

FINAL REPORT: ACTIONS AND STRATEGIES TO STRENGTHEN
AND EXPAND THE INVOLVEMENT OF
AMERICAN UNIVERSITY WOMEN IN TITLE XII ACTIVITIES

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EXECUTIVE SUMMARY

In August 1978, in response to the congressional mandate on the integration of women into development, and of the resolution of the World Food Conference with regard to women and food, BIFAD recommended, and AID/DS/XII funded, a workshop seminar of the Role of Women in Title XII. Women were nominated by 34 universities for attendance at a three-week training seminar in Washington on the policies and the procedures of AID with regard to international agricultural development activities. The participants were also given substantive input on women and development issues as well as an overview of Title XII activities in country programming and research.

At the close of the workshop, participants brought forward a group of Policy Recommendations on the Role of Women in Title XII (Appendix B-3) that were subsequently endorsed both by the BIFAD Board and the Senate of the National Association of State Universities and Land Grant Colleges.

In October 1978, the Board also recommended the creation of a task force "to formulate and recommend an action program aimed at complimenting the policy recommendations." This task force, representing AID/WID, the BIFAD staff, and workshop participants produced an initial draft of such an action program (Appendix B-4). The program articulated four major goals:

1. To strengthen and expand the involvement of American women in Title XII activities.
2. To increase the involvement of host country women in the planning, implementation and evaluation of Title XII development and research activities.
3. Through research and dissemination, to increase the knowledge and understanding of the development community of the significant contributions of women in developing countries to food and agricultural production, processing and utilization, as well as to nutrition and rural development.
4. To assist the AID/Title XII structure to respond more effectively to the New Directions legislation in its entirety.

For the present report the contractor was charged to outline the most practical and cost effective ways to achieve the first goal of this action plan -- "to strengthen and expand the involvement of American women in Title XII activities." Goals 2, 3 and 4 of the draft action plan remain for later analysis and planning.

DS/XII listed the following three objectives that the outline of planned activities were to accomplish.

1. To provide the larger community of several hundred Title XII women with expertise and interest in agricultural and rural development with the most important information conveyed in the Title XII women and development workshop at lower cost per person.
2. To continue to strengthen the exchange and dialogue among university women interested in international agriculture, nutrition and rural development.
3. To continue to strengthen the exchange and dialogue between this network of interested women and both AID and Title XII personnel.

In developing the outline of recommended activities, the contractor first sought to assess the effects of action taken to date, then to solicit opinions about the most urgent and practical activities to be undertaken, through the use of two written questionnaires to participants in the original workshop (Appendix A), and a series of structured interviews and document reviews (Appendix B, B-1, B-2, B-3, B-4). Following this input a careful analysis of costs and benefits of the array of proposed activities was undertaken. The task was simplified by the high degree of consensus that existed across stakeholders about appropriate near-term measures. The analysis is reflected in the body of the report, and is preceded by a summary of recommendations.

SUMMARY OF RECOMMENDATIONS

OBJECTIVE I: TO PROVIDE THE LARGER COMMUNITY OF SEVERAL TITLE XII WOMEN WITH EXPERTISE AND INTEREST IN AGRICULTURAL AND RURAL DEVELOPMENT WITH THE MOST IMPORTANT INFORMATION CONVEYED IN THE TITLE XII WOMEN AND DEVELOPMENT WORKSHOP AT LOWER COST PER PERSON.

- A. A national Workshop of 5-7 days be held in Washington for one woman nominated by each interested Title XII institution. This workshop be contracted to a Title XII university and be planned and implemented under the supervision of a task force selected from the 1978 WID/XII workshop participants. Participants should also include women with major national Title XII responsibility, as well as representative developing country women (pp. 7-12).
- B. 4-5 regional, training conferences be held to acquaint a wider range of people with input about AID's "new directions" policies, with particular emphasis on women and development. These workshops be funded by a combination of strengthening grant money and AID funding, and be planned with the active assistance of the regional participants trained in the 1978 WID/XII national workshop. Participation should be open to a range of university and developing country personnel, both women and men (pp. 12-15).
- C. Campus workshops, seminars and training programs be continued with strengthening grant monies (p. 15).
- D. Presentations, papers and information dispersal continue at national professional conferences and through other professional networks both by the AID/WID funded Women and Food Communication Network and by participants in the WID/Title XII workshop (p. 15-16).

OBJECTIVE II. TO CONTINUE AND STRENGTHEN THE EXCHANGE AND DIALOGUE AMONG UNIVERSITY WOMEN INTERESTED IN INTERNATIONAL AGRICULTURE, NUTRITION AND RURAL DEVELOPMENT. (pp. 16-18).

- A. The Women and Food Communication Network be utilized and maintained. (pp. 16-17).

Recommendations A, B, C and D, Objective I, would also obtain for Objective II. (pp. 16-17).

OBJECTIVE III. TO CONTINUE AND STRENGTHEN THE EXCHANGE AND DIALOGUE BETWEEN THIS NETWORK OF INTERESTED WOMEN AND BOTH AID AND TITLE XII PERSONNEL.

- A. The Board's endorsement of WID/XII Policy Recommendations be communicated to the Title XII community through a statement from the chairman or the executive director in the BIFAD Briefs (pp. 17-21).
- B. A minimum of one hour of substantive input on the congressional mandates, and AID policies on women and development, as well as substantive input about the role of women in agricultural production in the world food system be included in the next meeting of the BIFAD staff with Title XII officers (pp. 17-21).
- C. Substantive input be given to the BIFAD staff, to board members, and the members of the joint committees, on women and development issues of the same nature so that they may be more knowledgeable in this area (pp. 17-21).
- D. The BIFAD staff undertake a survey of the needs of the agency for the specific kinds of women and development capabilities and make the results known to the university community through the BIFAD Briefs and other appropriate mechanisms (p. 20 and appendix B-2, pp. 6-7).
- E. As strengthening grants are monitored, attention should be directed to the women and development issues and assistance given to universities in focusing their efforts in areas where AID has needs (pp. 18-21).
- F. In any future BIFAD commissioned consultant reviews such as those of the CDSS's, the staff should make use of the considerable women and development expertise within the Title XII institutions so that the reports reflect the best effort that Title XII is capable of making in this area (p. 20 and appendix B pp. 17-19).
- G. Consultants be hired to assess each of the current CRSPs in terms of women and development issues such as common patterns of sex role division of labor and control of resources for that particular commodity (pp. 18-21).
- H. JRC undertake an analysis of ways in which its directions to contractors for planning grants and research contracts might more adequately address the need for firm research data on the roles of women in agricultural production, distribution, marketing, storage and processing (pp. 18-21).

- I. During the updating and revision of the registry of institutional capability care be taken to solicit and reflect institutional capability to address Women and Development issues in project design, implementation and evaluation, as well as in research (pp. 18-21).
- J. That the university community increase the proportion of its women appointees in the Joint Committees to approximately one-third over the next five years as recommended in the WID/XII Action Plan (pp. 21-23). Appendix B-3, p.3 and B-4, p. 4).
- K. In the next round of appointments to JCAD, care be taken that there is at least one woman in each regional work group (pp. 21-23).
- L. That AID seriously reflect on the meaning of the fact that there are currently no women representing the agency either on the Board or the Joint Committees, and make every effort to significantly increase the number of women agency representatives. If this lack of women appointees reflects the lack of top level women administrators and design personnel in the agency, further efforts to integrate women into the development agency may also be called for (pp. 21-).
- M. An ad hoc committee composed of the women members of the two Joint Committees and of the Board, the Women and Development coordinator from AID, and two to three representatives of the summer workshop group be constituted as an advisory committee on Women and Development. This group should meet two to three times a year in Washington to advise BIFAD on the progress in the integration of women in Title XII. By utilizing the Women and Food Communication Network, they should elicit information from women on many campuses, discover problems, trade success stories, evaluate strategies, and in general provide an interface between women at the local campus level and women at the top administration (pp. 21-23).
- N. Responsibility for the integration of women in Title XII be assigned to the executive director or assistant director of the BIFAD staff (pp.21 23).
- O. A minimum of two women professionals be recruited for BIFAD staff positions to address social science and nutrition issues as well as agricultural development issues. (pp. 21-23).

- P. A BIFAD staff person be assigned substantive responsibility for women and development issues within Title XII. This responsibility should include liason with both Title WII WID networks and AID. (pp. 21-23).

DISCUSSION

- I. ALTERNATIVE APPROACHES FOR EFFECTIVELY REACHING THE LARGER COMMUNITY OF SEVERAL HUNDRED WOMEN WITH RELEVANT EXPERTISE AND INTEREST IN AGRICULTURAL AND RURAL DEVELOPMENT TO PROVIDE THEM WITH THE MOST IMPORTANT INFORMATION CONVEYED IN A 1978 WORKSHOP AT A LOWER COST PER PERSON.

Among the hundreds of women in Title XII institutions interested in development, not all have the same information needs. Some with administrative responsibilities, those serving on Title XII committees, as women in development coordinators or as CRSP principal investigators, will need extensive knowledge of Title XII organizational structures and AID policies and procedures as well as substantive knowledge of the issues affecting the integration of women in agricultural development programs abroad. Other women with specific research capabilities in agriculture or the social sciences and interest in development work need enough knowledge to enable them to seek out opportunities for appropriate involvement. These women also need substantive input on women and development in order to understand specific situations where programs may impact upon women more or less positively. Individuals at this level also need to be in a network with other women so that they can engage in cross-disciplinary dialogue to broaden their knowledge base. Inclusion in such a network also permits women to access specific information or technical skills as necessary.

There is still another group of women with relevant technical expertise who may have an interest in international agricultural development, but who are not currently aware of opportunities in agricultural development work or are not specifically aware of Title XII. These women need enough information to permit them to judge whether or

not they might wish to seek further information and involvement and, if so, how to go about doing this.

Obviously the same information dispensing strategies are not equally appropriate for all of these audiences. Women with major campus, consortium, or project responsibilities for women in development need more intensive information input than women who may do occasional Title XII research or consulting. Men with administrative responsibilities for Title XII also need input in areas of women in development, and suggestions have come forward from a number of sources that training of male administrators be combined with training for women. It seems clear that a range of learning strategies is both necessary and desirable to reach the variety of potential audiences. These strategies will vary in their comprehensiveness, their intensity, and their mode of presentation. Careful thought must be given to developing a package of strategies that reinforce and support one another in reaching each of the audiences with the specific information that is most useful to them.

Four major strategies have been proposed to accomplish these tasks:

A: A second national training workshop similar in style and content to the first. That is an intensive two to three week training session for 30-35 participants.

B: Regional, and/or consortium conferences open to a larger number of people either focussed specifically on WID issues or on the larger "new direction" issues.

C: Campus-wide training sessions, seminars and workshops.

D: Papers, presentations and information dispersal at professional conferences.

Each of these strategies is targeted to somewhat different audiences. The national workshop would be directed to women with the most direct institutional responsibility for WID. The regional workshops would reach a wider range of interested women on a variety of disciplines as well as male administrators who understand Title XII but need substantive

input on WID issues. Campuswide training sessions would reach a still wider range of campus personnel, both men and women with interest and/or responsibilities in international agricultural development. Presentations at professional conferences would reach women who, for a variety of reasons, may not have been reached through campus networks. In the cases of social scientists this may be because the structure of the campus Title XII communication system has not extended to their departments. For scientists in disciplines such as agronomy and animal sciences, their professional advisors may not have realized the opportunities for women in international agriculture. Since each of these strategies has value as a piece of a larger package, they will be examined in turn and specific recommendations made for each area.

A. A Second National Training Workshop

A second 12-15 day national workshop held in Washington for 30-35 participants presents several logistical problems. For a university contractor to run a three-week conference away from the home institution demands very complicated logistical support systems. The support arrangements for the first workshop depended on the AID training office and they placed undue stress on both the office and the contractor. The training office simply did not have the resources of staff or space to provide adequate backup for the conference. Subsequent personnel changes in the office have only served to increase this problem. In financial terms, the first conference was seriously underfunded, given the logistical problems it was attempting to deal with. A second 12-15 day Washington session would have to have a higher, rather than a lower, cost per person, thus violating the intention of the objective.

A second possibility would be to do a 12-15 day training training on a Title XII campus. With this solution, the logistics of space and support staff become more manageable.

However, the problem of faculty immediately arises. The contractor would not be able to draw upon AID and BIFAD personnel to the same extent away from Washington. The range and depth of personnel that were available in Washington would not be available on a local campus. Some individual presentations might be possible via satellite television, but it is not practical to use television as the major teaching device for such a long period of time. Therefore, a 12-15 day training workshop at the campus level is probably too long. Not enough AID and BIFAD personnel could be made available outside of Washington to justify training for this length of time.

A third problem with a 12-15 day conference is the difficulty of releasing people for so long, particularly people with administrative responsibilities who are the target of this kind of conference. Thus a second national 12-15 day workshop does not seem feasible, at least at this point in time.

A modification of the concept that does seem feasible was suggested by Dr. Charlotte Roderuck. It is essentially a modification of the idea first suggested by the workshop participants and then more fully articulated in the BIFAD WID Action Program (Appendix B-3). Dr. Roderuck's suggestion was that a shorter invitational workshop seminar of 5-7 days be held in Washington for one woman nominated by each interested Title XII institution. In accordance with the Action Plan recommendation this workshop could be planned and implemented under the supervision of a Task Force selected from the 1978 WID/XII workshop participants. In cases where universities had participants in the previous workshop, they should be strongly encouraged to renominate the original participants. To quote the Action Plan again: "Participants should also be allowed to make the choice to attend based on their willingness commit continued energy and effort in the area of women in development." Workshop participants should also include the

other women with major roles in Title XII such as women Board members, the women members of the Joint Committees and the women who are principle investigators in the CRSPs and the CRSP planning grants. Women currently serving on Title XII project staffs should be sought out for input and participation. Substantial input and participation should also be sought from developing country women.

The workshop should be in two sections-- two to three days of preliminary orientation to AID policies and procedures, Title XII structure, and women in development policy issues for those participants who did not attend the previous workshop. This section should be followed by three to four days of workshops, discussions, and presentations for all participants. The expected attendance would be 60 to 80 participants. The primary emphasis would be on the exchange of information among participants and between participants and the BIFAD staff. There would also be two to three days interaction with AID personnel.

Content suggested in the Action Program for such a second session workshop includes the following areas:

1. An update on Title XII procedures and activities
2. Report of participants' involvement in Title XII activities with particular emphasis on successful strategies.
3. Presentation and discussion of relevant women and development topics.
4. Review, discussion, and revision of the draft paper BIFAD Women and Development Action Program
5. Organization of regional task forces to help in the expansion of WID/XII participation network.

