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Final Report

**CONCEPTS, TOOLS AND APPLICATIONS
FOR
CONSIDERING GENDER IN DEVELOPMENT**

**TRAINING ACTIVITY REPORT
TO
USAID/COSTA RICA**

**Presented By:
Management Systems International**

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TRAINING ACTIVITY REPORT

**CONCEPTS, TOOLS AND APPLICATIONS FOR
CONSIDERING GENDER IN DEVELOPMENT**

PRESENTED TO:

USAID/COSTA RICA

September 19 - 25, 1991

TRAINERS:

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GLOSSARY OF ACRONYMS

ACDI	Agricultural Cooperative Development International
ACORDE	Asociación Costarricense de Organizaciones de Desarrollo
ADAPTE	Asociación de Ayuda al Pequeño Trabajador y Empresario
CCSS	Caja Costarricense de Seguro Social
CINDE	Costa Rican Coalition for Development Initiatives
DINADECO	National Institute for Community Development
FDJC	Fundación de Desarrollo Juvenil Comunitario (Save the Children)
GOCR	Government of Costa Rica
IDA	Agrarian Development Institute
ILANUD	United Nations Latin American Institute for the Prevention of Crime and Treatment of the Offender
MIDEPLAN	Ministry of National Planning and Political Economy
NGO	Non-Governmental Organization
NZCP	Northern Zone Consolidation Project
PPC/WID	Bureau for Program and Policy Coordination/Office of Women in Development
PVO	Private Voluntary Organization
SOW	Scope of Work
S&T/WID	Science & Technology/Office of Women in Development
USAID	United States Agency for International Development
WID	Women in Development

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**CONCEPTS, TOOLS AND APPLICATIONS
FOR CONSIDERING GENDER IN DEVELOPMENT**

**TRIP REPORT FOR GENESYS TRAINING, USAID/COSTA RICA
September 19 - 25, 1991**

I. EXECUTIVE SUMMARY

A. Objectives of the Training Activity

This training activity consisted of four one-day workshops on gender in development presented to personnel of USAID/Costa Rica, officials of the Government of Costa Rica, and leaders of the Costa Rican PVO community. Three of Core Workshops (two in Spanish and one in English) focused on gender as a development issue. The fourth (in Spanish) was specifically designed to assist PVOs in including gender in monitoring and evaluation.

Objectives of the first three Core Workshops were to give participants the ability:

1. To describe the legal and policy parameters of gender as a development issue in A.I.D., in other donor agencies, and in the Costa Rican context.
2. To apply the basic components of gender analysis tools in specific project or program situations.
3. To plan and report on actual steps to assure greater project or program success by improving the consideration of gender issues/differences in their work.

In the final workshop on Monitoring & Evaluation a fourth objective was added:

4. To identify tools of evaluation and monitoring which include gender for more successful project implementation.

The efforts of the training activity were focused on the delivery of workshops. They did not include technical assistance or facilitation for the WID Committee in planning.

B. Findings and Recommendations

In general, the Mission was seen as sufficiently concerned about gender issues such that many staff people were conscious of a need for overall familiarization of gender analysis concepts and techniques. The workshops were an initial effort to address that need, following up on the Mission Portfolio

Review and Strategic Action Plan carried out in November 1990.² We also believe that continuing technical assistance would be useful as a following in to these workshops.

We found that the use of self generated case studies was more useful for generating enthusiasm and maintaining a focus than using a generic or out of region case. The use of a generic example to illustrate how a specific concept or analytical tool can be used is practical and effective. However, these participants were most interested in discussing their own work when we came to application exercises.

The larger groups presented challenge in the one-day formats of these workshops. The use of teams in ways which sometimes had half of them working on one task while the other teams were working on another eliminated redundancy and allowed us to move through the critical content areas.

II. TRIP REPORT

A. Scope of Work

As noted in the communications among the USAID/Costa Rica WID Officer, R&D/WID, and GENESYS, several changes to the Scope of Work (SOW) were made before the training began. The changes included:

1. Number of Trainers: The team size was reduced from three to two.
2. Number of Workshops: The number of workshops was increased from two one-day workshops (one in English and one in Spanish) to four one-day workshops (one in English and three in Spanish).
3. Topics of the Workshops: In addition to three one-day workshops on the general issues of gender in the development process, one workshop was given specifically on the integration of gender as a variable in monitoring and evaluation for members of the PVO and GOCR community.

² Rosalie Huisinga Norem, Philip Boyle, and Robert Klein, Enhancing the Full Integration of Women into USAID/Costa Rica Assistance Activities: Mission Portfolio Review and Strategic Action Plan. GENESYS, November 1990, for PPC/WID.

4. Action Themes for USAID/Costa Rica: The two one-day work sessions on monitoring in (1) export sector employment and (2) PVO-managed projects were reduced to the one-day workshop on monitoring and evaluation described above. There were no workshops on gender issues in monitoring and evaluation for Mission personnel.

Finally, after arriving in country a change was made in the number of participants in each workshop:

5. Number of Participants: Two of the four workshops exceeded the quota of 20-25 participants. The second had 29 participants and the third, 41 participants. (See Annex B for a complete list of participants and their affiliations.)

B. In-Country Pre-Training Event Activities

During the two days prior to the first workshop, much of the time was spent in setting up the working space and handling logistical considerations. The team also met with the Mission WID committee to confirm the overall plans and outcomes that we anticipated. The meeting confirmed the final plans for the workshops and no major changes were made. (See Annex B for a list of the Mission's WID Committee.)

The Mission WID Officer, Flora Ruiz, was particularly informative and helpful. She introduced us to significant members of the Mission and the administrative staff and provided us with all the facilities that were necessary for functioning effectively. She also offered feedback on the effectiveness of particular sessions of the workshops.

The team also met with Richard Burke, the Acting Director, to discuss an overview of the general activities of the USAID/Costa Rica Mission and of WID issues in particular.

