PN-ABD-123

A TRAINERS' MANUAL

COMMON PROBLEMS/OPPORTUNITIES FOR CREATIVE SOLUTIONS

or

How to Conduct a Workshop to Assist U.S.A.I.D. Staff to Integrate Gender Variables into the Program and Project Process

Providing:

- ***Workshop Rationale and Methodology***
- ***Course Materials***
- ***Trainer's Guide and***
- ***Workshop Goals and Design***

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ACKNOWLEDGEMENTS

In the field of development we build on the vision, experiences and skills of many others, beneficiaries and professionals alike. Certainly the same is true in the discipline of training. We are unable to list all those persons by name in these acknowledgements, but would be remiss if we did not state our indebtedness at the beginning of this manual.

This Trainer's Manual is built around the Gender Information Framework (GIF) and learnings from the latest training event, The Gender Resources in African Agricultural Systems A.I.D. Workshop, held September 24-26, 1987, in Nairobi, Kenya. Special thanks is due the U.S.A.I.D. PPC/WID staff, who have the mission and mandate to institutionalize the importance of disciplined and equitable inclusion of women in A.I.D.'s development policies, goals and processes. A special word of appreciation is due to Director, Kay Davies, and to the Project Manager, Ron Grosz, who initiated this project and offered continual encouragement, support and challenge in the development of these materials. And we are very grateful to the many A.I.D. staff persons, both in the Washington offices and in the Missions outside the U.S., who gave generously of their time, insights and suggestions.

Women in Development professionals from other agencies, private voluntary organizations (PVO's), foundations, and independent consultant/trainers were most helpful in sharing their experience and vision as we were gathering data in the development of the GIF and this training manual. These professionals share a common investment in the full inclusion of women in any programs to meet the needs of the disadvantaged majority of the world. They share a conviction that justice demands that inclusion, and also that effective, sustainable development with people is not possible without it.

We are also indebted to professional trainers and consultants in the discipline of human and organizational development with an international focus. They offered both their own data about the incorporation of gender variables in the development process and also models of training manuals which have been tested and found effective. Particular appreciation is due Jane Watkins, OEF International; Jim McCaffery, Training Resources Group; Ralph Bates, independent consultant; and Carolyn Long, InterAction/ Washington.

Names of persons who contributed their time and experience in the data gathering stage of this project are listed in the Appendices to the GIF and this Trainer's Manual, and we are genuinely indebted to every one of them.

PREFACE

INTRODUCTION TO THE MANUAL

Why this Training Model and Manual?

The United States Agency for International Development (USAID), and even more specifically, the Bureau for Program and Policy Coordination (PPC) and the Office of Women in Development (WID), was one of the first of the donor agencies to recognize the centrality of the role of women in effective development. And AID still serves as a model and leader in research and implementation of policies and procedures to integrate gender variables in its development process.

U.S.A.I.D/PPC/WID is mandated to provide the cross-sectoral policy framework and practical guidance and support for Agency personnel in the integration of women's concerns into the total development process. This mandate is explicitly stated in the A.I.D. Policy Paper, Women in Development, issued in October 1982.

More currently, the A.I.D.Program Evaluation Report, No. 18, Women in Development: A.I.D.'s Experience, 1973 - 1985, Vol. 1. Synthesis Paper, April 1987, by Alice Stewart Carloni, stated:

> "The results of the study corroborate the assertions in the Policy Paper that gender variables influence the success of development projects and the quality of the entire development effort. These findings suggest that a better understanding of gender roles in developing country societies is a key to understanding the development process itself.
>
> "A.I.D. has long known that when projects are appropriately planned and adapted to reflect local conditions, the projects are more likely to achieve their objectives. .....Yet this study and other recent studies (Robert Cassen and Associates 1986, Devres 1987) concluded that development activities continue to reflect poor understanding of the local conditions in which project activities must operate.
>
> "This study suggests that understanding gender variables in the context of a project is key to understanding human variables in development. Understanding the ways in which poor women and men interact, divide responsibilities, allocate risk and resources, share burdens, organize their labor, and plan for the future is essential to planning effective development programs."

On an ongoing basis, guidance cables and papers from the PPC/WID Office and staff, and from regional bureau WID officers and committees have both sharpened and increased support for A.I.D. field staff with practical applications. And most recently, the

Administrator's Guidance Cable issued July 1988, focused on Action Items for Women in Development. Some of the highlights of that cable are:

> "I recognize that we have made enormous strides these past few years in addressing gender in our strategies, programs and projects,.....At the same time, it is now apparent that we must more fully institutionalize our efforts in our overall development programs.
>
> "I recognize more attention will have to be given to these (WID) issues in our entire project and program cycle, but I believe the benefits will far outweigh any short-term inconveniences.
>
> "All Bureaus and USAIDS will ensure that A.I.D.'s country strategy, program, project, non-project assistance and reporting documents eg. CDSS, APS, ABSS, PIDS, PPS, PAADS, PIRS, PAIPS, Evaluations explicitly describe strategies to involve women, benefits and impediments to women's participation in development and benchmarks to measure women's participation in and benefits from development activities.
>
> "Specific Women in Development training should be considered a priority for A.I.D. personnel, particularly in the areas of Agriculture, Private Enterprise Development, including small and micro-scale enterprise, and Natural Resource Management and Environment."

Added to this ongoing policy and practical support for effective development from within A.I.D., there is currently aggressive legislative concern with revitalizing and improving A.I.D.'s efforts at integrating women into U.S. development assistance. H.R. 4049, the Women in Development Act of 1988, introduced into the U.S. House of Representatives by Reps. Mickey Leland (D-Tex) and Patricia Schroeder (D-Colo) March 1, with similar legislation in the U.S. Senate, contains strong and specific directions to A.I.D. regarding funding, administrative monitoring, training for A.I.D. staff at every level on WID implementation strategies, and a significant number of very specific provisions for staffing and staff evaluations.

PPC/WID, in its mission to increase the effectiveness of AID'S development activities worldwide, to provide technical expertise in the incorporation of gender variables in every stage of that process in AID's policies and procedures, and to support USAID development professionals with consultation and training, has provided effective and consistent leadership in this effort.

The Gender Resources in African Agricultural Systems A.I.D. Workshop, held September 24-26, 1987, in Nairobi, Kenya, is the most recent of many training events focused on the incorporation of gender variables in AID's development process.

This training model and manual and the "Gender Information Framework: Gender Considerations in Design", which is its essential companion piece, is one response to all of the abovementioned.

General Information

Much has been accomplished toward developing analytical tools for incorporating gender variables into U.S.A.I.D's development program and project process. Other players in the development community - PVO's, foundations, the United Nations, academic and technical organizations under contract to PPC/WID, and other donors have initiated similar activities and strategies. We have drawn upon this wealth of experience in refining the Gender Information Framework and also in the development of this training design and manual.

The Gender Information Framework and training materials address some critical issues in the development world of U.S.A.I.D and all other development agencies and organizations. They are:

1. Projects and long term goals are more likely to be achieved when there is a fit between the program and/or project resources and the gender variables of the participants and/or beneficiaries. Development planners are often unaware of this fact, or seem to be when the planning documents are analyzed for evidences of these data.

2. Often the data necessary to incorporate gender variables into development programming appear to be absent or inadequate. However, in many countries considerable data exists but is not known or readily available to planners. In such cases, data collection methodologies which are practical and cost effective are available and will be addressed in the GIF materials and the training.

3. Recently much of AID's development assistance has been in the non-project category, and it is essential that we include a component in the GIF materials which will assist in the appropriate analysis of gender variables in this programming category.

It is our intention that this manual will assist U.S.A.I.D. to provide a training guide for Washington staff persons, for all Mission Directors and Senior Staff, for regional and Mission development professionals. The training guide has been designed to be as generic as possible, and though some of the materials in this manual are region and sector specific, they can be adapted for other regions, sectors and sub-sectors as appropriate.

Sessions are presented in sequence and, in order to increase the probability of a successful workshop, each session is to be delivered in the order presented. If you have little training or workshop delivery experience, you are advised to follow the manual closely. If you have more experience or have delivered this program more than once, you are encouraged to use your experience and creativity in making changes to fit particular participant populations and situations.