The advantages of such a strategy would include both logistical and cost factors. This type of shorter conference could be managed by a Title XII institution in Washington. With this kind of agenda and a shorter time period, participants could be accommodated by a conference center such as the University of Maryland Conference Center or Harper's Ferry. For the two to three days of input by AID personnel, participants could be bused to the State Department. The BIFAD

staff could spend one to two days at the training facility without undue disruption of their schedules. By utilizing the campus, Project, and CRSP experience of previous participants, as well as by involving them in the planning and execution of the second workshop, a return is received on the original investment in their training. Former participants would also provide invaluable assistance in judging the utility of specific topics considered for inclusion in the orientation session.

The first workshop was funded at \$50,000 by DS/XII. Thirty-four participants were nominated. Seven staff and consultants also participated throughout the sessions. Considering 41 people as having received training, the expense borne by AID was around \$1,020 per participant including their living expenses. Travel and participant salaries were paid by sending institutions.

The projected national workshop would cost less, in the range of \$600-\$700 per person of AID funding. Approximately 60 to 80 participants would be involved. The universities would be expected to pay travel and per diem. The contractor should be able to convene two to three meetings of a 5-7 person planning group, organize the program speakers, provide documents, arrange meeting facilities and buses and provide staff support for around \$50,000. If there are 80 participants, the cost per participant is approximately \$625. If 70 attend, it is around \$715 per person. This is significantly less than the cost per person of the first conference.

The major advantage of this strategy is that it would provide each school with one person who is participating in the national network. Exchange at the national level of successful methods, for integration of somen at campus and consortium levels, would be a strong advantage. Even more important would be the sharing of the emerging knowledge base related to design and implementation elements that impact positively on women. It would also provide a platform for organizing the regional networks and strengthen both national and regional networks as well as providing dialogue with BIFAD staff and AID personnel. For all these reasons it seems a useful strategy.

B. Regional Training Conferences

These regional training conferences are intended to reach a wider number of present and potential development practitioners with information about AID policies and procedures, particularly in the area of the "new directions"

legislation. They are also intended to give substantive input on women and development issues as a way of improving project design in this area. A further objective stated in the WID/XII action plan is that of "developing cooperative working relationships between disciplines, campuses and the AID/BIFAD structure around this issue."

There seems to be general agreement about the form such regional training conferences should take: that they be a 4-7 day open meeting at a regional campus, designed to acquaint a wider range of people, both men and women, with general information about AID's policies and procedures, as well as substantive information about women and development. Two possible agendas have been suggested for such workshops, either a focus exclusively on women and development, or a focus on a larger "new directions" agenda with a strong emphasis on women and development issues. The interviews and documents indicate a need for both. There is a need for substantive input on women and development for both men and women. At the same time, there are many who are interested in development, both those who have previous experience and those who do not, who are not well acquainted with new directions rationale, the current AID policy, and the implications of new directions policy for programming. Therefore, three to six days of a combined emphasis on women and development and "new directions" seems useful.

The content can follow the general outline of the training that was done in the original women in development workshop. For women and for others who have not had recent AID experience, two to three days of preliminary orientation can be given on policies and procedures for working with AID. This can be followed by two to three days of input for a larger audience on specific "new directions" issues such as the basic needs approach, and growth with equity, together with a strong emphasis on substantive women and development issues that affect project design and implementation. There should be a strong emphasis on document distribution -- the AID agricultural policy paper, appropriate CDSS's, relevant WID documents and methods of accessing the research reports from AID should all be available. The new social soundness analysis guidelines can also be disseminated and explained.

The advantage of a large number of people from one university in attendance is that a group can be composed of a mix of disciplines. At an open conference, universities can send as many participants as they wish, rather than selecting one nominee. Regional training conferences

can be held on a local campus, gaining logistical ease and ease of access. More people can afford to come to such a conference both in terms of time and in terms of money. With several regional conferences, six to ten people from one university can attend, and still have workshops of manageable size.

The mechanics of such a conference should include the following elements. The steering committee for the conference should either be composed of, or draw heavily upon, the women from the region who have attended the previous national women in development workshops. The entire conference should be jointly funded by the university's matching funds, strengthening grant funds and direct AID funding. Attendees' travel and per diem should be paid by university funds or strengthening grants. Overseas participants could be at least partially funded by strengthening grants, and could be circulated among campuses within the region either before or after the conference.

Some of the conference planning time could be drawn from the strengthening grants, but since the conference is directed to the region rather than to just one campus, it seems reasonable for AID to give additional support for planning and logistical staff. AID would also need to provide three to five top and mid-level AID personnel for each conference. People such as agriculture design officers, persons charged with responsibility for social soundness analysis guidelines, the WID coordinator, and one assistant administrator would be appropriate people to participate in such a conference. Two to three BIFAD staff persons should also be available for each conference.

The possibility of satellite transmission of input by two to three top-level AID administrators should be investigated further. This would preclude the need for as much travel to conferences by AID personnel.

The size of the workshop would depend on the size of the regional group or consortium. There is a range of between ten and fifteen schools in a consortia. If each school chooses to send between six and ten people, the conferences would have a participant range between 60 and 150 persons. Regional conferences that extend beyond the consortium would be somewhat longer. At least one half of each delegation should be women, and it would be important for the Title XII officers from each university to attend. The grant to the consortium should be adjusted according to

the projected size of the conference. The expectation would be that the funding level would range between \$20,000 and \$40,000 of direct funding by AID. is reflects a lower funding level per participant than the projected national training conference, and a significantly lower level than the one already held.

C. Campuswide Training Sessions, Seminars, and Workshops

This is a strategy that has already been heavily utilized by participants in the original workshop. The summary contained in Appendix A lists large numbers of campuswide activities that have already been undertaken by participants. The continuation of this strategy seems both sensible and likely. As more women are folded into the national network, and the regional consortium conferences take place, an increasing number of people will have sufficient understanding to dispense information at the campus level. Very little additional funding is needed for such workshops and seminars. Strengthening grant monies are already being used for such activities, and there is a strong expectation that many more will occur over a period of years. This strategy has the advantage of the widest participation of disciplines, and the widest participation of interested stakeholders. A more limited amount of information is transferred in such workshops, but it is transferred to a much larger set of audiences.

It is reasonable to expect that such campus workshops, seminars, and training programs will continue.

D. Paper, Presentations, and Information Dispersal at National Conferences and Through Other Professional Networks

Substantial activity of this sort has already taken place by participants in the original workshop. Additionally, AID/WID has funded presentations and distribution of material on the role of women in development at a number of professional meetings. With the current AID/AID funding of the Women and Food Communication Network, a contractor has been charged with developing material on the structure of Title XII and the mechanisms for involvement at the campus level. The contractor has been further charged with the responsibility for the dissemination of general information about Title XII, as well as with information about specific programs within Title XII of interest to women through existing professional networks. An outline of the strategy and a list of the contact people within a large

number of interested professional groups is contained in a report submitted to AID/WID on June 26, 1979 by this contractor.

Implementation of the contract, and continued effort on the part of the workshop participants to present information within their own professional associations will undoubtedly both continue. No further recommendations in this area seem necessary.

II. CONTINUING AND STRENGTHENING THE EXCHANGE AND DIALOGUE AMONG UNIVERSITY WOMEN INTERESTED IN INTERNATIONAL AGRICULTURE, NUTRITION AND RURAL DEVELOPMENT.

The strategies proposed for Objective I would simultaneously serve to accomplish Objective II. The proposed National Training Workshop would strengthen and enhance the national network of women, facilitating dialogue across all campuses involved in Title XII. The regional workshops would strengthen the regional and consortia networks through utilization of steering committees in the planning of the workshop. They would also serve to expand these networks substantially by widening the number of women with training. These regional networks would have access to the national network, through the presence of a woman on each campus, and a number of women in each region who had participated in the national training workshop. Thus, information could be exchanged both nationally and regionally, with a fair degree of facility, and consortium development activities would have access to a larger pool of trained women.

Campus networks, in turn, would benefit from the training at the national level and the regional level, and wider numbers of women could be involved at the campus level. Dialogues across disciplines and across cultures should be possible at all three levels of the network if effort is made to include women from the developing world at each level, and if dialogue is sustained and supported between American women and developing country women at each level. At the campus level, there are many developing country students and wives who can be included in campus-wide networks. The regional networks also share guests from the developing countries who come to give input and consultation. Women from developing countries should also be invited to participate and to present at the national workshop. Additionally, women from some of the international organizations, both donor groups and private organizations, should be

included to enhance the dialogue and begin to structure international networks necessary for effective integration of women into development.

In addition to the training sessions at the national, regional and campus level, exchange and dialogue among Title XII women can be strengthened by the information dissemination and retrieval efforts being undertaken by the Women and Food Communication Network with funding by AID/WID. This network is intended to support the WID/XII network through presentations and mailings that will include information on the progress of women and development activities within Title XII as well as resources and publications of interest, research information, and news of BIFAD activities of particular interest to women. Use will also be made of query sheets for feedback from the network on progress and problems in the integration of women into Title XII.

III. CONTINUING AND STRENGTHENING THE EXCHANGE AND DIALOGUE BETWEEN THIS NETWORK OF INTERESTED WOMEN AND BOTH AID AND BIFAD PERSONNEL.

Because it so closely parallels the issues discussed in this paper, a paper on Building "Mentoring" Frameworks for Women by Dr. Mary Rowe, Assistant to the President and Chancellor of MIT for Women and Work, is included as Appendix C. Her paper posits four conditions for successfully integrating women professionals into non-traditional settings:

1. Fostering responsible networks for women.
2. Explicit training of women to take responsibility for finding their own multiple, helping resources in moving into the system.
3. Consistent, coherent policy from the top, clearly articulated and clearly exemplified.
4. A close relationship between women's networks and top administrators.

The first two issues have been dealt with in the recommendations for strengthening and expanding the women's network through training, through meetings, and through a newsletter. Because the other two conditions for success are equally important, it seems useful to include them explicitly in the analysis and recommendations for Objective III. Many of the suggestions from the women's network itself as well as from the other stakeholders who were interviewed reflect the concern with these same dimensions; therefore each will be considered in turn.

A COHERENT POLICY ON WOMEN AND DEVELOPMENT CLEARLY ARTICULATED AND CLEARLY EXEMPLIFIED BY THE TOP ADMINISTRATION.

Such announced commitment from the top is important for several reasons. It enhances the importance and credibility of any issue if it is articulated clearly and repeatedly from top administration. Frequently voiced commitment to the integration of women in international agricultural and rural development is important for other reasons as well. The need for legitimization is particularly acute. To quote Dr. Rowe,

Appropriate male-female relations at work must be legitimated. Traditionally socialized men and women may have very mixed feelings about whether it is moral for women to be involved in such an enterprise. Moreover whether or not an individual feels women "should" be equally successful, there may be discomfort or hesitancy about paths of success. A senior man (or woman) may cause adverse comments if he (or she) takes on a person of the opposite sex as a protegee(ee). Senior people will feel free to mentor on a cross-sex basis, only if their own bosses expect such mentoring to occur as part of excellent work performance. Responsible, effective leadership in encouraging senior people to be mentors, of course requires that top administration encourage mentoring for all junior people, male and female.

Such legitimizing of women's involvement may be particularly acute for young women agricultural scientists (see memo to Arvonne Fraser, Appendix B-1), but the question of legitimizing the involvement of women in agricultural development activities is a general one that extends across all disciplines.

In Title XII as in all development work there are actually two women's issues: one is the issue of women as agents; that is the inclusion of women in policy making, in planning, in implementation and research roles, that has been addressed in the previous discussion. There is, however, a second issue in women and development that also needs clear articulation from the top in order to be addressed adequately. That is the issue of women as beneficiaries, the question of how projected actions, strategies and programs will impact on women, and in what ways projected actions may impact differently on women and on men. This question of sex related differential impact is an issue which is being raised increasingly within the research literature and it is a question that needs to be addressed consistently in Title XII projects, program and research.

The concept of differential impact is relatively new and it is not always easy for people to think through the most effective ways of addressing the issue. There is a general expectation that if women are included in development planning, policy implementation and evaluation, in the agent role, it increases the chance of positive impact of women as beneficiaries. This expectation is based on the assumption that women agents will be sensitive to the situation of women beneficiaries. The assumption has substantial validity and is one of the reasons that it is so important that women be represented in all of these arenas. Nevertheless, it is useful to separate the two issues for clarity of discussion.

BIFAD policy and policy articulation must address both aspects of the women in development issue in response to the congressional mandate. The resolutions brought forward by the WID/XII workshop participants do address both issues substantively. A number of the recommendations deal with program design, implementation and evaluation in terms of their impact on the lives of women and families in the developing world. Other recommendations deal with involvement of American women in the structural elements of Title XII. With the endorsement of these resolutions by the BIFAD Board Title XII does have policy on the integration of women as both agents and beneficiaries. This policy needs to be communicated to Title XII officers, as well as to university personnel involved in Title XII research and country programming so that it can be effectively implemented.

Although the board has communicated AID response to the WID/XII policy recommendation through the BIFAD Briefs recently, it has not communicated its own endorsement of these recommendations to its constituent memberships. If male agriculturalists are not aware of questions of differential impact, they may not see the need for including women on projects to facilitate the consideration of these issues. Because sector analysis and commodity research have not traditionally addressed the kinds of social science concerns now congressionally mandated, clear policy statements from the BIFAD Board and staff are particularly necessary. It is also necessary for the staff to give consistent assistance to the Joint Committees in the translation of Board policy into standard operating procedure in such areas as guidelines for research within CRSP's, the composition of consultation and review teams, and the roster of institutional capability for JCAD.

There are a variety of ways in which the Board policy could be communicated to the university community. It would be most useful if both the

Board and the staff would make a consistent effort through a variety of channels to disseminate their commitment to implementation of the congressional mandate in this area.

Specific recommendations would include the following:

A. The Board's endorsement of WID/XII Policy Recommendations be communicated by a letter from the chairman or the executive director in the BIFAD Briefs. (Appendix B, pp. 12-13, 15).

B. A minimum of one hour of substantive input on the congressional mandates, and AID policies on women and development, as well as substantive input about the role of women in agricultural production in the world food systems be included in the next meeting of the BIFAD staff with Title XII officers. (Appendix B, p. 13, 15).

C. Substantive input be given to the BIFAD staff, to Board members, and the members of the Joint Committees, on women and development issues of the same nature so that they may be more knowledgeable in this area.

D. The BIFAD staff undertake a survey of the needs of the agency for specific kinds of women and development capabilities and make the results known to the university community through the BIFAD briefs and other appropriate mechanisms. Making the universities aware of specific present and potential needs for women and development capability in project design and implementation will assist universities in focusing some of their strengthening activities on developing and enhancing capabilities relevant to these needs. It will give the issue positive drawing power rather than the aura of coercion that sometimes surrounds it now. In the limited number of interviews undertaken by the contractor (Appendix B-2, pp 6-7), it was evident that the bureaus have very real needs for technical assistance capacity in this area. For BIFAD to elicit and communicate these needs would be most helpful.