C. Key In-Country Post-Training Events

Following the four workshops, we met with the Director of the Mission for a debriefing on the effectiveness of the workshops and a summary of the Mission's gender consideration efforts.

III. SUMMARY OF TRAINING ACTIVITIES

Training activities consisted of presenting four workshops on the concepts, tools, and applications for considering gender in development. The first three workshops (one in English and two in Spanish) dealt with the general issues of integrating

gender in the development process. The fourth workshop (in Spanish) for representatives of the Costa Rican government and international and national PVO's focused on gender in monitoring and evaluation.

A. Summary of Participants

1. Number of Participants

A total of 110 participants (46 men and 64 women) were trained in these four sessions. (See Annex B for a complete list of participants and their affiliations.)

Core Workshop #1:	18	(7 men & 11 women)
Core Workshop #2:	29	(16 men & 13 women)
Core Workshop #3:	40	(16 men & 24 women)
M&E Workshop #4:	<u>23</u>	(4 men & 19 women)
	110	

2. Number of Training Days per Participant

Approximately 15 people from the PVO community received two days of training. All others were trained for one day.

3. Summary of Participants' Professional Affiliations

Of the 110 participants, 37 percent (N=41) were from the Mission. Their affiliations within the Mission ranged from Office of the Director to Office of the Controller. (In fact, 20% of Mission participants were from the Controller's office, all but one of them men, and their positive response was much appreciated.)

The remaining participants were from a variety of institutions and organizations, from agencies of the Government of Costa Rica to Universities and PVO's. The PVOs address a wide range of issues, from ecology to victims of incest.

Among these participants, 46 percent (N=51) were from PVO's and 16 percent (N=18) from government-related institutions.

B. Training Goals

Objectives of the first three Core Workshops were to give participants the ability to:

1. Describe the legal and policy parameters of gender as a development issue in A.I.D., other donor agencies, and in the Costa Rican context.
2. Apply the basic components of gender analysis tools in specific project or program situations.
3. Plan and report on actual steps to assure greater project or program success by improving the consideration of gender issues/differences in their work.

In the final workshop on Monitoring & Evaluation a fourth objective was added:

4. To identify tools of evaluation and monitoring which include gender for more successful project implementation.

IV. SPECIFIC TRAINING ACTIVITIES

A. Core Workshop #1: Gender in the Development Process (in English)

The initial Core Workshop included the use of gender analysis techniques in a Peruvian-based case study in which participants were asked to identify special gender-related characteristics which should be included in the technology transfer project.

This study was decided upon after considering a Costa Rican project as the basis for a case study. We found that the primary project which we considered, a development project in the Costa Rican Northern Zone, was more complex and politically problematic than would be useful for our purposes. No other easily described project or set of development activities was readily available for case development.

With only sixteen participants, discussions were lively and rich. Useful insights emerging from the group in each of the sessions. The response to this workshop were, on the whole, very positive. With this group, the use of an out of region case posed no barrier to the understanding of the concepts and techniques.

B. Core Workshop #2: Gender in the Development Process (in Spanish)

The second session, given the following day in Spanish, was most effective in the general information sharing and general discussion segments in the morning. Participants responded best when asked to describe their initial encounters with gender concerns in development activities, as well as when asked to come up with descriptions of limiting and facilitating factors for considering gender in the Costa Rican context.

In this second Core Workshop, the use of the Peruvian case study was less effective, and the small work groups which were asked to focus on specific components of the technology-transfer project as a means of analyzing gender concerns were hesitant in undertaking the task and only partially successful in arriving at closure on useful insights from the case. The larger size of the group (29), the fact that many participants had less familiarity with South America, and a few other factors seem to account for this.

The change of venue in the afternoon and competition for attention with a Mission awards ceremony at the same time dispersed the energy of this Friday afternoon session. These factors also impeded the logical progression of the afternoon session's workshop and closure.

While general response to the Friday session could be seen as positive, as a training team we saw the need for tightening the structure before the Monday session. As well as the need to reconsider the use of a case study.

C. Core Workshop #3: Gender in the Development (in Spanish)

The third session presented the challenge of managing 42 participants in accomplishing the same objectives of the earlier two Core Workshops, using the same training techniques.

Participants worked in seven six-person teams, each of which was broken down using the variables of gender and institutional affiliation (GOCR and PVO and AID). Introductions were made by a representative of each team to the larger group after a 15-minute team discussion. This technique proved both efficient and effective.

In this workshop, the second session -- The Context of Gender-related Concerns in Costa Rica -- was focused more on the Costa Rican context than on the AID/W and Congressional context.

Again, to save time, three of the teams worked on factors which facilitate the consideration of gender in the Costa Rican context and channeled their findings to one volunteer recorder and presenter. The other four teams focused on limitations to the consideration of gender in the Costa Rican context and used the same reporting technique.

This technique resulted in a impressive end-product. The major change of this third workshop was the shift to self-generated case studies. This was accomplished by asking each participant to identify a project with which they were involved and having them describe it to their team members. In this description, each gave the general background of the project concept, which included the general problem, the specific results which the project hoped to achieve, an estimate of the resource requirements, and the time requirements. Some participants also included the major components which they expected to incorporate in their project or development activity.

Each team then selected one project from among those discussed to use as their case study and to serve as the basis for the applying gender analysis techniques. Discussions of these projects not only allowed the workshop to arm itself with real and local case studies, but it also allowed participants to further understand and appreciate each other's development responsibilities.

We began the afternoon of this third workshop with a discussion of the six factors of the GIF (Gender Information/Framework). After a brief exercise in which the teams identified examples from their own experience in which one of these factors had been a significant variable, we moved back to an exercise in which they considered all six of the factors as they examined their team case study.

The person who initially described the project served as the resource for providing all significant information. The other team members filled the role of gender-analysis investigators. Once significant factors had been explored, the team as a whole reached conclusions about gender-significant factors and agreed on a few recommendations for making the project or development activity more responsive to gender issues.