Assumptions and Values Undergirding This Training Manual

Assumptions and values always guide the provision of consulting and training. And the basic assumption in the development of this manual and training is that we are engaged in a common learning situation, working collaboratively with the client, U.S.A.I.D. staff persons, in a problem-solving and skill (capacity) building process.

Other operative assumptions and values embodied in this training manual are:

- Participants ultimately learn what they actively desire to learn, they do not learn what they do not accept. The training is addressed to the identified needs of the organization and its staff in terms of increased knowledge, awareness and skills.
- The adult learning model, sometimes referred to as the experiential learning model, which provides learning by disciplined reflection on direct experience in training sessions, offers the maximum opportunity for increased awareness, understanding and skill building. In this model participants have an active role and share in the responsibility for their learning.
- The most effective and transferrable training is related as closely as possible to the actual work situations of the clients/participants. Training will focus on identifying and working on actual problems and issues defined by participants or by organizational policies and procedures.
- Training which results in planned action, utilizing the knowledge and skills learned in the workshop for specific tasks "back home", is most effective. This also results in increased "ownership" of strategies for change and reduces the tendency toward passive or active resistance of organizationally mandated policies and procedures.

Participants

The training design in this manual calls for an optimal participant population of **approximately 40 persons.** The criteria for this figure are: 1) building an actively involved, participative learning community; 2) individual, small group and total community exercises with adequate reporting time and discussion; and 3) individual problem solving and action planning work with staff consultation. Adjustments may be made in this number under special conditions with different goals and objectives and with appropriate training staff adjustments.

While this training has been designed for A.I.D. staff at all levels within the development program and project units, certain participant groups will certainly require differing training designs and scheduling. In every case, careful needs assessments of the participants and the organization before the training is necessary for maximum learning.

There is also the possibility that in future training events a significant number of the participants will have English as a second language, and this will require additional care and appropriate adjustments. **WHEN YOU ARE TRAINING A GROUP FOR WHOM ENGLISH IS A SECOND LANGUAGE, OR TRAINING OTHERS TO CONDUCT THIS TRAINING MODEL, YOU WILL NEED FROM ONE AND A HALF TO TWO TIMES THE AMOUNT OF TIME SUGGESTED.**

Session Outline

Title: Titles for each Session summarize the content of that period of the training.

Time: The length of time the session requires is indicated. You have some flexibility to shorten or lengthen time according to the number of participants, any trainer options chosen, and the time limits of the workshop. The consequences of these options are discussed briefly in each session where appropriate. Starting and ending times are not given since these will vary from workshop to workshop or from group to group. Choices made about daily schedules, starting and ending times, the number of working sessions each day, length and timing of meals and breaks will determine the rest of the sessions' starting and ending times.

Objectives: Each session will list its separate objective(s) stating what the participants will accomplish during that session. These objectives provide staff one continuing way to evaluate the effectiveness of the training for participants.

Rationale and Overview: Each session will have a description of the training theory or experience undergirding the design for the session and the summary of the process and outcomes anticipated. In some cases, this section will provide trainers with an introduction of the session for the participants. In every case, this section will assist trainers to be prepared for each session.

Procedure: This will be your step-by-step description of the content and process to be followed, with suggested times and specific instructions for presentations, visual aids, materials, handouts, etc.

Visual aids are essential tools for highlighting workshop and session goals and objectives, for underlining major points in a presentation, for specific training tasks and for identifying group memberships. They will be highlighted in the procedures.

Variations: At the end of each session, if appropriate, there are suggestions of possible variations in the design and procedures.

WORKSHOP PLANNING AND PREPARATION

In any training workshop it is desirable to have clear information about the participants and their learning needs. This is true even when the learning goals are set by the organizational system; perhaps especially so, in order to lessen the negative conditions for effective learning deriving from a sense of forced attendance and corresponding resistance.

In this training, the content has been set by AID policies, by the difficulties in implementation on the part of AID development practitioners, and by the additional pressures of legislative proposals for micro-management from the Congress. While these elements do provide strong impetus for both technical guidance and significant training interventions at all levels, these are hardly the ideal conditions for the kinds of "ownership" of the problem, learnings and changes needed for effective, creative and sustainable solutions and action plans by participants.

Pre-involvement Needs Assessment, Orientation and Readings

Therefore, we strongly suggest careful attention to pre-involvement planning for this training model which minimally would include:

1) a basic needs assessment instrument for participants;
2) communication and orientation with senior staff; and
3) readings and informational materials to participants.

A basic needs assessment instrument, or framework for interviews, would include at least the following:

1. Name, title and role(s) of the participant;
2. Feelings as they anticipate the training:
3. What they want to learn in this training;
4. What concerns or problems they anticipate; and
5. Any other comments or suggestions.

We also suggest that senior staff persons receive an orientation to the goals, structure and format of the training, preferably before participants have been identified or selected. This will assist in the identification of specific training needs as viewed by the organization, aid the process of selection, secure commitment and support from key staff persons, and increase the rewards for attendance and full participation. Senior staff persons will be essential in suggesting, and perhaps even in recruiting and authorizing appropriate persons to serve as local training workshop coordinators/administrators, and also local resource persons who could provide technical expertise in the presentation and educational methodology for topics such as Gender Issues in Non-Project Assistance.

With the amount of technical material involved in this training, we think it is essential that participants have the opportunity to read and internalize some of this substantive material before the training sessions. Minimally, these readings will include some selected portions of the GIF, highlights and summaries of AID policy statements and guidelines, evaluation summaries and other relevant reports or papers focusing on gender issues in development. We suggest that some active response to these pre-involvement materials from participants is included in the needs assessment instrument and returned to the training staff. These data will assist the staff to fine tune the basic design to fit more closely with the expressed needs of the participants of any particular workshop, and to begin to know the participants and their specific development work contexts.

Local Workshop Coordinator

Consult carefully with local senior staff for this selection! This staff support role and function is an extremely important one, particularly if the training workshop is to be held in a country or location other than that of the training staff persons. All administrative and logistical matters affecting the workshop and participants are part of their responsibility; for example the training site and space(s), lodging, transportation, meals, material requirements of the participants and training staff, registration and ongoing logistical and administrative support during and following the training. Make sure that all of these duties and functions are carefully and specifically negotiated very early in the workshop planning process. If the person(s) selected for this role and responsibilities is not very familiar with an experiential learning workshop and its requirements, an explicit set of instructions, given and negotiated carefully and well in advance will be most helpful.

IF THE TRAINING SITE IS IN ANOTHER COUNTRY THAN THAT OF THE TRAINING STAFF, THE SPECIFIC REQUIREMENTS FOR SPACE, ROOMS, ENVIRONMENT AND OTHER SPECIFIC DETAILS MUST BE DESCRIBED VERY CAREFULLY TO THE LOCAL COORDINATOR/ADMINISTRATOR!

Training Staff Team

We recommend a training staff team of one trainer for each eight to ten participants. We also strongly recommend that the team be a mix of gender, race and age, if at all possible. And in this particular training model, it is important that there is a mix of persons who are intimately familiar with the USAID development processes, with the sector and sub-sector technical specifics, and with the regional context. In addition, the training staff should be persons who have wide experience in the participative, problem-solving, adult education training model which undergirds this design and manual.

Our rationale for suggesting this kind of staff team is driven by the learning needs of participants as well as by the assumptions and values of the educational model. Of necessity, in this kind of "hands on", experiential education, participants will often be working in small groups. It is most important that there be at least one staff person present in each of these small groups for both task and group maintenance consultative support. The desire for a mix of female and male training staff comes both from the desire to model the values we are espousing in the development program and project processes, and also to provide the differing styles and experiences of each. The criteria for having staff persons familiar with the A.I.D. development context is based on the premise that participants who are working on the intricacies of incorporating gender variables, in an already complicated and technical process and set of policies and procedures, will learn new behaviors and attitudes most easily when they know that the constraints under which they function are throughly understood and appreciated.