E. As strengthening grants are monitored, attention should be directed to the women and development issues and assistance given to universities in focusing their efforts in areas where AID has needs. (Appendix B-2, pp 6-7)

F. In any future BIFAD commissioned consultant reviews such as those of the CDSS's, the staff should make use of the considerable women and development expertise within the Title XII institutions so that the reports reflect the best effort that Title XII is capable of making in this area.

(Appendix B, pp 20-24)

G. Consultants be hired to assess each of the current CRSPs in terms of women and development issues such as common patterns of sex role division of labor and control of resources for that particular commodity. Since all the present CRSPs are for commodities where women do much of the work and may also control the product, it is especially appropriate to assess the expected direction of any sex related differential impacts of particular technical solutions under consideration. The consultants should also be asked to make recommendations on how the CRSP research may be brought into greater conformity with congressional mandates in these areas. (Appen. B, p.7, 19-20).

H. JRC undertake an analysis of ways in which its directions to contractors for planning grants and research contracts might more adequately address the need for firm research data on the roles of women in agricultural production, distribution, marketing, storage and processing. Since the CRSPs present a unique opportunity to gain vitally important data which is necessary for adequate project planning, future CRSPs should be structured to be responsive in this area. (Appendix B, pp. 19-20).

I. During the updating and revision of the registry of institutional capability care be taken to solicit and reflect institutional capability to address women and development issues in project design, implementation and evaluation, as well as research. (Appendix B, p. 7,24).

MAINTAINING CLOSE RELATIONSHIPS BETWEEN WOMEN'S NETWORKS AND TOP ADMINISTRATION

The best rationale for the discussion of this point can be gained through a direct quote from Dr. Rowe's paper:

Networks of women do grow, whether or not they are encouraged. Where they are fostered and respected and consulted, they are a powerful force for non-polarized and steady progress. Covert, defensive groups, on the other hand, tend to polarize issues because they can see no alternative. Polarization in turn often leads to backlash and the kind of damage many people would prefer to avoid. Moreover, covert networks cannot function efficiently to prevent trouble by an orderly presentation of concerns and grievances. Individuals who have serious complaints need clear channels for presenting their concerns if they are not to turn to the courts, to the congress, and to other varieties of taking things into their own hands. Maintaining close connection between the top and the women's networks permits each to learn from the other. Male managers learn what women want and need and what their special concerns are, and women learn what is realistically available to them and how to focus and balance their own issues in a general perspective and how the system works.

Some communication does presently exist between the top administration and women's networks. Through the Women and Food Communication Network funded by AID/WID, information about BIFAD and Title XII is communicated to participants in last summer's workshop. Feedback from those participants has been incorporated into this report as the means of making the BIFAD staff aware of activities at the campus level. Informal communication from the participants has also gone forward to the Board through this network. Women members of the Board and of the two Joint Committees also serve to communicate women and development information at the level of top administration. However, because each committee at this point in time has only one woman member, and each group meets at a different time, communication, even among the top women policy makers, is extremely limited. They, in turn, have no direct contact with the women who were trained in the summer workshop.

Moreover, there is no contact point within the BIFAD staff for the concerns of women within Title XII. No one BIFAD staff member has been assigned responsibility in this area. While the Board and staff are both sympathetic, there is no regular or clearly articulated mechanism for either giving or receiving communication around women and development issues. The following recommendations are addressed to this problem:

J. The University Community increase the proportion of its women appointees to Joint Committees to approximately one third over the next five years as recommended in the WID/XII Action Plan. (Appendix B.4, p. 4).

K. In the next round of appointments to JCAD, care be taken that there is at least one woman in each regional work group. (Appendix B, p. 7, 20).

L. AID reflect on the meaning of the fact that there are currently no women representing the agency either on the Board or the Joint Committees, and make every effort to significantly increase the number of women agency representatives. If this lack of women appointees reflects the lack of top level women administrators and design personnel in the agency, further efforts to integrate women into the development agency may also be called for. (Appendix B, p. 20).

M. An ad hoc committee composed of the women members of the two Joint Committees and of the Board, the Women and Development coordinator from AID, and two to three representatives of the summer workshop group be constituted as an Advisory Committee on Women and Development. This group should meet two to three times a year in Washington to advise BIFAD

on the progress in the integration of women in Title XII. By utilizing the Women and Food Communication Network, they could elicit information from women on many campuses, discover problems, trade success stories, evaluate strategies, and in general provide an interface between women at the local campus level, and the top administration. (Appendix B, pp, 8,10,11,15).

N. Responsibility for the integration of women in Title XII be assigned to the executive director or the assistant executive director of the BIFAD staff. (Appendix B, pp. 20-21).

O. A minimum of two women professionals be recruited for BIFAD staff positions, to address social science and nutrition issues as well as agricultural development issues. (Appendix B, p. 7, 14, B.4, p. 15):

P. A staff person be assigned substantive responsibility in the area of women and development and serve as liaison with the women's networks as well as with AID around this issue. (Appendix B, p. 7, 11, 14).

ROLE OF WOMEN IN TITLE XII

Kathleen Cloud

July 6, 1979

The following is an analysis of the two questionnaires mailed to participants in the workshop/seminar on the Role of Women in Title XII funded by AID DS/XII and held August 6-25, 1978 in Washington, D. C. The 35 participants were nominated by their universities and represent both a wide range of disciplines and a wide range of roles in research, extension, administration and teaching.

The first questionnaire was mailed in October 1978 as a non-funded activity of the contractor, the second was mailed in May of 1979, as part of a newsletter to workshop participants funded by AID/WID. No funding was included for analysis of this query sheet however. Therefore, the present paper is the first systematic analysis of the impact of the workshop on the participation of the women in Title XII university activities as well as in grants and contracts with AID. The two questionnaires had overlapping questions. Both asked what women and development activities participants had engaged in on campus since the workshop. The October and May answers to this question were collapsed for each participant and the resulting listings are reflected in the first part of the analysis, Ia, b and c. The number of replies for this part of the analysis is 31 out of a possible 35. The remainder of the analysis, II-VII, is from the May questionnaire and the number is

18 out of a possible 35, or slightly more than 50 percent. There is no clear pattern of difference between participants who have responded to the second questionnaire and those who have not. Of the participants who have replied, ten are from schools that had been recommended for strengthening grants at the time of the questionnaire, eight are from schools that have not yet been recommended. However, seven of these eight schools had submitted applications that are presumably under consideration. Of the participants that have not yet replied, seven are from schools that had been recommended for grants, seven are from those who have not, and an additional four are from 1890's schools that had not yet been reviewed. At the time of this report, questionnaires are still returning at the rate of one or two a week. This reflects the tremendous work load of most participants at the end of the school year, and parallels the experience with the first questionnaire. I would judge that to a substantial extent the answers on the second questionnaire are representative of the group as a whole, with the understanding that the majority of the schools furthest along in institutionalizing their concern for women and development are represented in the sample, and the few schools where least has happened are underrepresented.

In tabulating the responses I have done very little collapsing of categories, preferring to retain the original language as a way of giving a sense of the range and diversity of activities undertaken by conference participants. Over a hundred and thirty activities were

elicited in response to the question asking for personal activities since the return to campus. These included over thirty information distribution activities that ranged from briefing deans to organizing a day long college-wide program on Women and Development. Roughly the same number of course development and course enrichment activities were mentioned. By far the largest number of these (22) were seminars on women and development given for a variety of faculty and student groups. Five were the planning or institution of new courses, four dealing specifically with Women and Development, one with a strong WID focus.

Twenty-six campus level organizational and administrative efforts were mentioned. Eleven involve the location and networking of other faculty and students interested in women and development. The most striking of these involved the institutionalization of a campus-wide WID committee, with four subcommittees, over 200 interested participants, and a long list of accomplishments. Five involve some official committee or administrative responsibility for WID, and others mention monitoring of grants for WID issues. Five mention liaison with highly placed women administrators, either within the university or the state government. Informal comments from several participants indicate how useful such liaison can be. Direct involvement with Title XII research and country programming was mentioned seven times, three participants mentioning involvement in joint research projects, and two participation

in Title XII country programs. Eleven participants mentioned WID efforts at the consortium level. Three people mentioned their efforts on the BIFAD Task Force that drafted an action plan following on the WID/XII policy recommendations of August 1978.

Within professional associations participants mentioned fourteen activities including nine talks at professional meetings and organization of two panels on WID at professional meetings. Among the other activities mentioned were two planned trips overseas to work on WID, seven persons who are working with food related groups such as A.A.U.W. and the churches, and the location of a master's level animal scientist for work in Kenya.

The remainder of the data is from the 18 returned questionnaires and because it is more easily gleaned from the data sheet, it will not be summarized here. A few items are worth comment however. For Item II, the Title XII roster of capability, eight out of eighteen respondents knew they were on the Title XII roster for their institution. The remaining ten either were not, or did not know. Fourteen out of the eighteen were involved in efforts to expand the number of women on the roster. This represents a substantial effort to widen the pool of women available for development activities, and is one of the hoped for effects of the workshop. The relatively high input per person was intended to practice this kind of ripple effect. It would be helpful for the BIFAD staff to support and reinforce this rostering effort in their contacts with Title XII officers. Item III reflects the variety of

administrative patterns at the campus level. Six of the eighteen participants were members of the Title XII committee, twelve of the seventeen in schools that submitted strengthening grants had been involved in preparation of the grant proposal. Nine of the twelve were also involved in the revision after grant reviews. In response to questions III E, "what elements in your proposal were directed toward women and development issues?" twenty elements were listed by the twelve participants ranging from six general comments on the need to train and involve women to three WID coordinators' roles, and three series of faculty seminars on WID. In answer to III F, "was any money specifically allotted for WID issues and concerns?" Six replied yes, seven no, three don't know, and two indirectly. The three WID coordinator roles were funded, one mentioned a course, one mentioned seminars, and three indicated more general expenditures. It was clear in both replies that those who participated in both the grant writing and the revision were able to include more concrete activities directed to the issue, and were able to attach funds to particular WID activities. In part their involvement was the result of institutional commitment to the issue and/or their own personal efforts to be included; in part it was a function of the clear message from the BIFAD staff throughout the grant development and review procedures that the integration of women into Title XII was a serious issue, and would be treated as such in the review process. Seven of the twelve women who participated in the grant revisions

indicated that the issue of women and development had been flagged in the grant review and that this flagging of the issue was helpful in strengthening the WID component in their revisions. There is no doubt that the attention paid to the issue by both BIFAD and DS/XII during these early stages of campus institutionalization of Title XII has had a significant positive impact.

The answer to the question, "what other activities should AID undertake to support the integration of women in Title XII?" are characterized by the comment "keep doing more of what they've done in the last two years." They want more workshops, more monitoring, more communication to male administrators on the importance of WID, and new directions in general. Above all, they want a chance to meet again. Sixteen of the eighteen respondents indicated a strong desire for a second meeting of the group. Update on AID-BIFAD policies (5) and exchange of information on campus strategies (11) were mentioned most consistently as content. There was a desire to expand the meeting to include both male administrators, (campus 4 Third World 2 Title XII officers 4 AID/BIFAD 1) and other women, both scholars and administrators.

From the general comments as well as the overall tone of the replies a picture emerges of a group of energetic and dedicated people working very hard to accomplish something they care about deeply. Looking at the range and depth of activity they have engaged in during the last

nine months, it becomes apparent that a strong beginning has been made in the integration of women in Title XII. The relevant questions now revolve around the best means of supporting what has begun.

I. PERSONAL ACTIVITIES

A. Since returning to campus I have been involved in the following women and development activities:

Information distribution

16 Briefed top university administration (President, Vice President, Graduate Dean, College Deans), on WID issues.

1 organized and chaired one day college wide program on WID (250+ faculty).

5 interviews and/or articles in campus newspapers.

1 presentation and consultation on WID as invited speaker at U of Hawaii Agriculture school conference on development.

1 participated in international women's day/week on campus.

1 participated in international week programs.

3 consulted with students and faculty about possible work overseas.

1 assisted Dean of my college in preparation of WID presentation for Department Heads' conference on Foreign Assistance work.

1 conferenced with grad students, Columbia University regarding role of women in developing countries.

1 named outstanding faculty women by University presidents' committee for WID work.

Course development and enrichment

1 planning course on WID to be taught fall '79.

1 planning a course on WID spring, 80, perhaps followed by a practicum.

- 1 teaching a WID course on an experimental basis.
- 1 assisting in the teaching of a WID course.
- 22 gave seminars on WID for faculty and/or students, ag economics faculty, home economics faculty, rural sociology, agriculture faculty, etc.
- 1 circulated a brief annotated bibliography on WID to all agriculture faculty.
- 1 participating instructor in new course: Health Care Systems in Developing Countries: Theory and Practice.
- 1 produced annotated bibliography on kitchen gardens.
- 1 stress WID in new Rural Studies program.
- 3 established place in library to locate WID references.

Campus level organizational and administrative efforts

- 4 distributed questionnaire to faculty and grad students re interest in WID.
- 6 found and activated a core of other interested women on campus.
- 1 campus WID committee instituted with over 200 indicating interest. Four sub-committees formed on (1) curricular and educational development, (2) project advisement (3) all-university activities (4) library and resource development. Since beginning we have accomplished the following, (1) campus resource network file established, (2) project advisement team worked with beans/cowpeas planning project, (2) members now working formally with this project, (3) stimulated inclusion of WID concerns in campus policy guidelines and project review forms, (4) attended a series of WID meetings off-campus i.e. Women and Work in Africa at U of Illinois, MUSIAC/WID at Minnesota, Women's Studies at U of Kansas, (5) presented task force report at retreat for faculty and staff of International Studies.
- 1 head of international programs subcommittee on WID
- 1 acting as WID coordinator for Agriculture college

- 1 ~~got socioeconomic analysis and WID into criteria for selection of international programs~~ ~~established and maintained liaison with (women) Lt. Governors' office.~~ ~~established and maintained liaison with Woman Vice President or Vice Chancellor of University on WID issues.~~ ~~developed WID policy proposal for agriculture school.~~ ~~chair Dean's committee on women in agriculture, stressing international involvement.~~ ~~helping to monitor institution/consortium grants with regards to WID.~~ ~~member of committee to monitor university strengthening grants.~~

Involvement in Title XII research and country programming

- 1 plan involvement in the small ruminant collaborative research
- 1 wrote proposal for inclusion in the Beans, Cowpeas CRSP.
- 1 on Title XII project team going to Losoto for two years
- 1 as a member of the Sorghum-Millet Corp I attended the national meeting and showed them the importance of women in other phases of the production system, not just the nutrition component. Group was very receptive and will take women farmers into consideration in planning, fertilizing, utilization harvesting, sale, etc.
- 1 refocused research to bear more directly on women's crops in the developing world (1) designed a byproduct feeding experiment with indigenous crops (buffalo gourd, vine leaf) to growing kid goats, (2) perfusion study of PEE clearance using lactating goats as a research tool.