While the time for this activity was short, almost all of the teams arrived at some useful insights relating to gender issues. Two out of seven teams which had problems discovering gender insights were given feedback as they made their presentations and saw how they might have done a more effective analysis. The best examples were provided by those teams that had been the most thorough in the project selection

assignment.

The energy and interests in workshop activities remained high throughout the day and a sense of closure was much easier to achieve. Participant response was consistently positive, as can be seen in the evaluations.

D. Workshop #4: Gender in Monitoring and Evaluation (in Spanish)

In the fourth workshop, we began by collecting brief descriptions of the monitoring and evaluation responsibilities of each participant in the six work teams. Teams were composed of a balance of representatives of PVOs/NGOs and GOCR participants.

A brief presentation of foundation concepts about monitoring and evaluation procedures were presented. This included a review of where each of these kinds of activities should be anticipated in the planning stage, as well as the purpose of such activities. A quick review of logical framework allowed us to work from a common reference point.

In Workshop #4 each team again developed a case from the past experience of a team member. In this instance, we asked them to focus on a project or set of activities which had already been completed. Once each team had selected a project from one of its member's past, we asked that they identify key areas in which gender disaggregated information would be useful, both in the monitoring process and in the evaluation points of the projects.

Later, participants carried out a second exercise using the same situations. This time they used the team member who initially described the project as the major source of evaluation information, and they carried out a mini-evaluation of the project based on the information provided.

The initial exercise served to show the critical importance of planning for gender disaggregated data collection. The second exercise demonstrated that some significant gender-related findings can be easily investigated and analyzed in most of our monitoring and evaluation activities. For many participants this short exercise demystified the idea of including gender in these procedures.

V. CURRENT STATUS OF GENDER ISSUES IN USAID/COSTA RICA: SUMMARY OF OBSERVATIONS AND RECOMMENDATIONS

Since all workshops were limited to one-day and the majority of participants were not Mission personnel, Mission gender analysis and action plans were not extensively explored in plenary session. Sessions on "in-basket" activities and other sessions which might have provided greater insights into appropriate efforts in the future for the Mission were not included.

Based on the information which was generated in the workshops which included USAID/Costa Rica personnel and in private meetings, the following summarizes what the team considers as the key gender issues for USAID/Costa Rica.

A. Observations

- The Mission has some unusual advantages for addressing gender issues, such as a broad base of support within the counterpart community, a high level of interest, enthusiasm among the PVOs and representatives of GOOCR, and access to a wide range of gender resources and literature.
- Representatives from such organizations as Women's World Banking, University of Costa Rica, Federation of Women's Organizations, and major environmental institutions -- which have also paid particular attention to gender issues -- are available in San José.
- There is no evidence of pockets of major resistance within the Mission to gender issues. Some participants had reluctantly attended the workshops because they were obliged to do so. These same people acknowledged that they left having learned something and they had no objections to the major concepts presented in the workshops.
- Costa Rica has unique characteristics as a small country in which means of communication and technological advances are highly developed. These are benefits which should be taken advantage of in addressing gender concerns.
- There is a tendency in the Costa Rican development community to deny that gender is a major issue. The assumption is that because of the comparatively high level of development, gender issues are not problematic factors.

- The level of consciousness at the Mission level could be considered "average", with increasing interest in gender issues and information on how to apply gender analysis in the day-to-day work. This was indicated by occasional inquiries outside the workshops and a willingness to discuss gender-related matters on a social as well as technical level.

B. Recommendations

- We strongly recommend that the USAID/Costa Rica give particular attention to the Strategic Action plan developed by the USAID and facilitated by GENESYS in 1990.
- The Mission is at a stage where it could make good use of technical assistance in addressing gender concerns. Therefore, we recommend the use of such resources as are available through R&D/WID or GENESYS.
- The USAID/Costa Rica WID Committee should be strengthened by including at least the Deputy Director; with regular structured meetings which should include a general update on one sector of the Mission's activities per meeting.
- The process of addressing gender issues should be more broadly shared among committee members on a day-by-day basis and not be left exclusively to the WID Officer.
- Upper-level officers in the Mission described day-to-day increasing attention to gender issues as a part of their work. That process should be continued as a means of increasing the effectiveness of Mission activities.
- USAID/Costa Rica is one in which activities tend to be moving away from a project orientation toward a policy and program orientation. This provides the Mission with an opportunity to create models for integrating gender in these areas.

VI. ANNEXES

Annex A: USAID/Costa Rica WID Committee

USAID/COSTA RICA WID COMMITTEE

WID OFFICER

Flora Ruiz, GDO

WID COMMITTEE MEMBERS

Mary Hellen Bialas, TO
Ligia Carvajal, PDO
Marío Gomar, OPS
Anne Lewandowski, RDO
Henry Reynolds, GDO
Ginger Waddell, PRO

Annex B: Participant Lists

PARTICIPANTS IN WORKSHOPS

Workshop #1: Core Workshop in English

Thursday, September 19, 1991

<u>Name</u>	<u>Affiliation and Position</u>
1. William Baucom	USAID/Rural Development Office
2. Mary Helen Bialas	USAID/Private Sector Development
3. Ligia Carvajal	USAID/Project Development Office
4. Virginia Castro	USAID/General Development Office
5. Thomas Clarkson	USAID/Office of the Controller
6. William Garland	USAID/Project Development Office
7. Linda Gutierrez	USAID/Regional Administration of Justice
8. John Holder	USAID/Office of Private Sector
9. Peter Kranstover	USAID/Project Development Office
10. Kenneth Lanza	USAID/Office of Private Sector
11. Ann Lewandowski	USAID/Rural Development Office
12. David Losk	USAID/General Development Office
13. Miguel Luiña	USAID/Office of the Controller
14. Allan McKenna	USAID/Office of the Controller
15. Elizabeth Reynolds	USAID/Economic Analysis Office
16. Henry Reynolds	USAID/General Development Office
17. Allen Vargas	USAID/Office of the Controller
18. Virginia Waddell	USAID/Program Office, Program Analyst

