prerequisites to participation (e.g., literacy, collateral, access to labor)? How does gender affect access to and control of resources (land, labor, capital) necessary to participate in the project?

- c. Examine the distribution of benefits and how benefits affect incentives to participate.

Key Questions

- o Which household members benefit and how? Do benefits to individual household members provide sufficient incentive to participate? Do benefits offset any additional work might be required?

- d. Assess impact, short and long term, direct and indirect on income, expenditure patterns, division of labor, land allocation, and other productive resources by gender. Consider the implications of anticipated project impacts for project sustainability and long term development goals.

Key Questions

- o How will the project affect patterns of labor allocation, income, expenditures, and status? What are the implications of these changes for project sustainability and long term development goals?

9. Administrative Analysis:

Consider implementing institution's ability and experience in reaching both men and women; examine implications for project strategies; indicate what steps might be necessary, if any, to improve agency's ability to provide technical assistance to women.

Key Questions

- o For projects in which women will be/are providing labor, does the implementing agency have direct contacts with women or women's organizations for provision of technical assistance? If not, what steps should be taken to strengthen its ability to reach women?

SUMMARY OF GUIDELINES FOR DOCUMENT REVIEW

These Guidelines are a summary of recommendations for the incorporation of gender considerations into AID's programming documents. They have been culled from a variety of sources, both within and external to AID. The Guidelines are most useful as a tool to review program or project design documents to ensure that gender issues have been included appropriately.

GUIDELINES

- * Disaggregate data by gender wherever possible; where data is needed but not available, indicate how it will be found and how incorporated.
- * Use gender distinctions in terminology (e.g., men and women farmers, male and female entrepreneurs) in order to define more precisely the social context and impact of AID's work.
- * In project assistance
 - ** Disaggregate by gender:
 - *** project objectives where appropriate
 - *** benchmarks for project monitoring and evaluation
 - *** beneficiaries
 - *** logframe (objectives, monitoring, etc.)
 - ** Incorporate gender considerations throughout the project design document; in project implementation, technical analysis, and economic analysis sections as well as in social soundness analysis.
 - ** Describe in explicit terms in country strategy, project identification, and project design documents:
 - *** strategies to involve women where gender analysis indicates women are active in program or project sectors;
 - *** benefits to women and men.
 - ** Include decision points in the project implementation schedule that allow project modification or redirection to incorporate gender considerations as baseline or project monitoring data becomes available.
- * In Non-Project Assistance Programs
 - ** Disaggregate by gender:
 - *** objectives where potential beneficiaries are described;

- *** impact assessment;
- *** benchmarks for project monitoring and evaluation;
- *** logframe (objectives, monitoring, etc.)
- ** Include gender considerations in technical, institutional capability and economic analyses sections as well as in social feasibility section.
- ** Include impact monitoring at the household level; collect gender disaggregated data.
- ** Include decision points when the program can be modified or mitigating activities can be initiated to offset short-term adverse impacts on men and women.

Project/Program Design and Evaluation Teams

- ** Include gender considerations in scopes of work for technical, institutional, economic and financial analyses in project and non-project assistance design documents.
- ** Include gender issues analysis in scopes of work for evaluation team members.
- ** Include in design and evaluation team leaders' scope of work the responsibility for ensuring that gender considerations are adequately addressed.

Requests for Proposals

- ** Include a requirement that gender considerations be addressed.
- ** Include gender considerations among criteria for selection of proposals.
- ** Include assessment of how gender issues are addressed in criteria for proposal selection.