- 1 . ceraction with a nutrition team from the Phillipines and a Kenyan planning team from the Eggerton College Project.
- 1 women from the university have major responsibility on three different CRSPs, millet-sorghum, beans-cowpeas and nutrition. Two women are also serving on the university led Yemen project, one as a soil scientist, one as a WID specialist.

Efforts at the Consortium or National Level

- 1 working to set up a consortium of 1890's women .
- 1 held an organizing meeting on WID for MUSIAC, funded by AID/WID.
- 1 now submitting proposal for WID coordination within MUSIAC.
- 1 submitted proposal for regional WID meeting.
- 4 working on proposal for regional/consortium WID workshops.
- 3 member of BIFAD Task Force that drafted action plan following on WID/XII policy recommendation of August '78

B. Within professional associations I have been involved in the following Women and Development activities.

- 1 participated in AAAS-NSF meeting: "Anthropological Studies of Women".
- 1 delivered paper on older women ag. entrepreneurs for gerontology public health.
- 1 paper for National Council of Family Organizations on household work related to income producing activities of women.
- 1 presentation on strategy about WID used at Agriculture College for Society for Applied Anthropology annual meeting.
- 1 contacted professional networks to encourage appointment of women to BIFAD and Joint Committees.
- 3 speeches on WID at State Dietetic Associations, women's clubs, Kwanis, pilot club, etc.
- 1 assembled WID panel for State of the Art of Social Development conference, October 1978.

- 1 presentation to International Commission and Home Economic Commissions of NASALG on the Role of Home Economics in International Development
- 1 organized a panel on WID within the Council on Social Work Education for their annual meeting.
- 2 helped nominate candidates for the NGO coalition to FAO Rural Development in Rome - July 1979.
- 1 colleague and I have been given lead to develop WID projects on behalf of Interuniversity Consortium for International Social Development.

C. Other Women and Development Activities

- 1 will be in India six weeks--December 79-January 80--will do WID work.
- 2 work with church/food/hunger groups.
- 1 working with Korean researcher on a three month training in research techniques.
- 3 worked with AAUW Politics of Food group.
- 1 going to Zaire in summer of '80, sponsored by Christian Church (DOC).
- 1 spoke to local UN group on WID.
- 1 spoke to Extension homemakers on WID.
- 1 upon request of the Kenya Peace Corps director (whom I met at WID/XII seminar), I located and recommended a master's level woman animal scientist who is now training Kenyan women village workers.

The remainder of the responses are from the query sheet distributed May 1979. The current number of responses is 18. The replies include ten from schools recommended for strengthening grants as of May 1, and eight from schools not yet recommended. Seventeen of the 18 replies indicate the schools were applying for such grants.

II. TITLE XII ROSTER OF CAPABILITY

- A. Are you yourself included on the Title XII roster for your institution?

8 yes 4 no 6 don't know

- B. Are you aware of any efforts to expand your campus roster to include more women?

10 yes 6 no

Comments: 2 will be undertaken when strengthening grant money is received.

- C. Have you been involved in any efforts to expand the number of women on the roster?

14 yes 4 no

Comments:

1 resistance to change at this point in this area.

4 surveyed all faculty in Home Economics.

2 surveyed faculty university-wide.

1 helped write this component of strengthening grant proposal.

2 have worked within national professional associations in animal sciences and agronomy to make women scientists aware of Title XII rosters at their own schools.

1 a woman vice president has been appointed who is to track WID as one of her duties.

III. TITLE XII ON CAMPUS

- A. Does your campus have a Title XII committee? 14 yes 1 no
2 don't know

If so, are you a member? 6 yes 11 no

Comments

1 all are male department heads except one nutrition researcher.

1 not involved in Title XII committee--have our own WID committee and Title XII relates to it.

1 committee has a standing membership appointed by the committee on committees.

1 previously served, membership rotates.

1 served as ad hoc member during grant writing, current committee is all administrators because original committee was disbanded.

1 10-12 man and me--yes, I do speak up!

B. How many contacts have you had with your Title XII officer since returning to campus? 0 4 1 3 2-5 11 more than 5

C. Do you receive BIFAD Briefs? 7 regularly 6 irregularly 4 never
Comments:

3 no problem

1 it took several requests.

1 administrators "don't think it would interest faculty".

1 those go only to the ag school.

1 comes to department heads only, they pass it on to the faculty.

1 no problem with BIFAD Briefs, but I'm not able to get the NASULGC International Newsletter, and I would find that very helpful.

IV. STRENGTHENING GRANTS

A. Did your institution submit a strengthening grant proposal?
17 yes 1 no don't know

B. If 'yes' were you consulted in the preparation of the initial proposal submission? 12 yes 6 no

C. Was the issue of women and development flagged in the grant review? 7 yes 4 no 7 don't know

D. Were you consulted in the revision of the proposal?
9 yes 7 no 2 no reply

- E. What elements in your proposal were directed toward women and development issues? (i.e. a new class, an emphasis on gardens, funds for conference attendance, etc.)

Comments from ³schools where participants were involved in writing the grant proposal, but not in rewriting after the grant review (yes on a and b, no on d)

- 2 general comments on the need to train women.
- 2 activities involving women were given among a number of examples.
- 2 general comments with regard to possible inclusion in the curriculum.
- staff development funds.

Comments from ⁹schools where participants were involved in both the original grant submission and in the rewriting revision after the grant review (yes on a, b and d.

- 3 seminars for faculty on WID.
- 3 WID coordinator written into the grant.
- 1 inclusion of WID in a systems model for assessment of plans and needs.
- 1 listed women's expertise in nutrition, early childhood and delivery of services to native Americans in institutional capabilities.
- 1 included human nutrition in the broadest sense as an area to be strengthened.
- 1 training programs that involve bringing overseas women here for short courses.
- 1 women have equal opportunity to be involved.
- 1 emphasis on women in food production.
- 1 funds for a new position on international programs.
- 1 none.

- F. Was any money specifically allotted for WID issues and concerns?
6 yes 7 no 2 don't know 1 no answer 2 indirectly-

Comments from those who participated in writing but not rewriting of the proposal

- 3 specific indications of potential WID expenditures were suggested.

From those who participated in both the writing and rewriting

- 1 a full-time WID coordinator.
1 a half-time WID coordinator.
1 a quarter-time WID coordinator.
1 proposal includes seminars, speakers from off campus, etc. with money to implement.
1 yes, for courses.
1 none.
1 not directly, but a nutrition salary was included, and the school is almost all women.

V. A SECOND MEETING OF THIS GROUP

- A. Would a three-five day reconvening of this group be useful to you?
16 yes 1 no 1 dk
- B. What should be the content of such a meeting?
- 11 exchange of information on campus strategies.
5 update on AID-BIFAD policies, planning.
2 how to expand effectiveness through consortiums.
1 finesse in campus politics.
1 how can people gain project experience if they have not been previously involved?

1 discussion of most rewarding and reliable routes of influence (i.e. foreign students who go home to high position can, if excited by the issue, initiate projects).

1 substantive data on women in agricultural development,

1 to plan a series of regional workshops to bring women and other Title XII administrators together.

C. Who else should be invited to such a meeting?

4 some men administrators from campus.

2 third world administrators, both women and men.

1 scholars on WID such as Perdita Huston, Elsie Boulding.

3 women from other campuses who have become involved in Title XII projects.

4 Title XII officers.

1 policy makers, administrators in key agencies, AID units.

VI. WHAT OTHER ACTIVITIES (SMALL AND LARGE) SHOULD AID UNDERTAKE TO SUPPORT THE INTEGRATION OF WOMEN IN TITLE XII DURING THE NEXT TWELVE MONTHS?

A. To support your efforts on campus,

1 need intellectual, material, moral support to develop WID seminar practicums.

1 circulate social impact analysis guidelines to Title XII officers.

1 send every Title XII office Boulding's Women in the 20th Century as a help in meeting SIA guidelines.

1 put out a WID newsletter,

2 make consultants, speakers on WID available to campuses.

1 Bring deans in for a special high level session / ^{with} BIFAD AID people. Include WID concerns in presentations.

- 1 develop a model WID course and circulate it to Deans and Title XII people.
- 1 specifically designed workshops focusing on roles in WID.
- 1 reinforce WID efforts made by some institutions through letters, publicity, etc.
- 1 keep doing more of what they've done in last two years.
- 1 most exciting group of women are grad students--American and Third World--they need financial reinforcement to keep energies and talents focused on WID issues.
- 1 put some teeth into the review and flagging process by AID/BIFAD on the WID issue.
- 3 more training, workshops, regional meetings permitting both US and developing country persons active in WID to be in contact--build linkages,
- 1 encouragement of Title XII officers to include more women.
- 1 ask administration what they are doing concerning Title XII WID--make them accountable.
- 2 continue to check "all" proposals for integration of women on campus and in the host country. If this isn't done there is little incentive for those writing proposals to make the effort.
- 1 find a means of dissemination of BIFAD and WID information to more than just administrators, rather to people who would actually do the work. This might be side-tape package, brochures, conferences, etc. BIFAD Briefs alone is not enough.

VII. OTHER COMMENTS

- 3 concern that name is being used to validate proposals, etc. without real participation and input on WID.
- 1 women are building campus networks.
- 1 problem of time--everyone is swamped with obligations.

- 1 training sessions really did start something--my life will never be the same.
- 1 importance of peer group of other interested women on campus.
- 1 on July 1 I will go three-quarters time on the Sorgum-Millet project and one-quarter time for an agricultural Missions project so my whole life will be Women and Development.
- 1 I am one of two women on a team to evaluate International center --a direct result of last summer's involvement.
- 1 We're now beginning to develop a proposal for a regional WID conference.
- 3 since strengthening ^{grant} /was approved, local campus pressure has been very strong to convert WID funds to technical areas. We need continuous pressure from Washington AID staff and BIFAD to keep local Title XII units on target.
- 1 the training I received last summer has been invaluable to me as a member of the Title XII committee.
- 1 am more convinced than ever that USAID needs a great deal of help in understanding how to be helpful to university contractors, given their past experience in development.

Summary of information gained through interviews and document reviews designed to gain the perceptions of a variety of stakeholders on the most practical and effective near term activities to further the integration of women in Title XII.

Kathleen Cloud

September 1979

SUMMARY

This report summarizes information gleaned from a wide variety of interviews and document reviews to gain the points of view of various stakeholders within AID and Title XII institutions on one central question: "What are the most practical and effective near-term activities to further the integration of women in Title XII?"

To summarize very briefly the information gained across all the data bases: There is substantial agreement on a large number of areas. There is agreement 1. that there should be a larger number of women on both Joint Committees and eventually on the Board; 2. that the women should have some kind of informal steering committee to address issues of Women in Development with Title XII; 3. that the group of women formed by the first WID/XII workshop be expended and strengthened; 4. that regional workshops around the combined issues of Women in Development and "new directions" legislation need to be undertaken with a consortia base; 5. that national, regional and campus professional WID networks should be supported both through training and communication. It is also clear that there is strong feeling 6. that there need to be women on the BIFAD staff with substantive responsibilities in the area of Women in Development; 7. the BIFAD staff itself needs briefing in this area; 8. more direct communication on the importance of this issue and the substantive elements of this issue need to be directed to the Title XII officers, to the members of the two committees, and to the contractors and planners of the CRSPs and the country programs as well as to women within the Title XII networks.

None of this is new. What is clear now is that this is the consensus that exists over a variety of stakeholders and can be gleaned from a variety of data bases.

In January 1978, AID/WID sponsored the Tucson Conference on Women and Food. As a result of the interest generated in international agricultural development by that conference, BIFAD recommended and DS/XII funded a training seminar for women from 35 universities on the Role of Women in Title XII. This workshop was very well received, and has generated considerable activity on Title XII campuses. The companion document of summary feedback from participants (Appendix A) describes that activity in detail. It also summarizes the views of workshop participants on what should be undertaken next to expand and support such activity.

This document outlines additional efforts to gain perceptions of a variety of other stakeholders on what activities would best strengthen and expand the activity of American women in Title XII.

The methodologies outlined below were designed to clarify which are the most practical of the alternative approaches for reaching the larger community of several hundred women to provide them with the most relevant information conveyed at the 1978 workshop, but at lower cost per person. They were also designed to clarify which are the most feasible means of continuing exchange and dialogue among university women interested in international agriculture, nutrition and rural development with the BIFAD staff. Both questions were directed toward Goal I of the draft BIFAD Women and Development Action Program (Appendix B-3), commissioned by the Board in their September 1978 meeting, to "Increase the participation of women in Title XII institutions in the international activities and programs of these institutions as well as in the BIFAD organizational structure".

The methodology included the following elements:

- (1) Interviews of the following people, using the discussion outline below.

BIFAD BOARD

Dr. Jonnie Prothero
Dr. Rebecca Polland
Dr. Woods Thomas,
Executive Director

NASULGC

Dr. James Cowan
Margaret Fahs
Members of the Board of the
International Commission

THE JOINT COMMITTEES

Dr. Charlotte Roderuck
Dr. Linda Nelson
Dr. Frederick Hutchinson

Dean Jack Rigney
Dr. Robert Ayling

PROFESSIONALLY CONCERNED WOMEN'S GROUPS

Dr. Alberta Hill, President, American Home Economics Assn.
Dr. Phyllis Warden, Chairman, Home Economics Commission,
NASULGC
Dr. Victoria Marcarian, American Agronomy Association
Barbara Daboll, American Society of Animal Sciences
Drs. Hanna Papanek and Rae Lesser Blumberg, American
Sociological Society.

DISCUSSION OUTLINE -- WID/XII

- a) What do you see as the most urgent and practical measures to be taken in furthering the integration of women in Title XII?
 - b) What do you see as the most practical and cost effective ways to expand the network of women with appropriate technical skills who are interested in international development work and well informed about Title XII?
 - c) What do you see as the most effective ways to maintain communication and dialogue among the women in such a network as it expands?
 - d) What kinds of communication would you see as useful between such a network and the BIFAD staff? Why?
 - e) What kinds of communication would you see as useful between the Title XII office and campus Title XII personnel around the issue of the integration of women in development? Why?
- (2) Review of relevant documents suggested by DS/XII These included:
- a) Contractor and DS/XII evaluations of the workshop/seminar on the Role of Women in Title XII.
 - b) BIFAD Women and Development Action Program, Draft 1 Proposed Strategies for Implementing the Women and Development Policy Recommendations of Participants in the Workshop Seminar on the Role of Women in Title XII.