Workshop #2: Core Workshop in Spanish

Friday, September 20, 1991

<u>Name</u>	<u>Affiliation and Position</u>
1. Teresita Alvarez	Ministerio de Educación Publica Asesora de la Vice-Ministra de Educación
2. Alexander Arias	Analista Financiero
3. Enrique Barrau	USAID/Rural Development Office Agriculture Development Officer
4. Christine Braun	Funcación de Desarrollo Juvenil Comunitario (Save the Children) Directora, Desarrollo Comunitario
5. Dyaláh Calderón	Fundación de Desarrollo Juvenil Comunitario (Save the Children) Sociologa
6. Flora María Calvo	WWB (Women's World Bank) Directora Ejecutiva, CREDIMUJER
7. Marío Carvaja	USAID/General Development Office PSC, Administrador de Negocios
8. Julio Chaves	ACAIPADE Director Ejecutivo
9. José Claros	CARE, Pequeños Actividades Economicas Gerente
10. Jaime Correa	USAID/Rural Development Office Agriculture Development Officer
11. Oscar Delgado	USAID/General Development Office Ingeniero de Vivienda
12. William Flores	FUCODES Director Ejecutivo
13. Marío Gomar	USAID/Office of Private Sector Especialista en Programas
14. Jaime Gómez	USAID/Project Development Office Ingeniero

15. Beatriz Isaza USAID/Office of the Controller
Analista Financiero
16. Katherine Muller Ministerio de Planificación
Asesora del Ministro, Programa de
Reforma del Estado
17. Wendy Moorhous Cooperative Housing Foundation
Coordinadora de Programas para
Mujeres
18. Edgar Ortiz FUNDECOR
Director Ejecutivo
19. Heriberto Rodríguez USAID/Project Development Office
Ingeniero / Energia
20. Teresita Rodríguez MIDEPLAN (Ministerio de Planifiación
Nacional y Política Económica)
Analista de Proyecto para Mujeres
21. Thomas Rosenberger CARE International, Costa Rica
Director
22. Flora Ruiz USAID/General Development Office
Gerente de Proyectos
23. Inés Saénz USAID/General Development Office
Oficial de Capacitación
24. Luis Solera USAID/Office of Private Sector
Sub-Jefe, Sector Privado
25. Shelley Trifone USAID/Office of the Director
Executive Assistant
26. Vera Varela Fundación Neotrópica
Directora General
27. Xavier Vela USAID/General Development Office
28. Marta Vega USAID/Program Office
Especialista de Programas
29. Arturo Villalobos USAID/Rural Development Office
Especialista de Proyecto

Workshop #3: Core Workshop in Spanish

Monday, September 23, 1991

<u>Name</u>	<u>Affiliation and Position</u>
1. Jose Rafael Acuña	IDA (Instituto de Desarrollo Aquario) Asesor Presidencia Ejecutiva
2. Marta Arrea	FINITRA Directora de Proyectos
3. Raquel Aviles	MIDEPLAN (Ministerio de Planificación) Supervisora de Proyectos
4. Gioconda Batres	ILANUD Directora de Proyecto
5. Lucie Bazinete	Agencia Candiense de Desarrollo International Consultora, Integración de la Mujer en el Desarrollo
6. Ingvild Belle	Programa de Mujer, ORCA-UICN Consultora
7. Lucrecia Bolaños	USAID/General Development Office Asistente Proyecto
8. Fidelina Briceño Campos	C.C.S.S. Jefe Sección Promoción y Desarrollo de Grupos
9. Richard Burke	USAID/Program Office Program Officer
10. María Calero	ACORDE (Asociación Costarricense para Organizaciones de Desarrollo) Oficial de Proyectos
11. Robert Carlson	Proyecto Tortuguero, Caribbean Conservation Corporation Gerente de Proyecto
12. Arnoldo Carranza	Coalición Costarricense de Iniciativas del Desarrollo Director Impulso Industrial
13. William Chacon	AVANCE Microempresarial Director Ejecutivo

14. Carlos Chaves Escuela Agricola Regional para el
Tropico Humedo
Gerente de Proyecto
15. Milton Clark FORESTA, Price Waterhouse
Economista
16. Aurora Díaz DINADECO-IDA, Upala
Asistente del Proyecto Consolidación
Zona Norte
Oficial Técnico
17. Jaime Echeverria Centro Cientifico Tropical
Investigado Asociado
18. Alda Facio ILANUD
Directora de Proyecto Mujer y
Justicia Penal
19. Hannia Fallas C.C.S.S.
Sub-Directora Programa Atención
Integral del Adolescente
20. Hernán Fernández ADAPTE (Asociación de Ayuda al
Pequeño Trabajador y Empresario)
Director Ejecutivo
21. Eugenio García USAID/Office of the Controller
Analista Financiero
22. Julio Gonzalez FEDECREDITO
Director de Proyectos
23. Margarita Gurdian ACDI
Director Administrativo
24. Ivetee Inostroza Universidad Nacional, Area de
Educación Ambiental
Extensionista de Proyecto
25. Lidiethe Madden Fundación ANDAR, Costa Rica
Directora Ejecutiva
26. Roger Madriz APTAMAI
Director Ejecutivo
27. Myra Mondragon MIDEPLAN (Ministerio de Planificación
Nacional y Política Económica)
Supervisora de Proyectos