Finally, this model requires a Lead Trainer for coordination and leadership in the staff planning and administration which is an integral and ongoing process, and a Materials Development Specialist to provide the materials required for specific regional and sectoral training needs. The staff team planning and preparation ideally should begin well in advance of the time of the workshop, and will continue for some time after its completion.

On-Site Preparation

One of the most important steps in preparing for the workshop is staff team building. Since the staff may be traveling to the training site, plan on arriving two days early at a minimum. An early meeting with the local coordinator to check the training site and space, the conference materials needed, any materials which were sent ahead, and any audio-visual equipment requested, to make certain that they are available and/or working properly, is a priority. It is also important to determine whether all the administrative and logistic details are clear and being managed.

The total staff will need to go through the entire workshop design session-by-session, particularly if the training is new to anyone. Specific assignments must be made for each session. Given adequate time, practice sessions of lectures and task assignments with feedback from the total staff are very valuable. If the time is more limited, focus on the early sessions and the most difficult ones. The Lead Trainer has the responsibility for managing the staff team-building process and the overall workshop implementation and evaluation.

Visuals should be prepared a day, or at least the evening before the presentations. Keep visuals simple, clear, neat, colorful and print in large letters so that they are clearly visible from the back of the training room. If you are using overhead projections, check their visibility from the back of the room also.

Staff responsible for each session have the responsibility to make certain that all of the handouts, newsprint and other visuals, and materials needed for their session are available in sufficient numbers.

Materials Required

The following general list of materials required for this training workshop should be shared with the local coordinator/administrator well in advance of the workshop dates. If they are available locally at reasonable costs, purchase there will facilitate staff travel and excess baggage costs.

Newsprint (Flip Chart Paper) is needed for each session's objectives and schedule, lecture highlights, task assignments, small group work reports, etc. In the U.S., newsprint sheets measure approximately 27 x 32 inches.

Easels If easels are not readily available at the training site they can be constructed quite easily with local wood supplies following a simple pattern. However, if there is adequate blackboard or wall space in the training site, newsprint can be taped to those surfaces. It is quite important that there be adequate wall space for posting newsprint around the room, for some sheets will be on display throughout the training workshop. Instruct the local coordinator/administrator to check the local training site's capability for this requirement carefully, for tape may harm wall finish, paint or paper.

Felt-tipped markers Water color markers are the most effective type markers, though these are usually unavailable or quite expensive in many countries outside the U.S. Three boxes of 12 variously colored markers should be sufficient for most workshops and they can be purchased and carried by the staff.

Masking tape Three rolls of 1/2 inch masking tape will suffice, and if they are not available at the training site they can be purchased in the U.S. and transported easily by staff.

Notebooks or Folders for the participants' workbooks are helpful in ordering the materials and handouts. Check with your local coordinator/administrator on their availability and cost. If necessary, these materials can be purchased in the U.S., boxed securely and carried as excess baggage.

Paper punch The paper punch must match the notebook ring spacing and usually is available locally. If most of the paper resources for the participants' manuals are produced in the U.S. and either shipped or carried with staff, remember to match paper hole punch and notebooks.

Note paper and pencils for participants should be provided. Blank pages in the notebooks are often most helpful for participants.

Training Workshop Site

The site for an event like this one is an important element in supporting an effective learning environment. The facility should have sufficient lodging and meal capabilities in an informal setting, with sufficient space for plenary sessions for all participants and staff, and with enough rooms for small group meetings of no more than eight persons each. It is helpful if the facility is away from the distractions of any local agency's office and the pulls of normal business demands. It is also very desirable that there be recreational opportunities at the site for participants' enjoyment during free times.

Setting Up the Training Room

Before participants arrive, staff should instruct the local coordinator how to arrange the training room and the reception area in preparation for arrivals. The chairs should be arranged in a large horseshoe shape with the opening in the front of the room for the easels or space for newsprint visuals. If the total number of chairs needed exceeds the available space, then a second row may be set up following the shape of the first row. Care should be taken to make certain each person will be able to see any visuals in the front of the room. If there are no staff of the conference facility to assist in setting this arrangement, then all training staff not engaged in other preparations should pitch in to help the coordinator.

Registration and Greeting Participant Arrivals

The local coordinator/administrator and available training staff should be on hand to register arrivals and assist them to get settled-in easily. Some kind of welcoming refreshments and informal greetings from staff and other participants eases their entry into the workshop setting. A large, brightly colored sign of welcome on newsprint can set a favorable tone for the opening session.

WORKSHOP GOALS

1. To increase awareness of the need, and motivation and skills for incorporating gender variables into every stage of the U.S.A.I.D. development process.

2. To provide U.S.A.I.D. staff guidelines and tools for gender analysis to assist them in development program and project concept, design, implementation, monitoring, adaptation and evaluation.

SUMMARY SCHEDULE

DAY 1

SESSION I	WELCOME AND INTRODUCTIONS	2 HOURS
SESSION II	SETTING THE CONTEXT	1 1/2 HOURS
SESSION III	THE GIF & GENDER ANALYSIS	2 1/2 HOURS

DAY 2

SESSION IV	NON-PROJECT ASSISTANCE AND GENDER	1 HOUR & 45 MINUTES
SESSION V	NON-PROJECT ASSISTANCE AND THE GIF	1 HOUR & 45 MINUTES
SESSION VI	PROJECT DESIGN STRATEGY AND THE GIF	1 HOUR & 45 MINUTES
SESSION VII	OVERVIEW OF ACTION PLANNING MODEL	30 MINUTES
SESSION VIII	DATA GATHERING	1 HOUR

DAY 3

SESSION XI	ACTION PLANNING AND GENDER DATA	1 HOUR & 30 MINUTES
SESSION X	ROLE PLAY	1+ HOURS
SESSION XI	SUMMARY, EVALUATION AND CLOSURE	1 HOUR

SESSION 1: WELCOME AND INTRODUCTIONS

Time: 1 1/2 - 2 hours (depends on group size)

Objectives: *(On Newsprint, NP-1.1)*

By the end of this session, the participants will:

1. *be acquainted with one another and with the trainers,*
2. *be able to describe the workshop goals and schedule, &*
3. *have clarified their expectations for the workshop.*

Rationale and Overview: In an introductory training session, it is important to take time to provide the opportunity for the participants and the training staff to get acquainted with one another. This is often true even when the participants may work together in a large organization or agency, for they come together with similar professional interests and learning goals and will want to share experiences and to develop new professional relationships. In training which is based on active participation of the learners, the opportunity to speak and be listened to very early in the workshop reinforces this norm. This session is also the appropriate time for any official welcoming ceremonies that are necessary according to the organizational culture and practice. These opening ceremonies and welcomes should be as informal as possible and kept to a minimum of time. This may have to be communicated very carefully to the local host.

It is also important that the participants' expectations or learning goals for the workshop be identified quickly and checked against those goals and objectives developed by the training staff. This is especially important when attendance in the workshop may be involuntary and the participants are unfamiliar with the training methodology, for their expectations may vary considerably. Confused or conflicting expectations which are not clarified early in the training will certainly block or hinder learning.

Procedures:

1. Welcome (15 minutes)

If there are official representatives of the host agency or country, this is the appropriate time for their opening remarks of welcome. A very brief introduction of the training staff can be made at the end of these welcoming remarks.

2. Introductions (20 minutes, depends on number of participants and questions)

The lead trainer acknowledges the opening remarks and introductions, may make additional brief greetings, and adds some adaptation of the rationale above to prepare participants to introduce themselves to the total community, giving them the following task:

(NP-1,2)

Introduce yourself to us by answering the following:
a. Your Name
b. Your work (Job title)
c. Where you work

Trainers should introduce themselves by answering the same questions, and they may either begin the introductions or wait until some participants have presented themselves. It will be important to keep these introductions moving along smoothly and also to gently but firmly monitor the time for each person. Keep the atmosphere easy and informal, and the lead trainer may feel free to interact with participants and comment on their answers. This may also model an informal and interactive style for other participants and help set an effective learning climate.