- c) The CDSS review done by BIFAD consultants together with the reviews done by AID's Women and Development office.
 - d) Selected CDSS's documents that were cited in these reviews as having outstanding WID components, as well as some cited as lacking them.
 - e) Selected university strengthening proposals, to understand what universities are proposing to do in this area.
 - f) Selected CRSP planning documents, to understand how they are addressing this issue.
 - g) Women and the Institute for Science and Technology by Kristin Anderson, a report commissioned by the Institute.
- (3) Informal discussions with personnel in various AID Bureaus and ISTC planning staff to gain their perspective. These included:
- | | |
|-----------------------------------|---------------------------|
| Erven Long, DS/XII | Morris Wittiker, BIFAD |
| W. Fred Johnson, DS/XII | David Shear, CDO, Senegal |
| Arvonne Fraser, PPC/WID | Glen Taggardt, BIFAD |
| Richard Blue, PPC | Elmer Kiehl, BIFAD |
| Al White, Deputy AA,
Near East | Nichols Lycks, ISTC |
| John Sullivan, AA, Asia | Ralph Smuckler, ISTC |
| Barbara Pilsbury, WID/Asia | Dean Peterson, DS/Agr |
| Francis Johnson, AFR | Harland Hobgood, DS/RD |
| | Jean North, DS/RD |
| | Kathleen Staudt, AID/WID |
- (4) Consultation with both women and men in the existing campus WID network about the feasibility of plans under consideration. These included:
- Dr. Sue Ellen Charlton, Colorado State University
 - Dr. Jack Law, Colorado State University
 - Dr. George Dennison, Colorado State
 - Dr. Margaret Thornburg, University of Maine
 - Ms. Josephine Miller, University of Georgie
 - Dr. Gwendolyn Newkirk, University of Nebraska
 - Dr. Patricia Barnes McConnell, Michigan State University
 - Dr. Margaret Meyer, University of California, Davis
 - Dr. Ruth Finney, University of Hawaii, Manoa
 - Dr. Abby Lindsey Marlatt, University of Kentucky
 - Dr. Elizabeth Yettey, Texas A and M University
 - Dr. Lorna Michael Butler, Washington State University
 - Dr. Virginia Boyd, University of Wisconsin
 - Dr. Judith Powers Burke, University of Missouri-Columbia

Dr. Jean Due, University of Illinois
Dr. Richard Kassandar, Vice President, Research,
University of Arizona
Dr. Gerald Matlock, University of Arizona

- (5) Consultation and discussion with women not yet involved in Title XII at their annual professional meetings.

These included the following:

Women's Studies Conference, June, University of Kansas
American Society of Animal Sciences, July, University of
Arizona
American Agronomy Association, August, Colorado State
American Sociological Society, August, Boston

- (6) Interviews with members of the BIFAD staff and Chairmen of the Joint Committees to clarify how they are building the WID component into the roster of institutional capability, as well as how they are selecting universities for matching with mission requests for technical assistance and collaborative planning on country projects. These interviews also seek to clarify the process for delineating the scope of work for the CRSPs, in order to facilitate greater involvement of women in these efforts, as well as attention to the role of women in the activities addressed in both the CRSPs and the country projects.

SUMMARY OF FINDINGS

PART 1: Interviews with stakeholders outside of USAID

Interviews with the 20 interested stakeholders outside of USAID produced a striking similarity of perception about activities that need to be undertaken to integrate women in Title XII more fully.

In response to the first question, "What do you see as the most urgent and practical measure to be taken in furthering the integration of women?", there was an overwhelming consensus in several areas. Almost everyone

mentioned the necessity for more women members of the two Joint Committees. A very high number of the respondents mentioned the necessity for more women members of the two Joint Committees. A very high number of the respondents mentioned the necessity for a woman on the BIFAD staff who would have functional programming responsibilities for Women in Development built into her job description. Many of the respondents suggested a minimum of two women on the BIFAD staff -- one to deal with nutrition and one to deal with social sciences. A number of the men respondents mentioned the necessity for monitoring the performance of contractors with regard to women and development. None of the women interviewed raised this issue although the workshop participants had actively called for monitoring last summer. Several men called for monitoring of all AID contracts for implementation of WID policies. Others suggested monitoring the implementation of the strengthening grants to see whether they delivered what they promised.

Many respondents called for what is essentially the translation of women in development policy into standard operating procedures. One example would be the roster of institutional capability. There was a feeling that the roster needs to be reviewed and updated to reflect the increased institutional capacity of many universities in the area of women in development. It was also suggested that within the CRSPS attention should be directed to women's current roles in production and distribution of the commodity as well as the possible impact of projected technical improvements on women's labor and women's economic stake in the society. Several respondents suggested evaluating current CRSPS to see whether they do address these issues, as well as developing appropriate guidelines in this area for future CRSPS.

There was also a suggestion that mission requests for technical assistance to the JCAD regional work groups could be reviewed for possible impact on women, and technical assistance be available to improve projects in this respect.

Another set of suggestions revolved around the very clear perception that women need to organize a network themselves so that they can have an impact within Title XII.

At the national level several respondents suggested that there be a task force or an adhoc steering committee of women within Title XII at the level of the board and the joint committees, that representatives from AID/WID office sit with them and that this group meet regularly to develop a coherent strategy for integrating women in Title XII. There was a feeling that this committee could serve a very useful purpose in communicating women's concerns to the board, and the board's concerns and perceptions out to the larger community of women.

There was also a strong recommendation that women be organized at the regional and/or consortium level. Because so much of the work that is done through Title XII is done through consortium arrangements, it was felt that it would serve a very useful purpose if the women within the various consortium were aware of one another's capacities and could exchange information at that level. It was also seen as important to develop regional groupings that would be somewhat more inclusive of Institutes and disciplines than the consortia-based networks. There was also a strong recommendation that women organize at the campus level.

There was a suggestion from a number of men that we need to use our men friends; that we need to let them know what our goals and strategies are so that they are in a position to support us. This is a very interesting perception and one that seems worth pursuing.

One last set of responses to this question concerned communication. There was a feeling on the part of several respondents that communication should go from AID/WID office to the Title XII community. It was seen as useful for Arvonne Frazer to attend board meetings. It was suggested that it would also be useful to have regular items about Women in Development in BIFAD Briefs and the NASULGC newsletter.

In answer to the second question, "What do you see as the most practical and cost effective ways to expand the network of women with appropriate technical skills who are interested in international development and well-informed about Title XII?", the answers showed a large degree of consensus. A fair number of people were in favor of meetings on a regional basis that could include a larger number of women. A number of respondents also mentioned consortium networks as being a method of folding in larger numbers of people over a period of time. There were some suggestions that there be a training session each year for interested women; whether that training session be in Washington or in the regions, there should be continuing access for women to training in this area of international development.

There were also suggestions that existing professional networks be used to communicate with women about the possibilities of Title XII. The use of societies such as AEHA, together with the Womens Caucus within relevant professional associations such as AAAS, the Area Studies Associations, Sociology, Political Science, Economics, Anthropology, Agronomy, and Animal Sciences were suggested as ways of communicating with women and drawing women further into involvement with Title XII.

The answers from the respondents to this question were not detailed nor as comprehensive as the answers in workshop evaluations, nor are they detailed and comprehensive as those in the action program developed from the workshop resolutions.

What does seem clear is that the respondents felt that expansion of the network was useful, that it involved training, and that the training should probably be repeated over a period of time so that a number of the women could be included as the programs unfold.

In answer to Question #3, "What do you see as the most effective ways to maintain communication and dialogue among women in such a network as it expands?", we received many answers similar to the earlier responses.

The first strong recommendation was again for a task force or a steering committee of women at the level of the board and the joint committees that might maintain communication and dialogue from the women's network upwards towards the boards. There was also the repeated recommendation that women organize and meet both at the regional and consortium level and at the campus level. There was an interesting suggestion that a national workshop be held with one woman from each Title XII program. The purpose of such a conference would be to exchange strategies that had worked at the campus level. Each of these women would be expected to function as a contact point for other women on campus and within the consortium. This is essentially what was done a year ago with the first conference. The intent of this suggestion is to expand the network by including one woman from each university that has an active Title XII program on campus.

A parallel suggestion that emerged from a number of the respondents was the formation of a professional association for Women in Development that could publish a journal dealing with issues of Women in Development. Such an association would extend beyond the borders of Title XII schools or Title XII concerns, and is a more long range objective. Since it was raised by a number of different people it seems an idea worth pursuing over a period of time. Energy will need to be given to exploring feasible ways to structure such an association, and although it's not directly a Title XII concern, Title XII would undoubtedly wish to be involved in any efforts in this area.

The issue of communication was addressed in two ways by the respondents. One group of suggestions centered around getting women in development information into existing publications such as the Home Economics International Commission newsletter, the NASULGC newsletter, the Society for International Development and nutrition newsletters. A second strategy suggested a newsletter that was directed primarily to Title XII and the interests of Title XII. This was envisioned as an informal information dissemination strategy

that would permit people to keep abreast of developments in Title XII.

A last set of recommendations dealt with international networking. The issue of international networking is more explicitly addressed in the plan that was brought forward by the WID/XII workshop participants. However, in the interviews concern was expressed about international networking and some interesting suggestions were brought forward. One was that Americans need to follow up on the graduate students that they have had, to follow up both by letter and by visit. Foreign graduate students have difficulty keeping up with the literature and are very grateful for continuing contact with their major professors. A larger suggestion of the same sort came from the Home Economics Association president. She suggested that some international networks could be built by utilizing historical linkages between American schools and schools in the developing world that they had assisted in developing their home economics department. It might be worthwhile to consider circulating a list of these historical linkages so that as universities begin to work in a particular area they may be able to access some of the older linkages that exist.

One last point that was brought up with relation to international linkages and international networking is that American women need to be knowledgeable about the work of the UN and other donors and that this will help them to connect internationally. This is particularly important with regard to UNICEF, to FAO and to the work of the women and development commissions of the four regional economic commissions.

In response to Question #4, "What kinds of communication would you see as useful between a women's network and the BIFAD staff?", the response was primarily structural. Again the responses suggested a woman staff member and a task force or a steering committee of women to communicate between the board, its staff, and the women in the Title XII network.

Both suggestions were directed toward a continuous information flow back and forth between women in the system and the people at the top of the system.

A second series of suggestions were directed towards information input for the board and the staff. There was a suggestion that the staff and the board have large scale substantive input on the role of women in food production, distribution, and marketing, as well as food preparation in the developing world. There was a suggestion made that Quentin West's committee be used to bring this kind of large scale input forward to the board. A similar suggestion was that the AID/WID do mailings to the BIFAD staff, to the board, and to the joint committees.

Suggested materials included Perdita Houston's book Third World Women Speak Out, Ester Boserup's book The Role of Women in Economic Development, the draft of the AID/Women in Development policy paper, and other selected articles.

There was also a suggestion that these publications be offered through BIFAD briefs; that they be advertised as being available upon request. This seems a good suggestion and is probably worth following up.

There were repeated suggestions that the AID/WID coordinator be present at the board meetings for her continuous input; both her visibility and her input at those meetings is seen as helpful. An allied suggestion was that the universities might find it useful to send women to board or committee meetings simply to be present and to listen. A parallel suggestion was made to me several times in the course of my investigations that some of the professional associations would like to send observers to the board or to committee meetings from time to time. I explained that such observers would be welcome and it remains to be seen whether they will be forthcoming.

In response to the fifth question, "What kinds of communication would you see as useful between the Title XII office

and campus Title XII personnel around the issue of the integration of women and development?", the most frequent answer was that there should be direct communication to the Title XII officers on the issue of women and development by the board, both by the chairman and by the executive director. It was felt that it would be useful to communicate the board endorsement of the resolutions of women from the summer workshop. The AID response to those recommendations has been communicated but neither the BIFAD response nor the NASULGC response has ever been communicated publicly to the women or to the Title XII officers.

This input was received from a variety of sources both outside and within AID. As it was received it was communicated to the BIFAD staff. Response was prompt and initiatives have begun to include substantive input on women's roles in agricultural production and in rural development, as well as congressional mandates and both AID and BIFAD policies in this area both during the Title XII officers' meeting in November in Washington, and the subsequent regional meetings.

This will be an effective first step for communicating to Title XII officers the position of the board on this issue. Other methods of communication are also possible. A suggestion was made by several respondents that BIFAD Briefs should be more heavily utilized to communicate on women and development issues. One suggestion was made that both BIFAD Briefs and NASULGC International Newsletters tell success stories about universities or projects that have incorporated Women in Development effectively in their activities. The international newsletter has volunteered to develop space each month to women and development issues. Contact has been made with Women in Development offices to supply them with information on a regular basis.

Another suggestion in this area was that women who are interested in international development should join AUSUDIAP. This suggestion was made repeatedly and seems useful to pursue.

Several people made a suggestion that had a somewhat larger scope. This was that AID materials in general, not just in the area of women and development, are hard to come by in the universities. It would be useful to have them available for use by classes as well as for planning purposes and the preparation of proposals. Such things as the CDSSs and the Agricultural Policy Paper would be very useful on campus and are not easily available. It was suggested that a list of available AID documents be distributed to universities so that they could access the ones that seem most useful.

PART 2: A review of relevant documents suggested by DS/XII

The first documents reviewed were documents directly from last summer's WID/XII workshop. These are A and B on the outline; the Contractor and DS/XII evaluations of the workshop seminar and the BIFAD Women in Development Action Program Draft that was developed as an outgrowth of the workshop.

There are strong parallels between the recommendations made in these documents and the recommendations gained from the interviews previously described. All three documents made a strong recommendation that there be more women on the Joint Committees, as well as on the Board. The two evaluation documents simply make a statement about a stronger representation of women. The BIFAD plan is more specific; it states a five year goal of one-third membership on both Joint Committees which would be six members on each committee and two to three members on the board. This parallels the suggestions from the interviews.

All documents also make the recommendation that there be women staff members on the BIFAD staff. The plan is the most specific, again recommending that there be at least two women -- one with social science expertise and one with nutrition expertise -- and that they be charged with women and development responsibilities. A third parallel recommendation that is found both in the conference recommendations and in

the plan is that BIFAD should have an advisory committee of women. The plan suggests it be drawn from the group that was previously trained to advise as to the best ways of implementing the policy recommendation. This suggestion again parallels the recommendation from the interviews that an ad hoc committee of women represented on the board and the two committees be convened to address women and development issues within BIFAD activities.

A third recommendation from the women's documents is a strong recommendation that a communication system between women in the group and the BIFAD staff and the BIFAD board be maintained. The recommendation of a staff person and the recommendation of the advisory committee of women speak to this question. In addition there was a strong suggestion that newsletters and documents be forwarded to members of the group so that they could stay abreast of developments both within Title XII and within the field of women and development. There was a strong request that BIFAD briefs be made available to women within the training network. There was also a suggestion in the evaluation that a follow-up study be done to see what participants had been able to accomplish on campus in the area of women and development. The two query sheets summarized in another part of the report do this.