- | | | |
|-----|------------------------------|--|
| 28. | Patricia Monge | USAID/General Development Office
Asistente Oficial de Capacitación |
| 29. | Rosa María Murillo | USAID/Project Development Office
Asistente Desarrollado Proyectos |
| 30. | Betsy Murray | USAID/General Development Office
Asesor de Proyectos |
| 31. | Rodolfo Osorio | ILANUD
Director de Planificación |
| 32. | María Marta Padilla | FINCA
Directora Ejecutiva |
| 33. | Flory Roldan | Asociación de Obras Sociales La
Soledad
Directora Ejecutiva |
| 34. | Leslie Simmons | Fundación Neotrópica
Asistente a la Dirección |
| 35. | Marina de Solano | Centro de Orientación Familiar
Directora Ejecutiva |
| 36. | Vivienne Solis | FUNDECOR
Coordinadora de Programa Regional,
Mujer y Desarrollo Sostenible, ORCA-
UICN |
| 37. | Gerardo Vargas | USAID/Office of the Controller
Analista Financiero |
| 38. | Gonzalo Vega | FINTRA - FUCE
Director Ejecutivo |
| 39. | Evelia Villolobos | Proyecto Consolidación Zona Norte,
Upala
Asistente de la Dirección / Crédito |
| 40. | Joyce Zurcher de
Carrillo | ACORDE
Presidenta Junta Directiva |

Workshop #4: Monitoring & Evaluation Workshop in Spanish

Wednesday, September 25, 1991

1. Raquel Aviles Ministerio de Planificacion
Supervisora de Proyectos
Direccion Ejecutora de Proyectos
2. Christine Braun Funcación de Desarrollo Juvenil
Comunitario (Save the Children)
Directora, Desarrollo Comunitario
3. Fidelina Briceño Campos C.C.S.S.
Jese Sección Promoción y Desarrollo
de Grupos
4. María Cecilia Calero ACORDE (Asociación Costarricense
para Organizaciones de Desarrollo)
Oficial de Proyectos
5. Flora Marie Calvo WWB (Women's World Bank)
Directora Ejecutiva
6. Isabel Chacon ILANUD (Instituto Latinoamericano de
NN.UU. para la Prevención del Delito
y Tratamiento del Delincuente)
7. William Chacón AVANCE Microempresarial
Director Ejecutivo
8. Milton Clarke Price Waterhouse
Director de Consultoria
9. Aurora Diaz Vargas DINADECO-IDA, Upala
Asistente del Proyecto Consolidación
Zona Norte
10. Hernán Fernández ADAPTE
Director Ejecutivo
11. Margarita Gurdian ACDI
Director Administrativo
12. Lidiethe Madden Fundación ANDAR
Directora Ejecutiva
13. Roger Madriz APTAMAI
Director Ejecutivo
14. Lucrecia Mejia Asesora Ministro

15. Myra Mondragon MIDEPLAN (Ministerio de Planificación Nacional y Política Económica)
Supervisora de Proyectos
16. María Marta Padilla FINCA
Directora Ejecutiva
17. Patricia Rodríguez Gerente de Proyecto
18. Teresita Rodríguez MIDEPLAN (Ministerio de Planificación Nacional y Política Económica)
Analista de Proyecto para Mujeres
19. Flory Roldán Asociación de Obras Sociales La Soledad
Directora Ejecutiva
20. Marina Salas COF (Centro de Orientación Familiar)
Directora General
21. Leslie Simmons Fundación Neotrópica
Asistente a la Dirección
22. Vivienne Solis FUNDECOR
Coordinadora de Programa Regional,
Mujer y Desarrollo Sostenible, ORCA-
UICN
23. Evelia Villolobos Proyecto Consolidación Zona Norte,
Upala
Asistente de la Dirección / Crédito

Annex C: Training Products: Case Studies
(in English and Spanish)

CONCEPTS, TOOLS AND APPLICATIONS
FOR CONSIDERING GENDER IN DEVELOPMENT

San José, Costa Rica
September 19, 1991

A CASE STUDY

Transfer of Agricultural Technology

A. PROBLEM

Two-thirds of Peruvians earn their living from an agricultural system encompassing production, processing, and marketing. This system produces 85% of food consumed at a national level, 20% of raw materials for manufacturing, and 11-14% of foreign exchange.

However, Peruvian agriculture faces serious problems. Among them are severely limited cultivable land and scarcity of water. The Peruvian system presents more variety and more natural adversaries than in many other countries. Among adverse conditions are areas with severe water shortages, difficult access to markets, adverse climatic conditions, and extremely steep terrains.

Theoretically, one could increase production by expanding the amount of land cultivated or increasing the efficiency of production, or a combination of the two. This project will use another approach to this problem of limited agricultural production and low rural income. It will increase production and rural income through the transfer of agricultural technology. This, in turn, will affect the deficient use of such resources as land, water, labor, capital, and administration which are affected by the low use level of improved productive technology.

B. GOAL AND PURPOSE

The goal of USAID is to increase Peruvian agricultural income, rural employment, and the formation of small-farm capital, increasing agricultural production for local and export consumption at the same time.

The purpose of the project is to expand the territory and improve the quality and relevance of agricultural technology which is generated for Peru and to increase the services of technological transfer which are provided to Peruvian farmers. This will result in an increase in rural income and a reduction in the per unit costs of agricultural production.

C. COMPONENTS

The project will incorporate three closely related components:

1. Generation of Technology
2. Transfer of Technology
3. Development of Human Resources

1. Generation of Technology

In this component, the project will consolidate and integrate programs of the National Institute of Agricultural Research and Extension (INIPA), including nine national projects for crop and cattle research and six research support programs. The project will also strengthen the administration and leadership of INIPA. Furthermore, the staff of the project will broaden research opportunities by contributing funds for competitive research fellowships for individual and group researchers. These will complement existing programs already in place in the private sector.

2. Transfer of Technology

This component will provide a catalytic function by increasing participation by and resources from both public and private sectors which carry out technology transfer functions.

The activities are:

a. Technology Transfer Specialists

The project will establish and make operative a Corps of Technology Transfer Specialists in INIPA, who will serve as liaisons between the researchers and agricultural extensionists. Also included are the development of cooperative agreements to stimulate the transfer of technology by producers associations, agroindustries, and consulting firms.