3. Introductions in Small Groups (30 minutes, depends on number of participants and groups)

When all have introduced themselves, the trainer instructs the participants to take a moment to look around them and locate four other persons whom they do not know well. Have them quickly form **groups of five** persons each, gather their chairs together and sit down. Then give them the following task to be completed in **15 minutes.**

(NP-1,3)

1. Introduce yourselves to one another, and then talk with one another about the following questions for the next 15 minutes.
2. I got into development because of ....
3. The most interesting, or important, part(s) of my work is (are).......

The trainers will monitor the time and notify groups when approximately 5 minutes remain.

When the time is up, have participants remain where they are and ask the total community something like - What happened in your groups? - What are some of the things that got you into the profession and discipline (or art) of development? - What are some of the most interesting or important things about your work? Keep the reporting light and interactive, with as much humor as possible.

4. Expectations (30 minutes, depends on group size)

Each participant will have an opportunity to identify, and to discuss with several other participants, what they want from this workshop. The trainer introduces this activity by saying something like, "We have designed this training workshop from information we gathered from a number of your fellow professionals and from policies and procedures of U.S.A.I.D. in order to assist you in your work. And now we want to learn from you what you want to get from this training. We also want to check the goals of this workshop against your expectations to determine together which ones are most likely to be realized, and which are not."

Participants will remain in the same groups of five persons with the following task.

(NP-1.4)

You have 15 minutes to:

1. ***Individually, take 2-3 minutes to write your answer to:***
   - ***What are the two most important things I want to get out of this workshop?***
2. ***When all have completed writing, share and discuss your responses.***
3. ***Select one member to be the recorder/reporter for your group and make a group list of five expectations from your discussion on newsprint for reporting to the total community.***

The trainer will need to keep time for the groups, warning them when they have 3 minutes left to finish their summary. Call time in 15 minutes, and with the groups remaining in place, ask for two answers only from each group in turn. One of the training staff records each group's answers on a sheet of newsprint in the front of the room, reducing the answers to short statements which capture the essentials of their statement accurately. Keep the reporting as brief as possible, asking them to omit any expectations given in previous reports. When you have received two expectations from each of the groups, ask if there are any additional ones which haven't been noted.

Normally, most of the participants' expectations will be met in the Workshop Goals, Objectives, Schedule and Norms, especially if the invitations and advance notices have been clear. A trainer should make notes during the reporting of any which may not be possible for attention during the next presentation.

Tell the groups that you will return to their listing of expectations after a review of the Workshop Goals, Objectives and methodology. Keep their list clearly visible so that participants can refer to it during the presentation of the workshop overview.

5. <u>Workshop Overview: Goals, Schedule, Methodology and Norms (20 min)</u>

This is primarily a lecture presentation by the trainers with visuals and handouts. Post the Workshop Goals <u>***(NP-1.5)***</u>, Schedule <u>***(NP-1.6)***</u> and Norms <u>***(NP-1.7)***</u>, and go over them with the participants. Questions are encouraged during this presentation, for it is important that this information be clearly understood by the participants. Questions also allow the trainers to expand on the brief statements on the visuals, and to check them against participants' expectations. This is also the time to identify any expectations which you think will not be met in this workshop. Participants usually accept the reality that some expectations will not be met when they are clear about it at the beginning. Sometimes those expectations can be met outside the normal workshop structure and schedule during meals, breaks or specially scheduled consultations with staff or other participants, and these should be noted as the participant's responsibility to implement.

Briefly go over the overall workshop schedule, noting where the goals will be met and the training activities to be utilized.

Explain briefly the methodologies to be employed - lectures in plenary, questions and answers, discussions, individual work, small groups, action planning, case studies, media, etc. - and that this will be a participatory experience, with the emphasis on learning by doing and reflecting on their experience.

<u>Norms</u> are ways of working and learning together most effectively, and describe ways of behaving that we can expect of both staff and participants. Present the following prepared list of workshop norms <u>***(NP-1.7)***</u> and add any which the participants might suggest.

(NP-1.7)

NORMS: WAYS OF WORKING TOGETHER MORE EFFECTIVELY

Attendance at all sessions
Starting and ending all sessions on time
Active participation
Each person responsible for own learning
One person speaks at a time
Active listening to one another
Cooperation/Competition - both essential
Mutual respect, especially with differing ideas
Open and trusting environment for questions
Have fun while working and learning

The design, the learning activities and methodologies and trainer behaviors need to reinforce the norms and assist in setting an effective learning environment.

The trainer should describe briefly the trainer/facilitator role as: one who is responsible for designing and managing the process for the training activities to meet learners' needs, an occasional expert and resource person, one who guides the learning process and sees learning as learner-centered rather than teacher-centered.

The role of the local coordinator/administrator should also be described briefly at this point. That person is responsible for all workshop logistics, including liaison with management of the facility housing the participants and staff. All complaints or suggestions regarding housing, meals, refreshments during breaks, supplies, etc. should be directed to that support person for action. This would be an appropriate time to have the local coordinator/administrator go over the necessary logistics with the participants and answer any questions or concerns they might have.

Finally, return to their list of expectations as promised at the beginning of this presentation and check with the participants to determine if there are any expectations which they, or the trainers, do not think can be met in this workshop as described in the Overview.

Summarize the opening Session's activities and rationale, refer briefly to the next Session's agenda, thank them for their part in getting this workshop started with energy and active participation and break.

SESSION 2: SETTING THE CONTEXT

Time: 1 hour and 30 minutes (depends on number of participants)

Objectives: ***(NP-2.1)***

By the end of this session, participants will:

1. *have reviewed A.I.D.'S policies and procedures for incorporating gender variables in development program and project design and implementation,*
2. *have identified the problem/opportunity of implementing those policies and procedures in their program and project development activities,*
3. *have discussed their responses to the pre-involvement material and its implications for them, and*
4. *have seen a slide presentation and discussed its implications in their work situations.*

Rationale and Overview: In this session we will be dealing with the impetus for the training, which is derived more from the policies, administrative directives, and action plans from U.S.A.I.D. and PPC/WID than from learning needs identified by the participants. Therefore, it is essential that those policies and action directives from Washington, and the specifics of legislative actions and pending legislative initiatives be thoroughly understood and their implications for staff discussed carefully. Some of this material will be sent out for pre-involvement reading and preparation, and an opportunity for discussion of that material will aid in setting the context of the training and legitimizing the necessity for changed behaviors. In most situations where participants are being "required" to attend training and under organizational "pressures" to learn new skills and to change behaviors, there will be some strong feelings of resistance and negativity. For effective learning to be possible under such conditions, training staff must listen actively, with minimal or no defensiveness, to those strong feelings, and assist the participants to reach the position that the policies, directives and legislative initiatives are "givens" of the agency. Our common task is to respond to these "givens" with a joint problem-solving approach which will support them with knowledge and skills to perform their work effectively and with minimal additional effort. The GIF will provide them with the tools and guidelines to meet the requirements for incorporating gender variables in their development planning, implementation and monitoring.

In this session the information collected from participants' responses to the Pre-Involvement Information Collection Instrument, collated, summarized and recorded on newsprint, with separate sheets for each question and set of responses, will serve as the primary guide for discussion in total group.

Procedures:

1. <u>Opening Remarks by Trainer, with Presentation of Pre-Involvement Information Collection and Discussion (30 minutes)</u>

The trainer introduces this session by stating the objectives and a summary of the rationale stated above. Trainer might follow with some remarks about the genesis of this training, and its special implications for effective learning. Refer briefly to the motivations for sending out the pre-involvement materials, and present the information collected and summarized **<u>on newsprint</u>**. Check carefully after presenting the collated summaries for each question for feelings, additional responses, elaborations, etc. Compare the summary of expectations recorded from the pre-involvement instrument with those published in Session 1, noting and highlighting any significant differences.

It is important in this presentation to affirm any positive experiences of respondents' successful integration of gender concerns into their development planning and implementation. If possible, briefly elicit some verbal descriptions of key factors in those "successes".