A recommendation present in all three documents is that training on women and development issues should be given both to the BIFAD staff and to Title XII officers. This recommendation parallels a strong emphasis on this issue in the responses to the query sheet and in the interviews reported in Section I of this report. Both the query sheets and informal communications indicate that the message hasn't yet reached most campuses; that this is a serious issue. There is repeated feedback that Title XII officers are not aware of the Congressional mandate or the policy in the area of women and development. If they are aware of it they tend to view it as a nuisance rather than as an opportunity to develop the useful capacity that will increase their desirability as

a contractor. Attention to the training of Title XII officers does seem necessary.

With regard to the support and enlargement of the women in development network the documents make clear recommendations. Both evaluations suggest reconvening the original group of women together with some additional persons to exchange information, to learn successful strategy from one another, and to receive substantive input both on women and development research and Title XII developments. The BIFAD action program has more clearly articulated objectives for such a workshop/seminar. Additional persons who would be invited are also outlined in some detail in this document.

This plan further recommends regional workshops linked to consortia as the main strategy for enlarging the network of trained women. Again, there is a fairly detailed outline of how such regional workshops might be structured and what the content might be. Also outlined in this plan is the possible inclusion of a section of such workshops devoted to the broader "new directions" questions. The two workshops would then be linked. The brief workshops on women and development would be followed by a workshop on the new directions legislation. One final recommendation that is included in both the evaluations is that existing professional networks be used for communicating information about women and development to a wide audience. Suggestions are made in the plan for communicating through professional associations, conference rosters, journals, and newsletters. New information systems are also suggested such as brief information factsheets, visual aid packets and slide tape sets and final recommendations are that concerted efforts be made to find ways to make factual presentation of women's total role in development at major professional associations and university conferences. Some parts of this goal will be accomplished when the Women in the Food Communication network, funded by AID's Women in Development office, becomes operative, since one of the charges of that network is to make presentations at conferences and through professional networks.

The next set of documents to be reviewed are C and D on the outlines, the CDSS reviews done by the BIFAD consultants, the CDSS documents that were cited in those reviews, and the reviews of CDSS that were done by AID/WID. Although there were no women and no social scientists on the BIFAD team that reviewed the CDSS's, they did flag the issue of Women in Development within the review. The discussion, though brief, was helpful. It did, however, overlook one central and crucial issue; the role of women in agricultural production. Although there is now extensive documentation of the presence of large numbers of women in food production, distribution, and marketing systems, and although there is extensive documentation of the failure of most agricultural development projects to reach women with technical assistance, this issue was not raised in the CDSS reviews.

AID's Women in Development office did an extensive review of the CDSS's around these issues. To give some sense of the opportunity lost in the BIFAD review, I will quote their review -- first their content analysis and then the key issues that need to be addressed:

How Was Women in Development Treated in the CDSS's?

In an overview assessment of CDSS's reviewed, one third had scattered attention to women throughout the entire document, and one half dealt with women separately. Despite instructions to Missions on including women, in AIDTO CIRCA 384, one-sixth had no attention to women at all. Only a fourth of CDSS's contained a relatively comprehensive description of poor women. In even fewer were women integrated into the analysis of poverty. (For example, detailing how migration patterns, large number of women household heads, and women's limited access to development support all interact would deepen understanding of the causes of poverty in order to develop comprehensive strategy.) The space devoted to women in development ranged from nothing to the rare two pages. Typical space consisted of two paragraphs, or about two-thirds of a page. In a document nearing 60 pages. 1/60th of the space, thus, was fairly typical of attention to women.

More important, however, was the poor quality of content on women, and the limited degree to which analysis of poverty was linked to AID strategy.

By far the most frequent attention to women was an assessment of educational disparities between the sexes. Over half the CDSS's reviewed had figures on sex differences in educational achievement and literacy rates. These data are easy to obtain and should be part of mission strategy. Yet discussion of education lacked consideration of sex differences in education content, as well as the consequences of education for women and men in terms of skills acquisition, job opportunities, and income-earning possibilities. Attention to sex disparities in education was frequently the only attention to women. Several CDSS's contained reference to the legal status of women which is, of course, important. Yet AID analysis and strategy should not be confined to this area, given AID's limited ability to affect legal change as directly as change through sector and project strategies.

To make women integral to analysis and thus improve mission planning capability, the following key issues must be addressed.

WORK: Only a quarter of CDSS's note women's work in agriculture and in household tasks (such as water carrying and fuel collection), and rarer are the CDSS's that link this "note" to strategy. While CDSS discussion of "family farm labor" is a step forward from describing only male labor, it obscures important within-household differences between men and women in labor input, decision-making, and return from labor. Missions should develop capability to analyze how labor divides between men and women, for what kinds of activities, crops, and fields. Also required is mission attention to control over resources (such as secure land title and capital) and return for labor -- just as critical to women's work incentive as men's. Strategies to improve farm productivity, expand cultivation, develop off-farm employment, or encourage labor-intensive activities cannot proceed without an understanding of labor contributions between men and women.

ACCESS: Only two CDSS's reviewed discuss women's access despite instructions to Missions that CDSS's are to analyze how Host Government policy affects target groups. Assessing how women's access to government and donor activities differs from men's is critical to Mission strategy on "women specific" and "women's components" of projects. CDSS's should consider how the sex composition of field staff affects women's direct access to services. If agricultural staff are largely male, how will this impede project success in reaching women? Are services for women

confined to a women's program, and if so, what staff numbers and budgetary resources does the program operate with compared to other development programs?

MIGRATION AND FEMALE HEADS: Only two CDSS's reviewed discuss women as de facto household heads, yet over half noted extensive migration patterns. CDSS's should assess migration patterns of men and women, and how male outmigration affects women's work in rural areas, access for remaining female household heads, decision making authority within the household, and remittances to rural areas. In parts of the LAC, women migrants outnumber men, also calling for special consideration.

PARTICIPATION: Though most CDSS's lack attention to involvement in decision making, even fewer (only one) discussed women's participation. Are women involved in decision making institutions such as councils, cooperatives, and committees? Are women organized separately from men within a community, and if so, what provisions are made for women's group entree to participatory bodies and for groups as vehicles for development activities?

EQUITY: Only one CDSS reviewed discussed women in the context of equity. If government and donor benefits are available primarily to men, how can this be reconciled with AID policy to support growth with equity, including sex equity? Sex equity should be considered in terms of income, control over resources such as land (particularly important during land reform), and access to capital, education, and work opportunities.

If BIFAD intends to participate in a second CDSS review it would seem useful either to ask for technical assistance from AID/WID or to include a Title XII woman and development expert on the regular panel so that these components of the CDSS review could be strengthened in next year's effort.

The next set of documents for review are the university strengthening grants. For a discussion of this issue see the memo to Erven Long on strengthening grants (Appendix B2).

Next for review are selected CRSP planning documents. The review of the relevant documents was brief and not exhaustive. The contractor reviewed the planning documents for the small ruminant CRSP and Dr. Prothero reviewed the planning documents for the nutrition CRSP. There was no sub-

stantial attention to the issue of women in development in either document. They did not address the questions of sex role division of labor and control of resources. Neither did they address the question of differential impact of proposed innovations on women and on men. Both the planning documents and the individual contracts for the CRSP's should be systematically reviewed in greater depth to suggest ways that they might reflect the Congressional mandate.

The last document I reviewed was the Report on Women commissioned by the Institute for Science and Technology. It is a very strong document that includes the following strategies: a) to employ women at all levels within the Institute and to include them in all consultative committees and advisory groups. Specifically it recommends that a third of each level in senior staff, junior staff, support staff, the advisory council and the review panels should attempt to approximate the proportion of one third women; b) to encourage the staff and the committees to communicate with women in the United States and in developing countries and to help establish mechanisms for continuing communication; c) to initiate a study of women's issues pertinent to each problem area before proceeding to assign priorities for work within that area and to integrate the women's issue into the overall discussion when the state of the art papers are prepared in each problem area. Had this been done for the CRSPs as they were developed they would be substantially more effective documents; d) to assign high priority to training more women in relevant fields. The training envisioned would not be generalized calls for more education but an indication to look at exactly what would enable women to acquire and to train others to acquire the capacity to continue to the solution of problems in this area. e) The last recommendation is that the Deputy Director of the Institute should be assigned explicit responsibility for the integration of women into the program and staff of the Institute. The position description should not only fix this responsibility but should set out

clearly how it is to be discharged. This fixes the responsibility for the integration of women at a much higher level administratively than had been the case within BIFAD.

Within the BIFAD staff it is not clear at the present time who has responsibility for such integration. This is an issue that might be useful to address.

PART 3: Informal discussions with personnel in various AID bureaus and the Institute planning staff to gain their perceptions.

A major portion of the input from various stakeholders within AID is parallel to the discussion in Part 1.

A further focus of discussion with AID personnel was the question of what WID capacities in Title XII institutions would be most useful to them. In other words, what capacities would it be most useful for the universities to strengthen; what is it that AID would buy if somebody were able to sell it to them? The responses are summarized in the memo to Erven Long included as Appendix B2.

PART 4: Consultation with women and men in the existing campus Women in Development networks about the feasibility of training plans under consideration.

Informal consultations were held with personnel on a number of campuses to explore the feasibility of doing consortium as regional conferences and about possible ways of doing a single national training session. There was a general consensus that regional training conferences of three to five days that would focus part-time on women and development issues and part time on the entire "new directions" emphasis were probably the most useful kinds of conferences to have. The advantages described for such a strategy included the following: Several persons from each institution can attend if it is regional and for a shorter period of time.

Their attendance can be funded from strengthening grant money. The presence of a number of people from the same campus at a conference has two advantages: More than one discipline and more than one school can be represented. Additionally the local campus Women in Development network is then strengthened because there's more than one person on campus who has the knowledge that's necessary. It also strengthens a consortium/regional network because women become aware of program and personnel resources on a variety of campuses. Since so many AID projects are now handled by a consortium, this is useful in developing and staffing projects.

It is seen as desirable for a number of men to attend the sessions addressing the "new directions" issues. This is more possible if the conferences are regional rather than national. It was felt that the entire issue gains greater visibility by being moved closer to home; that the dispersion of funding to several universities would validate the priority AID assigns to new directions issues through its contribution to the funding of such conferences.

On the campuses where the regional conferences were discussed in some depth, it was felt that a combination of strengthening grant money and AID funding could be used for the conference. All attendees' travel and per diem would certainly come out of strengthening grant money. Overseas participants could be funded at least partially by strengthening grant money. Some planning and organization time could be funded also from strengthening grant money. What would be needed from AID would be some level of funding for the conference coordination and planning time as well as the contribution of AID documents and AID personnel to speak at such a conference. This issue will be addressed in more detail in the report and recommendations.

Discussions were also held with a number of women about possible appointments to the joint committees, both JRC and JCAD. A number of vitae were solicited after discussion

with the interested people, and these vitaes were forwarded through Jim Cowan in NSLAGC to Dr. Kiehl on the Bifad staff. It is not yet clear how the new appointments to the two committees will be resolved, but for the first time a consistent, well-organized effort was made through women and for women to elicit vitaes and to bring them forward. This effort resulted from the cooperation of the two women board members, the two women committee members, Arvonne Frazer of the WID office, and the WID/XII network. It highlights the possibilities and the usefulness of an adhoc committee to address women and development issues within the BIFAD structure.

PART 5: Consultation and discussion with women not yet involved with Title XII at their annual professional meeting

The major part of the findings from these meetings are summarized in the memo to Arvonne Frazer of August 15 (Appendix B1) in addition to these were contacts with the agronomists and the animal scientists, there were other contacts with social scientists who are very interested in involvement in Title XII and are actively seeking it both at the campus level and within their professional structures. The topic will be addressed during the meeting of the International Commission of the American Sociological Society in March in Boston. During the Women's Studies Conference in June, AID/WID sponsored extensive conversations among individual women who were considering seeking involvement in Title XII campus programs. There is a general feeling among these women that they need considerably more information than they now have, primarily about the organizational structures of BIFAD. Many of these women have the requisite technical skills to serve on teams, and have in fact served on teams. What they do not have is the knowledge of the BIFAD structure and how they might enter it.

Contractor presence at these professional meetings was funded by the Women in Development office as a way of disseminating information about Title XII to a variety of audiences. With the funding of the Women in Food Communication network, more efforts of this sort will be undertaken to disperse general information about women and Title XII as widely as possible.

PART 6: Interviews with the members of the BIFAD staff to clarify how they are building the Women in Development component into the roster of institutional capability

There is a task force formed presently to refine and update the roster of institutional capability. After conversation with Dr. Kiehl about the roster, he suggested that AID/WID nominate a person to sit with this committee to assure that procedures for expanding the roster were designed in such a way that women were actively sought out for inclusion, and that the existing capacity to address the issues of women in program design, implementation and evaluation were reflected in the listing of institutional capabilities. Such a letter has been prepared and is being forwarded to the BIFAD staff office. Hopefully with the inclusion of a Women in Development expert in this effort, the roster will be able to reflect more adequately the capability that exists.

Memo to: Arvonne Fraser
From: Kate Cloud
Subject: Young Women Scientists in Agriculture
Date: August 15, 1979

As you are aware, I have been involved for the past several months in attempting to establish meetings of women scientists within some of the agricultural associations. During the last week in July and the first week in August, with support from your office, I traveled to the national meetings of the Agronomy Society and the Animal Sciences Society to speak about the roles possible for women in international agricultural development. In each instance the meeting I addressed had been organized with the active assistance of a participant in last summer's training workshop on the role of women in Title XII. Barbara Daboll, who is an animal scientist at the University of Arizona, had been instrumental in arranging the meetings for women in animal science. She has also arranged with her colleague, Dr. Victoria Markerian of the University of Arizona, to provide such meetings in the national agronomy society. Each meeting had two purposes. The first was to develop a network for women within the association. This network will be used to arrange further meetings within the society and to gather information on what might be the professional concerns of women in these societies. The second purpose of these meetings was to acquaint the women with the possibility of working in the international development arena and to locate the women who might have such interest. To achieve both ends we distributed one-page vita sheets asking women for their name and address, their research interests, the level of their training, whether or not they were interested in international development work, and what relevant experience and language capacity they had.

In both meetings we were struck by the number of bright, articulate young women who responded to the offer of such a

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meeting. In each association there were close to 200 participants at the initial meeting. In both meetings approximately 30% of the participants were men. These were not only the women's junior colleagues; they were also department heads, and the presidents of both associations. A significant number of men spoke to us after the meetings were over about their concerns for their young women students. Department heads in particular had serious concerns about the career tracks that might be available to these students.