The clients of the Technology Transfer Specialists will be all those who participate in the small-scale marketing of technology to farmers, including provincial and regional extension agencies and private-sector institutions which transfer technology. These include producers associations, agroindustries, consulting firms, public and private banks which incorporate technical assistance in their credit programs, university extension programs, and PVOs.

Using ties which will be established with producers associations, INIPA will establish more direct communication between producers and the international scientific community,

b. Private Sector

The project will stimulate private-sector businesses of technology transfer by providing resources on a competitive basis which develop pilot project models of technology transfer. It will also offer help to the National Agrarian Association (ANA) to improve its support services for member groups and businesses established by this program.

c. Seed Improvement

The project will stimulate production and distribution of improved seeds by promoting private sector investment in seeds. Factors such as climate acclimation, quality control, certification, and distribution will also be addressed.

3. Development of Human Resources

This component will concentrate on the strengthening of planning, training, and administrative capacity of the National Agrarian University (UNA). This will include curriculum reform, library improvement, and advanced training courses for employees of INIPA, ANA, the Ministry of Agriculture, and other appropriate private and associated institutions.

Annex D: Training Products: Flip Charts (in English and Spanish)

CORE WORKSHOP #1: GENDER CONSIDERATIONS
IN THE DEVELOPMENT PROCESS

(in English)

I. SESSION 1: INTRODUCTION

A. Welcome to the Workshop

WELCOME TO
USAID/COSTA RICA'S
WORKSHOP FOR
CONSIDERING GENDER
IN DEVELOPMENT

B. Guide to Introductions

- . NAME
- . POSITION
- . YOUR FIRST AWARENESS OF GENDER AS A CONCERN IN DEVELOPMENT ACTIVITIES
- . WHAT DO YOU HOPE TO GAIN FROM PARTICIPATING IN THIS WORKSHOP?

C. Objectives

WORKSHOP OBJECTIVES

TO BE ABLE TO:

- . DESCRIBE LEGAL & POLICY PARAMETERS OF GENDER AS A DEVELOPMENT ISSUE FOR AID, OTHER DONOR AGENCIES, AND IN THE COSTA RICAN CONTEXT
- . APPLY THE BASIC COMPONENTS OF GENDER ANALYSIS TOOLS
- . PLAN AND REPORT ON STEPS FOR IMPROVING THE CONSIDERATION OF GENDER IN ALL DEVELOPMENT ACTIVITIES

D. Workshop Norms

- . ON-TIME DELIVERY
- . FULL AND ACTIVE PARTICIPATION
- . MUTUAL SUPPORT FOR LOOKING AT DIFFERENT WAYS OF APPROACHING OUR WORK

- . AVOIDANCE OF BLOCKING BEHAVIORS SUCH AS:
 - . "YES, BUT..."
 - . "AIN'T IT AWFUL..."
 - . "GOTCHA!"

II. SESSION 2: SETTING THE CONTEXT

A. Legislation

"...WOMEN FACE DIFFERENT CONSTRAINTS THAN THOSE MEN FACE."

AID POLICY PAPER, 1982

B. WID History

1973	THE PERCY AMENDMENT
1974	FORMATION OF PPC/WID OFFICE
1988	EXTERNAL EVALUATION OF PROCESS
1988	BUREAU & MISSION ACTION PLANS REQUIRED
1988	NEW WID LEGISLATION
1989	AID'S REPORT TO CONGRESS ON WOMEN'S AND OTHER GENDER ISSUES
1990	LEGISLATION CONTINUES
1991	PPC/WID BECOMES S&T/WID

C. What WID Is Not

WID IS NOT:

- . A SPECIAL INTEREST
- . WOMEN ONLY PROJECTS
- . WOMEN'S COMPONENTS IN MAIN LINE PROJECTS
- . ONLY "TRADITIONAL" WOMEN'S CONCERNS PROJECTS
- . UNIQUELY AN EQUITY ISSUE
- . LIMITED TO SOCIAL SOUNDNESS ANALYSIS
- . SIMPLY BENEFICIARY ORIENTED

D. What WID Is

WID IS:

- . A CROSS-CUTTING ISSUE
- . AN ECONOMIC VARIABLE
- . AN INTEGRATED DEVELOPMENT APPROACH
- . A MEANS OF INCREASING WOMEN'S PRODUCTIVE CAPACITY AND HEALTH STATUS

E. 4 E's

1. EQUITY
2. ECONOMIC
3. ECOLOGICAL
4. ETHICAL

F. The Costa Rican Context

TASK

IN YOUR WORKSHOP IDENTIFY:

1. CURRENT ISSUES FACED IN INCORPORATING GENDER IN COSTA RICA'S DEVELOPMENT ACTIVITIES AND
2. FACTORS WHICH FACILITATE THE CONSIDERATION OF GENDER

III. SESSION 3: GENDER CONSIDERATIONS AND THE DEVELOPMENT PROCESS

A. Session Goals

IN THIS SESSION WE WILL:

1. FOCUS ON THE ASPECTS OF DEVELOPMENT ACTIVITIES WHICH CALL FOR US TO PAY ATTENTION TO GENDER AS A VARIABLE AND
2. REVIEW A SET OF CONCEPTS AND PROCEDURES FOR IDENTIFYING APPROPRIATE GENDER CONCERNS

B. Introduction to Gender as a Variable

WHERE IN THE DEVELOPMENT PROCESS
DO WE LOOK AT GENDER?