2. <u>Slide Show - (Susan Poats' Materials) (30 minutes)</u>

Introduce the slide show, giving a brief overview of its origin and purpose. Often media presentations provide an effective opportunity for dramatizing and highlighting some issues that are central to the learning objectives, and also to provide participants an opportunity to come up with their own reflections, feelings and opinions.

3. <u>Reflection, Discussion and Summary (30 minutes)</u>

Immediately following the slide show presentation, present the following task.

<u>(NP-2.2)</u>

1. Individually, take the next five minutes and write your answers to the following questions.

2. What did you see happening?

3. What are the implications for me in my work?

4. Any other reflections?

The trainer will need to keep time for this reflection, and to lead the informal reporting and discussion in total group. It is not necessary to record the answers to these questions elicited informally from participants, at least not on newsprint, though it will be quite valuable future information if recorded by one of the training staff.

SESSION 3: THE GIF & GENDER ANALYSIS

Time: 2 hours and 30 minutes (depends on participant numbers)

Objectives: *(NP-3.1)*

By the end of this Session, participants will:

1. *be able to list and utilize the 6 key gender variables in the Gender Variables Matrix, and*
2. *have reviewed a Project Paper (PP), using the Gender Variables Matrix to determine the implications of gender issues and to suggest project adaptations based on their gender analysis.*

Rationale and Overview: This Session is an important initial presentation of the GIF and ways in which it can be utilized in the A.I.D. program and project design processes. Though this presentation will be in a lecture, and substantive information will be communicated both orally and with visuals, it is also important to keep the lecture presentation as concise and light as possible. Remember that the GIF has been developed:

- to support A.I.D. development practitioners in their task of integrating gender issues in the total development process,

- to improve the quality and effectiveness of A.I.D.'s development assistance, and

- to enhance the quality of life and economic condition of men and in their host country.

In addition, an overview of the GIF and the Gender Variables Matrix is presented in Sections I, II and III of the "Gender Information Framework: Gender Considerations in Design." And these sections will be the essential content of the presentation.

Participant involvement and learning opportunities are structured with small group work following the GIF overview and Gender Variables Matrix. The A.I.D. document which serves as the instrument for the gender analysis and the implications for adaptations will be an edited PP, with a primary focus on the appropriate sector. In this case, we would select a PP with a focus on only one crop and only one animal, or carefully edit the PP to make it a realistic, yet feasible, one for this important initial exercise in gender analysis.

Procedures:

1. Presentation of GIF Overview and Gender Variables Matrix (45 minutes)

Trainer opens this presentation with a few comments from the previous session, the Objectives for this Session, and with material from the Rationale above.

Put only the 6 variables from the Gender Variables Matrix on newsprint, *(NP-3.2)*. A **HANDOUT** of the Matrix should be available for the participants' use during the following exercise, in case they did not bring their pre-involvement materials with them to this Session.

(NP-3.2)

1. ***Allocation of labor***
   - ***household production***
   - ***agricultural production***
   - ***non-farm***
2. ***Sources of Income***
   - ***farm***
   - ***non-farm***
3. ***Expenditures***
4. ***Access/Control of Resources***
5. ***Constraints to Participation***
6. ***Opportunities***

Check carefully for clarity, understanding and acceptance following this presentation, for these variables are the foundation for all that follows. Take time to ask questions and encourage discussion by the participants, answering all questions as thoroughly as possible within the time limit.

2. Small Group Exercise in Gender Analysis (45 minutes, depending on the number of participants and groups)

For this exercise we suggest that the trainers form the small groups of no more than 7 persons each. We also suggest that the criteria for forming the groups be maximum mix - by gender, by work location, by age, by sector, etc. Make these groupings from the pre-involvement and registration information before this Session, and **list the the names for each group, with their work space assignment, on a sheet of newsprint.**

Give the tasks for each group, taking care that the assignment is quite clear to everyone. (15 minutes)

(NP-3.3)

SMALL GROUP TASK: ***(60 MINUTES)***

1. When you have gathered in your assigned work space, take the time to introduce yourselves to one another. Then quickly select one person to serve as group leader, and one to serve as recorder/reporter.

2. Read the project description carefully. Determine what gender disaggregated data is missing in this project description for the six key gender variables. Note therefore what additional data needs to be obtained. ***DO NOT SPEND A LOT OF TIME LOOKING FOR MISSING INFORMATION!***

3. Do the gender analysis for this document for all six variables, making a newsprint sheet for each of the variables in the Matrix.

4. What are some implications based on your group's gender analysis?

5. What project adaptations would you suggest based on your group's gender analysis? Why?

6. Record your group's answers to questions 2, 4 and 5 on newsprint also (in addition to the six sheets on the variables in no. 3) for reporting to the total community.

3. Small Group Reports (45 minutes) For this first reporting from the small group work, it is important to hear from each group, though repetition of the same reports from each of the six groups in order will be inappropriate, and perhaps even boring. Therefore, we suggest that the trainer managing this reporting ask for one group's answer to No. 2 in the task assigned (information missing etc.). Cneck that answer with the other groups to hear if they might have different answers. If so, discuss the reasons for these differences in the total community.

Next the trainer asks for answers to No. 3, and calls on each of the groups in turn for each one of the six variables in the Gender Variables Matrix. After each of these group's reports, check with the other groups to determine if they found something different and discuss why?

Repeat this process for Nos. 4 and 5.

Close this session by asking the total community some questions which will assist in their reflections - for example: What are some things you discovered in this exercise in gender analysis? What was most helpful in this process? What was least helpful? Recall with them that the Gender Variables Matrix is the basic tool for incorporating gender variables in the AID development process, and it will be the tool used initially in every stage and document!

Variations

At the close of this Session, the trainer might wish to ask the total community to identify the six key gender variables in project design, <u>after covering the newsprint</u> from the presentation. Praise the results of this "Pop Quiz", reminding them that they have mastered the essential elements of gender analysis!

An oral evaluation would be appropriate at the close of this Session. Trainer would ask for feelings about the training so far, about the content of the GIF, about the pace and schedule, what has been most helpful, and suggestions to improve the workshop. One of the training staff should be assigned to take notes of the evaluative comments for staff planning.

Bridge to the agenda and schedule of the next Session and close.

SESSION 4: AG POLICY/STRUCTURAL ADJUSTMENT AND GENDER

Time: 1 Hour and 35 Minutes

Objective: ***(NP-4.1)***

By the end of this Session, participants will:

1. *be able to identify some of the gender issues in non-project assistance.*

Rationale and Overview: Increasing utilization by A.I.D. and other donor agencies of non-project assistance has occasioned a new set of criteria and guidelines for design of these documents and the development activities they describe. These programs, focused on economic policy development and reforms, raise correlative concerns for "the human face of structural adjustment". They require new analytical tools, knowledge and skills. This is true also for understanding gender issues involved and implications of these programs on the most vulnerable persons in every society - who more often than not are women.

This design calls for a presentation by a person who is a recognized authority on gender issues in non-project assistance, and who has special understandings of both the regional and sectoral contexts in which the participants work. In this case, the focus would be either Agriculture Policy or Structural Adjustment. A listing of persons we have identified with their special knowledge and skill areas can be found in the Appendices. Additional resource possibilities might be identified in the pre-involvement consultation with senior A.I.D. staff in the Workshop region or sub-region.

Check with the Speaker well in advance to describe the Objectives and the format of the Workshop, as well as the specific expectations of time for the presentation and the involvement of participants. Identify the staff roles in support of the presentation and participant involvement. And get a clear understanding of any materials and equipment needed. If feasible, request a maximum of a 1 page summary of the key points of the presentation from the Speaker for the preinvolvement reading. Identify what handouts will be used and how they will be prepared.

Procedures:

1. Introduction of Guest Speaker (5 minutes) Check for any community concerns which need action. Briefly, introduce this Session by title and Objective. Recall with participants the content of the previous Sessions. Introduce the Speaker to the participants in whatever manner is most comfortable and appropriate for you both.

2. <u>Presentation - Non-Project Assistance and Gender (1 hour)</u>

3. <u>Total Community - Questions and Answers (30 minutes)</u>
This time is primarily one in which participants are encouraged to clarify any questions or concerns they are able to identify from the presentation, especially related to gender issues in non-project assistance programming.