There seemed to be a genuine commitment on their part to the professional advancement of their young women students together with the lack of a clear idea of how this professional advancement might be facilitated. The women themselves also expressed concern about possible career tracks for themselves, both domestically and within international development. They had a large number of questions for us about what a career track in international development might involve; whether it would be possible to work part of the time within the university setting and part of the time within international development.

There were some differences in experience level between the two associations. In animal sciences none of the women were actually on a university faculty. There were a number of women who were finishing doctorates and a large number of women at the master's level. In agronomy there were a number of women who had their doctorates and who were working in a university setting, but only one of them was working on a tenure track professional appointment. The other agronomists who did have their doctorates were working either as post-doctoral students, on single-year appointments, or as research associates in non-tenure positions. In two cases, women were working in commercial agriculture, and one was working in a government agency. In both associations approximately 100 women returned the vita sheets to us. Within Animal Sciences about a third, or 30, of the women expressed interest in

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international development.

Many of these young women had experience overseas with the Peace Corps. A significant number had lived in developing countries with their parents while they were growing up. A smaller number had extensive travel experience; in two instances women indicated to us that they had spent over a year traveling in developing countries simply to gain an understanding of the life of the people in those situations. There was more language capacity in agronomy than in animal sciences, although there was some language capacity displayed within both associations.

It was clear both from the vita sheets and from the conversations that there are a significant number of young women scientists in both disciplines interested in international work, uncertain about how their career paths might include such work, and who do not know where to get the assistance they need in moving forward in this area. Very often they have been discouraged from international work by their professional advisors who view it as an uncertain and difficult career within agriculture. Many of these young women have committed themselves to agricultural research out of a deep concern with the needs of developing countries, yet they do not know how to move forward professionally.

Given the continued emphasis with the BIFAD Board on the need to develop junior scientists who have competence in international development work, it would seem useful to think about ways in which we might assist these young women in moving into professional agricultural development roles. The motivation is there, the training is there or very close to being there, the language capacity and the overseas experience are sometimes present. What seems necessary is a mechanism for helping these women to understand the career paths and the career choices that are possible within international development. They might benefit from special counseling or experience. It would also be useful to think of a mechanism that would make them more visible within the international

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development community. If it is true that the development agencies wish to integrate more women more effectively into development, and if the technical capacity of large numbers of women is at the point of being employable by these agencies, then perhaps it is time for us to think of ways in which we can facilitate the movement of these women scientists into development roles.

cc: Dr. Jonnie Prothero
Dr. Rebecca Polland
Dr. Elmer Kiehl
Dr. Woods Thomas

Dr. Linda Nelson
Dr. Charlotte Roderick
Dr. Victorial Markarian
Barbara Daball

MEMORANDUM

TO: Erv Long
FROM: Kate Cloud
SUBJECT: Strengthening Grants

As part of my contract with your office, I have queried participants in last summer's workshop about their part in developing the strengthening grants. In addition, I looked at a number of the strengthening grants proposals to get an idea of the kinds of activities proposed for Women in Development.

A wide range of activities are reflected in these grants. Some schools, who have given considerable thought to this issue, have well-thought-through elements addressing women in development; others have simply flagged it as an issue that needs attention. Among the schools with most elaborate proposals in this area, there are at least four salaried WID positions being paid for with the strengthening grant money. A number of schools are undertaking to roster women who might have interest in working in development; several schools were in the process of forming a campuswide Women in Development Committee. There were a number of schools that were projecting seminars for faculty on campus around this issue, a number had money for travel to conferences, or money for

invited speakers in their grants. A number had more general comments on the necessity for developing women's capacity in this area.

As schools move more directly into Development work over time, they will gain experience in the best ways of integrating women into campus and international development activities. At the present time, however, based on the experience of schools who have moved farthest in this area, it is possible to suggest a number of useful activities that might be undertaken within strengthening grants.

Primary among such activities would be an effort to locate and roster women on campus with useful expertise. Women in the social sciences and home economics, in nutrition, as well as in agriculture, need to be located and rostered so that they can be utilized. Such rostering is often more successful if women themselves are involved in doing the rostering.

A second and allied activity is the formation of a campus network for both American and Developing-Country women, who are aware of one another's existence and have some form of contact. This contact may take the form of seminars, of meetings, of an exchange of information, or of work on joint projects. It should extend over time, and it should give room for an exchange of views across disciplines and across cultural backgrounds. In the universities where these networks have been established, they have proved

invaluable in helping American women to understand the lives and the problems of Developing-Country women, and in helping Developing-Country women to gain knowledge of American institutions and procedures.

In some cases, this contact has revolved around the establishment of a seminar, or class, to deal with issues of women in development; in other cases, the contacts have been informal. It is very helpful in establishing such a campus network if there is an office and a phone where such a network can be coordinated. This can be a function of a Women in Development person within the Title XII office, or it can be done by a graduate student who coordinates the network from some other centrally located office, but logistical support for such a network is necessary for its success.

A third useful activity is the establishment of a documentation center, for information about women in the areas relevant to a particular university. Universities that have chosen a geographic focus need to begin to be collecting documentation on the roles of women within that geographic area. This would be true of universities such as Hawaii, which is focusing on the Pacific, Arizona which is focusing on arid regions of Africa and the Middle East, and other universities with similar geographic foci. Within such documentation centers it would be extremely useful to have information on the sex-role division of labor for the various crops within the region, as well as the sex-role

control of resources, the cultural and religious norms that exist within given cultures, and the existing regional and national institutions now serving women. It would also be useful to have the appropriate U.N. Regional Plans of Action for Women in Development. These have been developed by U.N. Regional Women's Centers connected to the four regional Economic Commissions and are available through the U.N. Women's Commission in New York. Many countries within each region also have governmental Women and Development Commissions. A significant number have produced research and most have generated programs for the integration of women in national development. These documents would all be most valuable as campus resources.

On some campuses, grant money may be used to do a general review of knowledge about rural women in a particular area. When such a task is undertaken, it will rapidly become clear that there are gaps in the information available about the role of women in agricultural production and distribution within any given region. At that point in time, universities may wish to submit proposals to do basic research on the roles of women in particular crops or particular geographic areas. The resulting documents would be useful for all development assistance work going on in that area.

In cases where universities choose to focus on a particular crop, such as rice, or a particular capacity, such as seed production, rather than on a geographic area, it is

still possible for documentation to be gathered about the role of women within that crop production system. In the case of rice, for example, production is done by women in many areas of the world. In some cases, part of the crop production cycle is done by women and part by men, in other cases the entire cycle is the responsibility of one sex or the other. In some cases, particular varieties of rice may be seen as women's crops. For example, swamp rice is seen as a woman's crop in Africa, while irrigated rice is traditionally a male crop. Documentation on this kind of variation within the production of a single crop could be done at a school such as Louisiana State that has chosen to concentrate on rice production. It would add immeasurably to Title XII capacity to give useful technical assistance to rice production.

As campuswide networking efforts and rostering efforts go forward, and as a documentation center is developed that begins to reflect regional knowledge about women and development, it has proved useful to send a team of two or three women to an area to make contacts with women there, to collect more documents, to create linkages with institutions currently working with women in the area, to make contact with the Women in Development Commissions where they exist, and to locate women that could be invited back to the campus, either as guest lecturers or as graduate students.

By the time a team goes overseas, it would be very

useful if they had a focus on a concrete problem that was involved in program design. Iowa has already focused their strengthening grant on meeting the basic needs of farm families, and they have a plan to send people to Central America to do field investigations in this area.

There are a number of problems that would benefit from such focus. For example, DR Agriculture has said that they need help in delivering agricultural inputs to women. This problem could be addressed by an interdisciplinary team, on a regional or commodity basis. When the team goes overseas, their investigations could be focused around the particular circumstances in that region or in that country that would affect the delivery of agricultural inputs to women. An interdisciplinary team that reflected home economics, agriculture, and social science could develop significant capacity in delivery of agricultural services to women.

For example, if Louisiana State was interested in problems of rice production in Asia, they might send an interdisciplinary team through Asia to look at possible delivery systems for new inputs to women farmers. They could visit centers such as Los Banos in the Philippines, and gain from the experience of those centers. A university such as Arizona, that's focusing on a geographic region--the Sahel--might choose to send a team to look at the possible ways of delivering assistance to women there by working in cooperation with institutions such as Animation Feminine in Senegal and in Niger.

In interviews with the Bureaus, other needs were named that could be served well by universities. For example, the Asia Bureau felt that they needed help with nutrition planning. All bureaus expressed need for a generalized technical assistance capability to design and implement large scale agricultural development programs that would impact favorably on both men and women; that would not generate the kind of differential impact that has been so extensively documented in recent literature. The mission director interviewed cited a specific need for WID experts to serve on teams working on the development and transfer of appropriate technology and tools for rural areas. Needs were also expressed by a number of AID offices for people or institutions with the capacity to train contractors on WID issues to improve their project design and implementation in these areas. Perhaps over the next year, it would be useful to do a more in-depth query of various Program Officers within AID, to gain a better understanding of what Title XII Women in Development capabilities they would find most useful. It is important, in the interests of economy and practicality, that the universities develop capabilities that match AID needs in this area.

POLICY RECOMMENDATIONS

Proposed By Workshop Participants

"ROLE OF WOMEN IN TITLE XII"

Sponsored By

Agency for International Development
Department of State

In Cooperation With
The University of Arizona

August 6 - 24, 1978
Washington, D.C.

POLICY RECOMMENDATIONS PROPOSED BY WORKSHOP PARTICIPANTS

Women representing 34 Title XII eligible universities focused on the role and representation of women as researchers and team members under the Agency for International Development (AID) contracts, and on the impact and relationships of women and development in the Less Developed Countries (LDC).

Workshop participants recognized the significant contributions of women in developing countries to production and utilization of foods that constitute the family's food supply. The participants recognized also the need to incorporate into the design of agricultural assistance programs specific plans to improve the nutritional status and to increase the disposable income of all family members. Additionally, priority was placed on the need to safeguard personal, social and cultural relationships simultaneously with an increase in economic progress among populations of the LDC.

Many women on the staffs of the universities in the United States and host countries are sensitive to the needs of indigenous women, but historically have had little opportunity to participate in AID's agricultural assistance programs.

As a result of an increased awareness and understanding of the needs of women and of the policies of AID, the participants agreed that:

WHEREAS:

The goal of development is to achieve a society in which each individual functions without limitations imposed by poverty, ignorance, or inadequate states of nutrition and health, AND

WHEREAS:

A major portion of food production in the LDC is the responsibility of women and children, AND

WHEREAS:

Individuals, families, and communities often have been adversely affected by development programs, AND

WHEREAS:

The congressional mandate (Percy Amendment, Foreign Assistance Act) and the resulting policy determination by AID (PD-60) require that women be fully integrated as agents and beneficiaries into development programs supported by the United States, AND

WHEREAS:

AID/BIFAD (Board for International Food and Agriculture Development) have recognized the need to encourage the participation of women as equal partners in the development process, AND

WHEREAS:

Title XII eligible universities are becoming increasingly responsible for development of agricultural assistance programs, AND

WHEREAS:

AID/BIFAD and Title XII eligible universities have committed resources to strengthen programs to prepare women as well as men to assume responsible roles in international programs

the following policy recommendations are offered for consideration to appropriate staff in AID, BIFAD, and universities participating in Title XII programs.

WE RECOMMEND THAT:

The AID Policy Determination Paper 60 (PD-60) of September 1974, entitled Integration of Women into National Economies, be fully implemented (See Appendix);

The total contribution of women to agricultural production, storage, and distribution systems be documented systematically and made available to program planners;

Development programs include strategies for improving women's skills and abilities to participate actively in the total development process through projects aimed specifically at increasing quantity and quality of family food supply and family income;

Programs be designed to facilitate the transition of all members (men, women, and children) of the target population from dependence on assistance to independence and self-help at the grass-roots level;

The social, cultural, and psychological impacts on the target population be given greater emphasis in design and implementation of programs;

Nutrition be designated as a primary program area of equal importance with sectors such as agriculture and health;

All evaluations assess the effects of the project on nutrition, health, and social factors as well as on agricultural production;

AID/BIFAD seek proportionate representation of disciplines and of qualified women on the Board and its committees, the Joint Research Committee (JRC) and the Joint Committee on Agricultural Development (JCAD);

All eligible universities have a Title XII committee composed of women and men representing a wide range of disciplines.

SUMMARY STATEMENT

The adoption of these recommendations by AID, BIFAD, and universities participating in Title XII programs will reaffirm the AID policy on the Integration of Women into National Economies (PD-60).

APPENDIX

Suggestions for implementation of Agency for International Development Policy Determination Paper 60 (PD-60):

1. AID Policy Handbook 1, Part IV, "Sector Policies", should be amended to include Section 5, "Women in Development Efforts."

2. AID Handbook 3, Part I, Appendix 4A, "Social Soundness Analysis Guidelines", should be revised to require inclusion of baseline data on women and children. It should also include an assessment of the potential impact of the program on the family unit.

3. Evidence that women's issues in host countries have been adequately addressed should be one criterion for evaluation of PIDs and PPs.

4. Evidence that women in Title XII eligible universities participated in the formulation of strengthening grants and collaborative research proposals should be one criterion for evaluation.

5. An official "Women in Development Review Board" should be established in each host country for the purpose of assuring that all AID projects address and respond to the needs of women in agriculture and rural development.

6. AID should initiate regional training conferences which would:

- a. Improve dissemination of information about contributions of women to the development process and the impact of social and economic change on women;
- b. Contribute to the creation of collaborative communication networks among universities on a regional or consortium basis;
- c. Facilitate university understanding of changes in AID/BIFAD policies, structures, and priorities for Title XII implementation.

POLICY RECOMMENDATIONS OF WORKSHOP PARTICIPANTS

We, the undersigned, endorse these policy recommendations as representing our concerns in relation to the role of women in Title XII programs.