- . BASELINE SITUATION
- . IMPLEMENTATION PROCESS
- . AMONG BENEFICIARIES

C. GIF (Gender Identification Framework)

1. DIVISION OF LABOR
2. INCOME SOURCES
3. SPENDING PATTERNS
4. SEASONAL AVAILABILITY (LABOR)
5. DECISION MAKING
6. ACCESS TO RESOURCES

VI. SUMMARY AND CLOSURE

CORE WORKSHOP #2: GENDER CONSIDERATIONS IN THE DEVELOPMENT PROCESS

(In Spanish)

I. INTRODUCCION DEL TALLER

A. Welcome to the Workshop

BIENVENIDO
AL TALLER DE
USAID/COSTA RICA
SOBRE
LA CONSIDERACION DE
GENERO EN EL DESARROLLO

B. Introductions

- . NOMBRE
- . POSICION & ORGANIZACION
- . SU PRIMER ENCUENTRO CON LA CONSIDERACION DEL
GENERO EN ACTIVIDADES DEL DESARROLLO
- . LO QUE UD. QUIERE OBTENER DE SU PARTICIPATION EN
ESTE TALLER

C. Objectives of Workshop

OBJETIVOS DEL TALLER

SER CAPACES DE:

1. DESCRIBIR LOS PARAMETROS LEGALES Y POLITICOS DEL
GENERO
2. APLICAR LOS COMPONENTES BASICOS DE LAS HERRAMIENTAS
DEL ANALISIS DEL GENERO
3. PLANIFICAR E INFORMAR SOBRE PASOS CONCRETOS PARA
MEJORAR LA CONSIDERACION DEL GENERO EN NUESTRO
TRABAJO

D. Introduction to WID Legislation

"... LAS MUJERES ENFRENTAN A LIMITACIONES QUE SON MUY
DIFERENTES A LAS QUE ENFRENTAN A LOS HOMBRES."

INFORME DE POLITICA
DE LA AID, 1982

E. What WID Is Not

MUJERES EN EL DESARROLLO (W.I.D.) NO SE TRATA DE:

- . INTERESES ESPECIALES
- . PROYECTOS SOLAMENTE PARA MUJERES
- . SUB-PROYECTOS UNIDOS A PROYECTOS DE MAYOR ENVERGADURA
- . PROYECTO SOLAMENTE DE ASUNTOS "TRADICIONALES" DE MUJERES
- . UNICAMENTE UNA CUESTION DE EQUIDAD
- . ANALISIS DE LOS PROCESOS DE LOS PROYECTOS DE LA AID LIMITADOS A VIABILIDAD SOCIAL
- . SIMPLEMENTE ORIENTADO HACIA LAS BENEFICIARIAS

F. What WID Is

MUJERES EN EL DESARROLLO (WID) SE TRATA DE:

- . UN ESFUERZO ABARCADOR
- . UNA VARIABLE ECONOMICO
- . UN ENFOQUE INTEGRADO AL DESARROLLO
- . UN MEDIO PARA GARANTIZAR AUMENTOS EN LA CAPACIDAD PRODUCTIVA DE LAS MUJERES Y MEJORAR SU ESTADO DE SALUD

II. ESTABLECIENDO EL CONTEXTO

A. Establishing the Costa Rican Context

EN SUS GRUPOS DE TRABAJO:

1. IDENTIFICAR FACTORES LIMITANTES EN EL PROCESO DE LA INCORPORACION DEL GENERO COMO ELEMENTO DE LAS ACTIVIDADES DEL DESARROLLO Y
2. IDENTIFICAR FACTORES QUE FACILITAN ESTE PROCESO

III. CONSIDERACIONES DEL GENERO Y EL PROCESO DEL DESARROLLO

A. Themes of This Session

DOS TEMAS DE ESTA SESION:

1. ENFOQUE EN LOS ASPECTOS DE ACTIVIDADES DEL DESARROLLO DONDE NECESITAMOS PRESTAR ATENCION AL VARIABLE DEL GENERO Y
2. CONOCER UN GRUPO DE CONCEPTOS Y PROCESOS QUE PODEMOS USAR PARA IDENTIFICAR LOS DATOS CRITICOS ACERCA DEL GENERO

B. Introduction to Analysis of Gender

EN CUALES ASPECTOS DE LAS
ACTIVIDADES NOS TOCA ANALIZAR EL
GENERO?

1. PUNTO DE REFERENCIA
2. LA FASE DE IMPLEMENTACION
3. EL IMPACTO

C. Factors to Consider

NECESIDADES

RECURSOS

- . NATURALES
- . HUMANOS
- . ECONOMICOS

PROYECTOS E OTRAS
ACTIVIDADES DEL DESARROLLO

D. Using the GIF as an Analytical Tool

EL GIF
(ESQUEMA DE IDENTIFICACION DEL GENERO)

1. DIVISION DEL TRABAJO
2. FUENTES DEL INGRESOS
3. PATRONES DE LOS GASTOS
4. DISPONIBILIDAD DEL TIEMPO
5. TOMA DE DECISIONES
6. ACCESO A LOS RECURSOS

E. GIF Exercise

EJERCICIO SOBRE EL GIF

1. NOMBREN UN PORTAVOZ DE SU GRUPO QUE SEA DIFERENTE AL DE ANTES.
2. POR 10 MINUTOS, CHARLEN SOBRE:

"EN SU EXPERIENCIA HA TENIDO UN EJEMPLO
ESPECIFICO DE UNO DE LOS 6 FACTORES DEL GIF?"

3. DESPUES, EL PORTAVOZ VA A DAR UN EJEMPLO DEL GRUPO A TODOS NOSOTROS.

F. Summary: Constraints and Benefits

1. JUNTAR DATOS
2. LLEGAR A CONCLUSIONES
3. HACER RECOMENDACIONES

IV. APLICANDO CONSIDERACIONES DEL GENERO AL DESARROLLO

Case Study of Workshop No. 2

A. Assignment

TAREA

1. EN EL COMPONENTE ASIGNADO A SU GRUPO IDENTIFICAR CUALES DE LOS SEIS FACTORES SE PUEDE ESPERAR ENCONTRAR DIFERENCIAS SIGNIFICATIVOS ENTRE LOS ROLES DEL HOMBRE Y LA MUJER EN EL PUNTO DE REFERENCIA
2. A DAD QUE ESTAS DIFERENCIAS CUALES SON ALGUNOS CAMBIOS QUE SE DEBE HACER EN EL PROYECTO?