Session 4 prepares participants for the exercise to follow in Session 5, where they will have an opportunity to take a non-project assistance document from their region, sub-region, or from a specific country, and practice using the Gender Variables Matrix again (though we will utilize the analyses on newsprint from Session 3) and the gender considerations for design and key questions for a Program Assistance Identification Proposal.

Close this session at the appointed time, thanking the Presenter for their substantive addition to our training workshop, and identifying that our next session will offer an opportunity for skill practice using gender considerations in design for a PAIP.

Variation:

One variation which might provide more knowledge and special content information, and perhaps raise some controvery, would be a Panel Response to the Presentation from local experts from government ministries, financial institutions, women's organizations, PVO's, etc. These persons might be identified for this role by senior staff in the training site. Their recruitment for this role would have to include a careful orientation to the design for this session and a clear set of expectations for their input. Trainers might serve as Moderators for the Panel, and they would also take a role as timekeepers for the whole session. With questions and answers also from the participants, at least 30 minutes additional time would probably have to be made available.

SESSION 5: NON-PROJECT ASSISTANCE AND THE GIF

Time: 1 Hour and 45 Minutes (depends on participant numbers)

Objectives: *(NP-5.1)*

By the end of this Session, participants will:

1. *be able to identify gender considerations in design and key questions for non-project assistance documents, and*
2. *be able to utilize the GIF in analyzing the impacts on low resource women and men farmers, and in designing adaptations which will protect the most vulnerable in the society.*

Rationale and Overview: The Presentation in Session 4, the chart of gender considerations in design and key questions for a PAIP, and the content of a concept paper focused on agricultural policy provide the substantive basis of this training exercise. We also make the assumption that the Presenter identified for Session 4 would serve as a primary resource person for appropriate material and informational background reading on the specific area and sector focus of the training. This person will also serve as the primary consultant to both the training staff, with an orientation to impacts on women from this program concept before this Session, and to participants in their small group activity.

In the design of this training, it will be important to construct a non-project assistance concept paper most appropriate for the region and sector in which the training is held. Consultation with the appropriate AID senior staff in bureau and mission offices, and with the Presenter selected for Session 4 would be essential. This macro policy document would be produced in simplified form and copied to serve as a **Handout** for the following training exercise. The **Newsprint** produced by groups' gender analysis using the Matrix in Session 3 would be used in this exercise as valid gender disaggregated information in this context. This will both highlight the fact that the initial activity will always be the gender analysis and also allow the groups to focus on gender considerations and key questions in design of a PAIP **(Handout)**.

Procedures:

1. Introduction of this Session's Objectives and Tasks; (15 minutes) Trainer would bridge from the previous Session and introduce the Objectives displayed clearly on newsprint in the front of the room. In addition, the trainer will present the following Task *(NP-5.2)*. This Task **should also be prepared as a Handout for each participant.**

As before, the makeup of the groups will be structured by staff using max-mix criteria. Groups of 8 participants each will be appropriate for this skill-building exercise.

Assign work rooms and staff to be available to each of the groups for any clarification or consultation requested.

(NP-5.2)
(HANDOUT)

SMALL GROUP TASK: (45 MINUTES)

1. When gathered in your small group work space, take the time to make certain that everyone knows one another by name and by title and location, at least.

2. As quickly as appropriate, select one person to serve as group leader, and another to serve as recorder/reporter.

3. Individually, review the assigned reading material and the group's task. Note anything that is unclear to you for clarification by your group members, or one of the staff if necessary.

4. As a group, review the gender disaggregated data from groups' gender analyses in Session 3. Use only the first gender consideration in design of a PAIP (income, consumption patterns, and labor allocation) for answering the following questions.

5. What are the differential impacts on men and women in this program concept?

6. What are the issues which need to be explored?

2. Small Groups Work (45 minutes)

Trainers will play a consultative role during this time, though initially they can be present with the groups for any information which might assist the groups to organize themselves for work expeditiously. The Presenter chosen for Session 4 should also be available in a consultative role for groups needing substantive information during their work time. Trainers might also watch the time for groups, in case that function is not performed by group members or the leaders selected, and notify them when they have about ten minutes remaining for their newsprint summaries.

3. Small Group Reports, Discussion and Reflection (45 minutes) (depends on participant & group numbers)

Trainer will call for one group report at a time, facilitating the posting of newsprint with the recorder/reporter, keeping time and notifying the reporter when there is one minute left, and when the report is completed, managing any questions for clarification only, until all have reported.

Post each report on a suitable space, side-by-side, so that when all have reported the summaries can be compared for both similarities and differences, and for total community reflection and learnings.

Take time after adequate discussion by the total community to identify any insights or new awarenesses which have impacted participants from this exercise. As the trainer facilitating the discussion and reflection raises these questions, another trainer is assigned to note participants' insights, awarenesses and learnings on newsprint for the summary and close of this session and the lead into the next.

SESSION 6: PROJECT DESIGN STRATEGY & THE GIF

Time: 1 Hour and 45 Minutes (depends on participant numbers)

Objectives: *(NP-6.1)*

By the end of this Session, participants will:

1. understand and be able to utilize the gender considerations in design and key questions for a PID; and

2. be able to develop a strategy for a detailed project design for Small Scale Enterprise, SSE (or other sector) which incorporates the key gender issues for development.

Rationale and Overview: The PID begins the project development process in AID. This document "..is a project concept paper that defines the problem to be addressed, and presents in general terms a recommended approach, or potential approaches to the defined problem. It also lays out the strategy for detailed project design." Further, the PID "...identifies what data are needed, suggests what issues should be considered, and who should participate in the the project design" ("Gender Information Framework: Gender Considerations in Design"). Therefore, incorporation of gender variables and disaggregated data at this stage is critical for project design, implementation, monitoring and evaluation.

The sectoral focus for this Session is SSE as highlighted in an "edited" PID **(HANDOUT)**. The editing will be done by a materials development specialist in order to focus on the SSE problem to be addressed and approaches to the problem identified. Therefore, it will be important that the trainers are familiar with the specifics of this "edited" document. This document must be distributed to the participants before this Session also, with sufficient time to read it and become familiar with the SSE issues identified.

The Gender Considerations in Design and Key Questions for a PID will also be distributed as a **HANDOUT** for review before this Session. Again, the gender disaggregated data identified by groups' analyses in Session 3, **on newsprint**, needs to be available for each group for the exercise in this Session.

Procedures:

1. Introduction and Objectives (5 minutes) Trainer makes the connection to the previous sessions and presents the Objectives for this Session *(NP-6.1).*

2. Presentation of the Gender Considerations in Design and Key Questions for a PID. (25 minutes)
Trainer will present an adaptation of the rationale and overview above, with specific information on the Gender Considerations in Design for a PID from GIF materials, adding the Key Questions as needed and appropriate for the presentation.

(NP-6.2)

GENDER CONSIDERATIONS IN DESIGN FOR A PID

1. Problem statement includes information disaggregated by gender;
2. Project purpose statement distinguishes beneficiaries by gender (ex. men and women farmers, etc.);
3. Statement of expected project achievements identifies benefits to men and women;
4. Where social consideration section has suggested project will affect women's and men's activities differently, consider strategies to incorrporate gender considerations into project elements;
5. Include strategies to obtain gender disaggregated data and feedback from both men and women in disaggregated data and to obtain feedback from men and women throughout the project;
6. Social considerations discussion;
- *incorporate gender issues into analysis of factors affecting project activities,*
- *identify gender issues related to participation and access to benefits,*
- *consider differential inpact by gender;*

7. Economic considerations: examine how the proposed approach will affect men's and women's economic roles and improve family well being;
8. Consider the technical expertise and experience in reaching women of proposed recipient country implementing agency, or consider developing such capability as part of the project if needed;
9. Budget estimates and project strategies are consistent with needs and opportunities described in social considerations section;
10. Design strategy summarizes data needs, indicates how such data will be collected and analyzed, and identifies team member skills to ensure gender issues are effectively addressed;
11. Logframe disaggregates by gender: purpose, outputs, inputs, and indicators as appropriate.