PARTICIPANTS

Name	Title	Discipline	Institution
Mary E. Fugua	Associate Dean	Nutrition	Purdue
Gail House	Researcher	Family Economics	Texas Tech.
Patricia B. Swan	Professor	Nutrition	U. of Minnesota
Mavis L. Moore	Asst. Prof.	Leadership Dev.	U. of Maryland
Margaret E. Meyer	Professor	Veterinary Public Health	University of California
Gail H. Disney	Asst. Prof.	Nutrition	University of Texas, Austin
Charlotte B. Burns	Assoc. Prof.	Home Economics	Cal Poly San Luis Obispo
Beth Yettley	Asst. Prof.	Nutrition	Texas A&M University
Opus M. de Colon	Asst. Prof.	Home Economics Ext.	Iowa State University
Barbara A. Cooper	Assoc. Prof.	Nutrition / Home Econ.	Western Carolina Univ.
Virginia L. Boyd	Asst. Prof.	Home Economics	University of Wisconsin
Ann M. McWhorter	Assoc. Prof.	Anthropology & Extension	Washington State University
Ann M. McWhorter	Assoc. Prof.	Political Science	Colorado State Univ.
Elaine Carter	Asst. Prof.	Home Economics	Duke Univ.
Laurel M. Kesteven	Asst. Professor	Nutrition	South Dakota State Univ.
Edna M. Spaulding	Assoc. Dean	General Knowledge	Fort Valley State Univ.
Mary Louise Johnson	Director and Prof.	Nutrition and Health	University of Washington

PARTICIPANTS

Name	Title	Discipline	Institution
Josephine Miller	Assoc Prof.	Nutrition Research	University of Georgia
Hedy J. Bonatti	Asst. Prof.	Human Nutrition	Fl. A. M. UNIV.
Andy S. Marshall	Prof.	Human Nutrition	University of Kentucky
Leon W. Mook	prin. Invest.	Nutrition Research	Va. State College
Mavis C Nymon	Prof.	Food + Nutrition	North Dakota State University
Barbara Daboll	Research Assoc.	Animal Physiology	University of Arizona
Alfreda Webb	Professor	Veterinary Medicine	North Carolina A.T. State U.
Patricia Powell	Asso. Prof.	Developmental Psych.	Mich. State Univ.
Mary Stutrell	Prof.	Nutrition	Miss. State Univ.
Louise Bates	Assoc Prof	Family Development	U. of S. & S. U.
Mary Tompkins	Professor	Agricultural Economics	West Virginia University
Margaret Thornburg	Professor	Food + Nutrition	Univ. of Maine, Orono
Jane McCullough	Asst. Prof.	Family Econ. + Mgt.	Utah State Univ.
Ruth S. Finney	Assoc. Prof.	Anthropology	Univ. of Hawaii
Patricia Drayton	Asst. Prof.	Nutrition + Food Sci.	So. Ill. Univ.
Gwendolyn Newkirk ink	Professor	Home Economics	Univ. of Neb., Lincoln

RESOURCE PERSONNEL

Name	Title	Discipline	Institution
Helen Strow	International Program Coordinator	Home Economics	American Home Economic Assoc
Mathewin Jean M. Aue	Consultant Professor	Rural Women's Issues Agricult. Economics	Univ. of Ill. UC
Judith J. Burke, Ph.D.	Assistant Professor	Education and Human Development	University of Missouri Columbia

COORDINATORS

Name	Title	Discipline	Institution
Barbara S. Buchanan	Administrative Assistant Women in Title XII	Anthropology	University of Arizona
Marganne Sulansey	Pres. Consultants in Development	Pol. Sci.	
Kathleen Cloud	Project Director	Educational Psychology	University of Arizona

NATIONAL ASSOCIATION
OF STATE UNIVERSITIES
AND LAND-GRANT COLLEGES

One Dupont Circle, Washington, D. C. 20036 202 293-7120

December 28, 1978

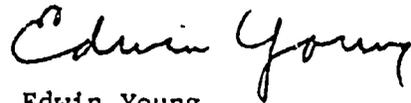
Governor John J. Gilligan, Administrator
Agency for International Development
State Department
Washington, D.C.

Dear Governor Gilligan:

I am pleased to send herewith the text of a resolution which was endorsed unani-
mously by the Senate of the National Association of State Universities and Land-
Grant Colleges at our recent Annual Convention in St. Louis. The resolution
reaffirms the Association's position with regard to the role of women in the
development process, and refers specifically to the recommendations of the
AID sponsored workshop of last August on "Role of Women in Title XII."

Please be assured of our continued support for AID's efforts to promote this
essential component of international development cooperation.

Sincerely Yours,



Edwin Young
President

Encl: a/s

cc: Dr. Arvonne Fraser
Dr. Woods Thomas
Ms. Kathleen Cloud ✓

JWC/AMW

BIFAD Women and Development Action Program

Draft I

Dr. Lorna Butler, Washington State University
Dr. Mary Fuqua, Purdue University
Kathleen Cloud, University of Arizona
Arvonne Fraser, AID/WID
Dr. Earl Brown, BIFAD

Proposed Strategies for Implementing the Women in Development
Policy Recommendations of Participants in the Workshop Seminar
on the Role of Women in Title XII

Goal I

Increase the participation of women in Title XII institutions in the international activities and programs of those institutions as well as in the BIFAD organizational structure.

Objective A: To strengthen the existing Title XII Women and development network.

Procedures

1. Conduct an Invitational Workshop. Seminar in the Summer of 1979. This would be a follow-up of the Summer 1978 WID Workshop/Seminar. The objectives of such an invitational workshop would be: (1) an update on Title XII procedures and activities, (2) Report of participant's involvement in Title XII activities, (3) presentations

and discussions on relevant topics (4) review and discussion of the draft paper on Strategies for Implementing the Women and Development Policy Recommendations (5) organization of regional task forces to help in the expansion of the WID/XII participation network. This Invitational Workshop/Seminar should be planned and implemented under the supervision of a Task Force selected from the 1978 WID Workshop participants.

Participants in the 1979 Invitational workshop should include both participants from the 1978 Workshop and other women who represent major interested parties in the Title XII/WID networks, for example (a) women members of BIFAD and the joint committees (b) women heads of major professional organizations i.e. Home Economics Association, Home Economics Commission of NASUALGC etc. (c) professional staff of AID/WID office (d) heads of the major WID resource centers, i.e. the New Transcentury Secretariat, the International Center for Research on Women etc. Participants from the 1978 workshop should be allowed to make the choice to attend based on their willingness to commit energy to continued effort in the area of Women and Development. The length of the

workshop should be 4-5 days, with an optional orientation day at the beginning for those unfamiliar with BIFAD structure. All expenses except travel of participants should be paid by AID/WID/BIFAD.

A Title XII institution should be used to arrange the workshop/seminar. A request for expressions of interest should be included in the earliest possible BIFAD briefs.

2. Continue the flow of letters, documents and other information being sent to women currently in the WID/XII network.

Objective B: To expand the existing Title XII women and development network.

Procedure

Establish four Regional Task Forces. Each Task Force should plan and implement one Regional meeting on the Role of Women in Development. (See goal IV -- objective A1.) Members of these Task Forces should be selected from participants at the 1979 Invitational Workshop/Seminar, and planning for the Workshops should be initiated during this Workshop. Selection of the sites for the regional meetings should be on

a regional or consortium basis. The major content of the meetings shall be relevant to Title XII and women and development information. Travel and per diem of participants shall be paid by Title XII institutions; other expenses shall be paid by AID/BIFAD/WID.

Objective C: Increase membership of women on the BIFAD Board and on the JRC and JCAS Committees.

Procedure

Currently there is one women on each of the above twenty-five member committee and on the BIFAD Board. When terms expire or vacancies occur, a request for nominations should be directed to the WID Office and WID Network. The five-year goal should be a minimum of 6 women on each of the two committees and 2-3 women on the BIFAD Board. More consideration should be given to selecting Committee and Board members with training and experience in the social sciences.

Objective D: Provide opportunities for women who have the appropriate technical expertise to acquire international experience.

Procedure

BIFAD should develop a registry of persons with requisite technical skills but little or no development experience who desire to increase their international development capability. Names of qualified women should be actively sought out for inclusion in this registry by consulting the rosters of women prepared by New Trancentury Secretariat, the International Center for Research on Women and the University of Arizona ^{for} AID/WID as well as through BIFAD's normal rostering procedures.

Both AID and Title XII universities should adopt a policy of routinely seeking and including one such less experienced person on teams for short term assignments.

Goal II

To increase the involvement of host country women in the planning, implementation and evaluation of Title XII development and research activities.

Objective A: To increase contact and cooperation between Title XII project and research teams, and the official governmentally designated Women's Commissions or Commissions on Women and Development in countries where they presently exist.

Procedures:

A list of the presently existing Women and Development Commissions for each region be obtained by AID/WID from the four UN Regional Economic Commission Women's Bureaus. These lists should be made available to the appropriate Regional Bureaus, Country Missions and Title XII institutions for their information. The country missions in countries where such Commissions or Bureaus do exist, in consultation with the host government should explore the areas of potential cooperation and consultation between that Commission and Title XII activities in that country. Title XII personnel should then draw upon the capacities and resources available through each Commission in a regular and consistent manner.

The areas in which such commissions may be of assistance could include participation in project planning and evaluation, and review of planning, as well as referral of host country women for training, consultation and project implementation roles.

Objective B: To increase the contact and cooperation between Title XII project and research teams and women's organizations within the host country.

Procedures

Where feasible and appropriate, Title XII project personnel should seek out the advice, cooperation and participation of formal and informal women's organizations at the village, regional and national levels.

Objective C: To increase the participation of LDC women as professional technical experts in Title XII development or research activities.

Procedures

Title XII institutions and personnel shall:

1. Seek out qualified LDC women for professional roles as researchers, administrators, consultants and extension personnel on Title XII projects and research.
2. Seek out women with potential for professional development roles and include them in a wide variety of training and human resource development programs.

Objective D: To capitalize effectively on the presence of a number of LDC women on Title XII campuses, both as students and as spouses.

Procedures

1. LDC women on Title XII campuses be utilized as resources for consultation and training on the roles of women in their countries particularly with regard to the sex role division of labor and control of resources in food production, processing, storage and distribution.
2. For women students, the universities should provide seminars and short courses on development issues, as well as on project management and project evaluation techniques to supplement their technical training. Such seminars and workshops might well include both LDC and American students. Possible funding sources could include strengthening grants and USDA Office of International Training.
3. Universities be encouraged to provide appropriate training and support for spouses of LDC students on campus by budgeting a fixed amount for educational expenses of each spouse. Such training and support may take the form of English language training and formal education at an appropriate level as well as workshops and discussions on the role of women in development.

Goal III

Increase knowledge and understanding of the development community (Title XII institutions, USAID and BIFAD planners and policymakers including USAID Mission personnel) of the significant contributions of women in developing countries to food and agricultural production, processing and utilization, nutrition and rural development in order to assure women's active partnership in the development process.

Objective A: Systematically document women's total contribution to agricultural production, storage, processing and distribution systems, as well as to nutrition and rural development. The model should first aim to organize existing data by USAID Regional Bureau areas for the ultimate purpose of dispersing the information to development planners -- particularly USAID missions.

Secondary aims associated with the accumulated data are to sensitize universities' understanding of the country-specific women in development situation, to begin to build their regional library capacity on specialized geographical areas and to identify areas of women-in-development information scarcity.

Procedures

1. Establish a working task force composed of selected university and other women-in-development researchers and practitioners and appropriate USAID personnel to study and design a model for systematic documentation of women's total contribution to agricultural production processing, storage and distribution systems, nutrition and rural development. The responsibilities of the task force should proceed in approximately this order:

- Overview general data availability.
- Design an organizing framework, by geographical region, for sorting and presenting existing data in an AID policy-related format.
- Collaborate with appropriate Title XII institutions, USAID missions, USAID Regional Bureau, AID/BIFAD and AID/WID to adapt the scheme to their needs.
- Issue a request for a proposal(s) from universities or consulting organizations to contract with AID/BIFAD to establish the documenting system as part of a larger on-going library of information on the geographical region.

2. Establish a working task force, or extend the responsibilities of the preceding task force, to design and implement a continuing system of communicating the women-in-development data to development program planners associated with appropriate USAID missions and local governments, AID/BIFAD and other Title XII institutions. It should also be made available to officially designated women-in-development commissions or bureaus in developing countries. Data should be presented in a form that is explicit, brief and compatible with the needs of developing planners. Consideration should be given to printed materials and to audio-visual presentations such as slide-tape sets.
3. Establish a working task force, or extend the responsibilities of the preceding task force, to develop interim strategies for communicating presently available information about women's total contribution to development to development program planners associated with appropriate USAID missions and local governments, AID/BIFAD and Title XII institutions. Information distribution systems that could be used include existing professional associations, conference rosters,

journals and newsletters. New information systems should also be addressed which are of a short term-production nature, such as brief information fact sheets, visual aid packets (e.g., overhead transparency masters, regional brochures) and slide-tape sets. A concerted effort should be made to find ways of including factual presentations on women's total role in development at major professional association meetings and university conferences.

It is suggested that the responsibility for overseeing and implementing Goal III should be jointly shared by AID/WID and AID/BIFAD. For example, the task force members should be appointed by Ms. Arvonne Fraser, AID/WID, and Dr. Earl Brown, AID/BIFAD. If additional consultants are required, as for media development, these two offices should initiate contacts and procedures.

Goal IV

Assist the AID/BIFAD structure to respond more effectively to the "new directions" legislation in its entirety, for example, to specifically address problems of LDC's with regard to nutritional inadequacy, income inequity, ineffective participation of the poor in the development process and the negative socio-cultural side effects of modernization.

Objective A: Expand knowledge and understanding of Title XII institution personnel about the meaning and significance of USAID's "new directions" policies.

Procedures

1. Establish a task force composed of representatives of AID/BIFAD, Title XII institutions and the AID/WID office to plan and implement 4 test model regional training workshops, possibly associated with existing consortia networks. Two key objectives of the workshop are (1) clarification of new directions policy and (2) developing collaborative working relationships between disciplines, campuses and the AID/BIFAD structure. Serious consideration should be given to linking the "new directions" regional workshops to the WID regional workshops (See Goal I, B). This would infer approximately 1 day for WID training and 2 additional days for "new directions" training in each of 4 regional consortia sites. The same organizing task force, evolving from the WID 1979 invited workshop-seminar, would plan and implement this section of the workshop.

2. Employ a consultant, or call for proposals, to plan and develop information packages eligible for the Title XII university community to explain USAID new direction policies, AID/BIFAD structure and purposes, selected on-going Title XII projects and the potential benefits to universities as a result of their involvement. Information packages could, for example, contain short, concise brochures on the above topics, overhead transparency masters or slide-tape sets.

Objective B: To bring the staffing patterns of the BIFAD staff more nearly into congruance with the intent of the new directions legislators.

Procedures

Give serious consideration, within the next 2 years, to either establishing 2 new professional BIFAD staff positions, or replacing 2 of the existing positions, with technically qualified women who represent the social sciences and nutrition fields. (Refer to Goal I, D).

Objective C: To reflect the intent of the new directions legislation with regard to women and development in BIFAD country programming activities.

Procedures

BIFAD guidelines should strongly recommend that each Title XII country project include at least one component which represents a quantifiable, measurable effect of the project impact on indigenous poor women.

This could, for example, include reference to labor-saving devices, vocational training programs, income-generating activities, clean water supplies, nutrition education incorporating indigenous foods or strengthened leadership skills.