Case Study of Workshop No. 3

A. Assignment: Part 1

TAREA

EN GRUPO --

- . ESCUCHAN LAS DESCRIPCIONES
- . ESCOGEN UN PROYECTO EN BASE DE LO SIGUIENTE:
 - . QUE SEA DE INTERES DE TODOS
 - . QUE NO SEA NI DEMASIADO COMPLICADO NI TAN SENCILLO
 - . QUE SEA REAL

B. Assignment: Part 2

TAREA

1. EN BASE DEL ANALISIS DE LOS SEIS FACTORES Y TODOS LOS DATOS QUE SE JUNTAN RELACIONADO CON ELLOS -- LLEGA A LAS CONCLUSIONES SIGNIFICATIVOS EN CUANTO AL GENERO --

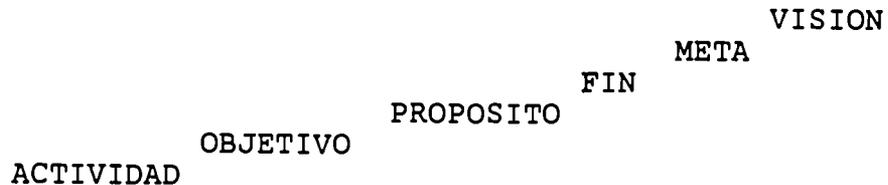
OPORTUNIDADES

LIMITACIONES

2. EN BASE DE ESTAS CONCLUSIONES LLEGA A SUS RECOMENDACIONES PARA INCLUIR ACTIVIDADES O ASPECTOS ESPECIALES QUE RESPONDEN A ELLAS

V. PLANIFICACION DE ACCIONES

A. Hierarchy of Planning Objectives



B.

VI. RESUMEN Y CLAUSURA DEL TALLER

WORKSHOP #4: GENDER CONSIDERATIONS IN MONITORING & EVALUATION

(In Spanish)

I. Welcome to the Workshop

BIENVENIDOS

AL TALLER SOBRE

SEGUIMIENTO Y EVALUACION
DE FACTORES RELACIONADO CON
EL GENERO EN LOS ESFUERZOS
DEL DESARROLLO

II. Group Introduction of Participants

- . NOMBRES
- . ORGANIACIONES Y POSICIONES
- . RESPONSABILIDADES EN EL CAMPO DE MONITOREO Y EVALUACION
- . POR QUE CREAN UDS. QUE ES IMPORTANTE TOMAR EN CUENTA EL GENERO EN ESTOS ASPECTOS DE NUESTRAS ACTIVIDADES

III. Workshop Norms

- . CUMPLIR CON EL HORARIO
- . PARTICIPAR ACTIVAMENTE
- . APOYAR UNO AL OTRO EN LA EXPLORACION DE IDEAS NUEVOS
- . EVITAR COMPORTAMIENTO CHOCANTE TALES COMO:
 - . "SI, PERO..."
 - . "ES TERIBLE, NO?"
 - . "BUSCAMOS EL CULPABLE"

IV. Purpose of Evaluations

- . LA EVALUACION PROCURA DETERMINAR LO QUE HA PASADO Y POR QUE, COMPARANDO LO QUE EL PROYECTO LOGRO CON LO QUE SE HABIA PLANEADO.
- . LOS BENEFICIOS DE LA EVALUCACION DEBEN SER MAYORES QUE LOS COSTOS Y DEBEN ESTAR EN PROPORCION CON LA MAGNITUDE DEL PROYECTO.

V. Logframe Explanation

VI. Case Study

A. TAREA

- . IDENTIFICAR EN EL PLAN DE MONITOREO LOS PUNTOS CRITICOS DONDE SE DEBE MANTENER DATOS DESAGREGADOS POR SEXO.
- . HACER UN PLAN DE EVALUACION IDENTIFICANDO LAS CATEGORIAS DE DATOS QUE ESTAN RELACIONADO CON EL GENERO -- DEBE INCLUIR TAMBIEN LAS FUENTES DE ESTA INFORMACION.

B. TAREA

INDIVIDUALMENTE --

DESCRIBE UN PROYECTO O ACTIVIDAD EN QUE UD. ESTA ENVOLUCRADO USANDO LOS SIQUENTES FACTORES:

1. EL PROBLEMA O LAS NECESIDADES.
2. LOS RESULTADOS QUE ESPERA LOGRAR.
3. ESTIMACION DE RECURSO NECESARIOS.
4. ESTIMACION DEL TIEMPO NECESARIO.
5. LOS COMPONENTES PRINCIPALES.

COMO GRUPO --

- . ESCUCHAN A CADA DESCRIPCION Y ESCOGEN UNO COMO LA BASE DE LOS EJERCICIOS DE HOY.
- . DEBE SER UNO QUE ES:
 - . INTERESTANTE A TODOS
 - . YA EN MARCHA
 - . BIEN CONOCIDO POR LA PERSONA QUE LO DESCRIBE

VII. Evaluation Steps

1. JUNTAR DATOS.
2. ANALIZAR LOS DATOS PARA LLEGAR A CONCLUSIONES.
3. RECOMENDACIONES.

VIII. Group Presentations of Case Studies

TOMANDO EN CUENTA LOS 6 FACTORES DEL GIF, JUNTO CON EL PLAN DE EVALUACION,

INTREVISTAN SU "FUENTE DE INFORMACION" PARA COMPLETAR UN MINI-EVALUACION DEL GENERO EN ESTE PROYECTO --

SEA PREPARADO A PRESENTAR:

- . 3 A 5 CONCLUSIONES Y
- . 3 O MAS RECOMENDACIONES

(EN ROTAFOLIO)