Following the presentation, the trainer will need to take the time to ask for any questions for clarity and understanding, also focusing on how these gender considerations can be used in developing project design strategies for a Project Paper (PP), the document which drives and describes the project design process.

3. Small Groups Work (45 minutes)
Trainer identifies the same groups of eight persons who worked together in Session 5, assigns the same work spaces, and presents the following Task. Trainers will be available for consultations with the groups as before.

(NP-6.3)
(HANDOUT)

Small Group Task:
1. Once in your groups, quickly select a new group leader and recorder/reporter.
2. Review your task, and take a few minutes, if necessary, for individual reading of PID; noting especially the project purpose and achievements, and social considerations sections. Review also the data from the Matrix (Session 3).
3. Focus on Gender Considerations in Design of a PID, Nos. 1, 2, 3, 4, 9 and 10, using the Key Questions for each. Record your group's answers for each on newsprint for reporting to the total community.

4. Small Group Reports (30 minutes)
For this reporting, it will not be necessary to hear a full Report from each group, but it will be important that all the newsprint is displayed in a location in the training room where they can be clearly visible to all, and for easy comparison, preferably side-by-side.

We suggest that the trainer go over each of the questions in the Task, (Nos, 1, 2, 3, 4, 9 and 10), one-by-one, comparing the responses from each of the groups for similarities and differences. It is important to stress that there are no correct answers in this exercise. The discussion of similarities and differences in their analyses and the familiarity with the process of asking the questions about where gender issues intervene in the project development process in AID is far more important, especially given the time limitations. The proposed strategy suggestions which are especially creative should be praised and highlighted in the discussion.

SESSION 7: OVERVIEW OF ACTION PLANNING MODEL

Time: 30 minutes

Objective: *(NP-7.1)*

By the end of this Session, participants will be able to describe the Action Planning Model.

Rationale and Overview: This Session is designed to provide a model for participants to use in planning for development activities which are of immediate concern in their "back-home" work situations. Therefore, it is essential that they will have brought those program or project concepts or documents with them to the workshop for the exercises which follow in order to have immediate transfer value. The pre-involvement letters to participants, and perhaps even the consultative contacts with senior staff, will assist in this matter.

The Action Planning Model which will be presented is a step-by-step, cyclical, scientific model. While it can be used as a tool by a person planning alone, its primary strength is a methodology for involving all groups of development participants; from donor agencies and organizations, to technical professionals, to project and program beneficiaries. While it is anticipated that AID development professionals will commonly use a planning model and process in their daily work, this model may provide some new insights and methodologies which are useful.

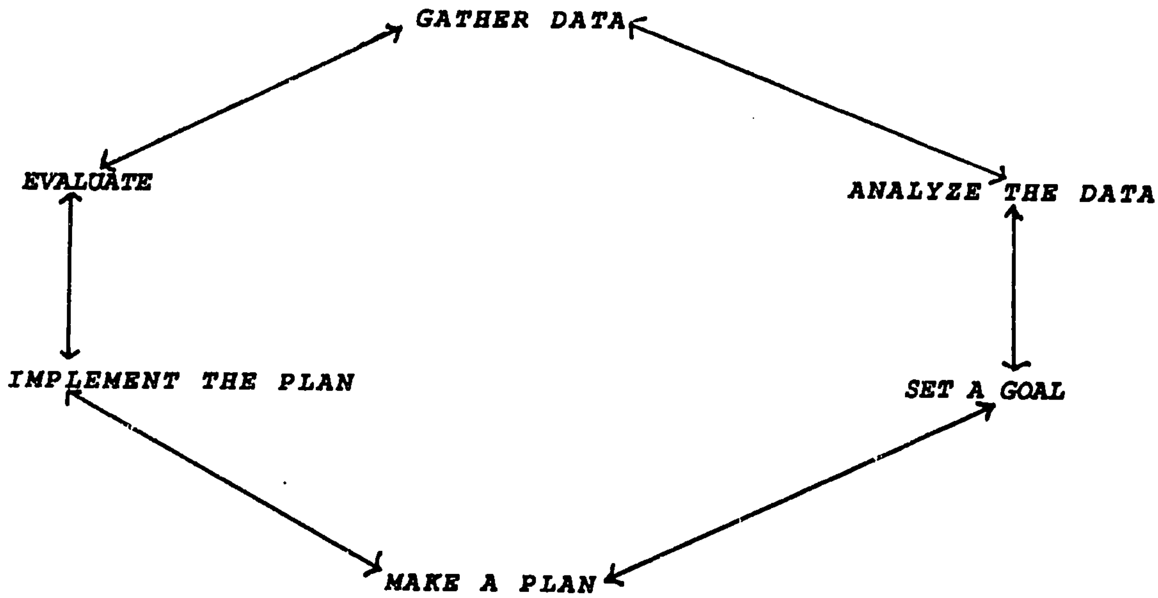
Procedure:

1. <u>Overview of the Action Planning Model (30 minutes)</u>
The trainer introduces the topic for this short Session, gives the objective, and states a brief adaptation of the Rationale and Overview above.

It should be identified that all of us use some variation of a planning model, consciously or unconsciously. Therefore, we suggest that the participants be asked to describe the action planning model they are currently using <u>before</u> the presentation of this model. Note it **on newsprint** for comparison.

(NP-7.2)
(HANDOUT)

THE ACTION PLANNING MODEL



The following can provide the content for the Action Planning Model overview presentation, with the special note that gender considerations enter into every step.

Step 1: Gather Data It can be demonstrated that the most effective development programs and projects are based on the felt needs of the participants and beneficiaries. Given our focus, information concerning gender issues which gives us a clearer picture of the needs of men and women who are the intended beneficiaries and participants of projects will be essential in an effective development planning process.

There is often a great discrepancy between the perceived needs of participants, as viewed by outsiders and by the local formal leaders and development "experts", and the real or felt needs of the beneficiaries. In particular, the poorest persons, groups and communities are often referred to as "invisible", and tend to be overlooked as sources of information needed to improve the quality of their lives and their economic, social and political well-being.

Step 2: Analyze Data to Determine the Problem Area and Identify the Root Cause(s) of the Problem Commonly, there are many problems within a problem area, and a careful check on the data collected may indicate that additional information is needed in order to decide where to intervene in order to focus on effective solutions. This analysis of the information collected is often a creative, non-linear process and helps ensure that something important has not been overlooked.

Gender analysis has emerged as an important focus in this stage of the rational and linear planning process. Growing data indicate that assuming men and women, who are the participants and beneficiaries of AID's development process, are impacted in the same ways leads to less effective projects economically, and sometimes to further damage to the women involved.

Step 3: Set a Goal When the problem to be solved by a development program or project has been carefully identified, a goal statement is drafted to describe the change desired from the development activities. It must be clearly stated and capable of being evaluated.

Step 4: Develop a Plan This step describes the physical and material resources - time, human resources and activities, money, equipment, etc. - required to ensure that the goal set for development activities is achieved. The implementation, management, monitoring and evaluation of the program or project is explicitly stated in the action plan. In order to ensure active and full participation in the development activities, beneficiaries, technical consultants, and donor agencies - usually through representatives of each - must be involved in developing this action plan. The plan presents benchmarks along the way to goal achievement, and must also be flexible enough to be adapted or modified periodically due to changing events or circumstances.

Step 5: Implement the Plan

Step 6: Evaluate Evaluation takes place throughout the any disciplined action, both formative - which looks at how we are doing - and summative - which looks at how we did and what changed as a result of our efforts?

SESSION 8: DATA GATHERING

Time: 1 hour

Objective: *(NP-8.1)*

By the end of this Session, participants will have reviewed the reasons, methods and problems in gathering data.

Rationale and Overview:

The primary resources, in addition to the experience and skills of the trainer presenting this material and the participants themselves, will be the prepared newsprint visuals from How to Conduct a Development Planning and Management Workshop, by Ralph Bates, Consultant, The New Transcentury Foundation, with assistance from David Syme, Director for Technical Assistance, Adventist Development and Relief Agency International, and Jane Watkins, Overseas Development Officer, The Episcopal Church Center, and the information contained in Rapid, Low-Cost Data Collection Methods for A.I.D, A.I.D.Program Design and Evaluation Methodology Report No. 10, by Krishna Kumar, CDIE/AID, December 1987.

This information is presented in response to the concern expressed by A.I.D. personnel that the data required to supply gender disaggregated data in every stage of the development process was not readily available, and that the collection and analyses required was too time consuming and expensive. We intend offering some supportive tools for easing some of these concerns, and also an opportunity in the following session for problem-solving and planning for specific problems with gender issues and data in their work "back home".

(NP-8.2) *(HANDOUT)*

WHY GATHER DATA?

1. ***TO CHECK YOUR PRECONCEPTIONS ABOUT THE PROBLEM(S) OR SOLUTION(S)***
2. ***TO GET PEOPLE TO FOCUS ON THE PROBLEM(S)***
3. ***TO ENCOURAGE COMMUNITY IDENTIFICATION AND OWNERSHIP OF THE PROBLEM(S)***
4. ***TO ENSURE CONCENSUS OR AGREEMENT ON THE NEED***
5. ***TO PROVIDE INFORMATION FOR EVALUATION***
6. ***TO EDUCATE PEOPLE***
7. ***TO MAKE A CASE (PROPOSAL) FOR THE DONOR***
8. ***TO CONFORM TO POLICY REQUIREMENTS***

(NP-8.3) (HANDOUT)

METHODS OF COLLECTING DATA

1. *OBSERVATION*
2. *INTERVIEWS*
3. *QUESTIONNAIRES*
4. *EXISTING RECORDS*
5. *HUNCHES - INTUITIVE GUESSES*

(NP-8.4) (HANDOUT)

RAPID LOW-COST DATA COLLECTION

1. *KEY INFORMANT INTERVIEWS*
2. *FOCUS GROUP INTERVIEWS*
3. *COMMUNITY INTERVIEWS*
4. *DIRECT OBSERVATION*
5. *INFORMAL SURVEYS*

(NP-8.5) (HANDOUT)

PROBLEMS IN GATHERING DATA

1. *ILLITERACY*
2. *LANGUAGE BARRIERS*
3. *EXPENSE*
4. *LACK OF ADEQUATE TIME*
5. *INVASION OF PRIVACY*
6. *SUSPICION*
7. *BIAS*
8. *RAISED EXPECTATIONS*
9. *CULTURAL MORES/NORMS*
10. *TALKING TO THE WRONG PEOPLE*
11. *POLITICS*

REMEMBER THAT THE ACT OF GATHERING DATA IS ITSELF AN INTERVENTION THAT CAN BRING ABOUT CHANGE BY RAISING PEOPLE'S AWARENESS OF THEIR OWN PROBLEMS.

Procedures:

1. Presentation of Overview of Data Gathering (30 minutes) The trainer should touch on some of the remarks made about data gathering in the previous presentation. Using the newsprint noted above, the trainer will add to that information base. The information on "quick and dirty" or rapid, low-cost data collection will be particularly relevant for participants concerned about the difficulty, time and expense of collecting gender disaggregated data. The emphasis here will focus on gathering data at an appropriate level of detail and cost for the stage in the process on which one is working. Emphasize also that just because the data gathering process is a rapid one in some cases, it does not mean automatically that it is less useful or reliable.

However, it should also be noted at this point that collecting gender disaggregated data on every program and project where gender issues may intervene will definitely require additional creativity, energy, time and money. Note also, that there is a growing body of evidence that this information will increase the effectiveness of A.I.D.'s development assistance, improve the economic condition of the host countries, and improve the quality of life and economic well being of the poorest persons, groups and communities.

The trainer should close by asking participants to share any strategies from their mission area which have provided creative and effective methods of gathering gender disaggregated data.

SESSION 9: ACTION PLANNING & GENDER DATA

Time: 1 hour and 30 minutes

Objectives: *By the end of this Session, participants will have developed an action plan to ensure additional gender disaggregated data collection where appropriate and needed for project or program effectiveness.*

Rationale and Overview: This Session is built on the previous one, and provides participants with an opportunity to plan a strategy to acquire the gender variable data needed in their back home work. Working individually, or in teams from the same mission, they will use a data analysis model and an action planning worksheet to develop the how and where and at what level to gather the needed gender information.

Procedures:

1. Introduction to Data Analysis and Developing an Action Plan (15 minutes) The trainer briefly reviews the highlights of the previous Session on The Action Planning Model and Data Gathering, and introduces the Objectives for this Session. The task will be to find the "holes" in the gender variables data in their documents and to strategize appropriate ways to "plug" them.

2. Individual (Team) Work on Documents from Job (30 minutes)
The trainer instructs the participants to review the documents which they brought with them and in which they have identified some problems with gender issues and/or gender disaggregated data. Have them organize the gender data collected in the following two ways ***(NP-9.2 & HANDOUT)***

They will have **30 minutes** to perform this task. They may work in teams from the same work place, if preferred.

Training staff will be available for consultations during this period.

(NP-9.2)
(HANDOUT)

1. Make a list on newsprint of what you currently know or speculate regarding gender variables and their impact on the problem, project or program.

DATA KNOWN TO US	***SOURCE OF DATA***

2. Make a list on newsprint of further data needed - what you don't know - indicating where and how you are going to get that data, and problems you anticipate in getting it.

DATA NEEDED	***WHERE & HOW TO GET IT***	***PROBLEMS IN GETTING IT***

3. Total Community: Progress Check on Data Analysis Work and Presenting a Framework for Action Planning (15 mins)

The trainer checks on the progress of individuals or teams, receiving and recording one report on newsprint as an example. Follow this example with a brief presentation of the Action Planning Worksheet ***(NP- 9.3)*** and how to use this framework in developing the How, When, Where and with What Resources. Distribute the Worksheet Handouts to individual participants and give them the task of completing it for the data collection needed for their planning documents during the next 30 minutes. Inform the participants to bring their Worksheets to the next Session.

4. Individual (Team) Action Planning on Documents (30 mins.)

(NP-9.3)

Use the Action Planning Worksheet (Handout) to develop your planning steps for How, When, Where and with What Resources to collect the gender disaggregated data needed for your planning documents. (30 minutes)

5. <u>Reports on Action Plans (30 minutes, depends on numbers of participants)</u>

It will not be possible, nor would it be effective, to hear from all of the individuals' (or team's) planning work. So call for a couple of volunteers to report to the total community.

Close this Session noting any creative plans incorporating any of the tools identified in the training, and even more importantly, any creative additions which might serve as models for others in their back home work. Suggest that copies of relevant reports or plans could be made available to others who request them, if the typing and copying resources are available at the workshop site.

ACTION PLANNING WORKSHEET

Intermediate Objective: ______________________________

Activity	Completion Date	Human Resources Needed (person days/wks)	Materials Needed	COST Human Resources and/or Materials	Person Responsible	COMMENTS

SESSION 10: ROLE PLAY

Time: 1 Hour and 10 Minutes

Objective: *(NP-10.1)*

By the end of this Session, participants will have designed and explored strategies for reducing host country ministries' and officials' resistance to incorporating gender issues in designing for development programs and projects.

Rationale and Overview: This Session is designed to assist the participants to plan approaches and strategies for dealing with resistance, passive or active, on the part of host country ministries and officials to gender issues in development projects or programs. This resistance is one of the constraints to incorporation of gender variables in the development process identified in the interview data, and which influenced this training model.

Procedures:

1. Introduction and Overview of this Session (10 minutes)
The trainer will link this Session to the previous one, present the Objective and use an adaptation of the Rationale and Overview above. Then, present the task *(NP-10.2)* for the next 30 minutes, in new groups of 8 persons each.

(NP-10.2) *SMALL GROUP TASK - (30 MINUTES)*

(HANDOUT)

1. *IDENTIFY, FROM YOUR OWN EXPERIENCE, OR FROM STORIES YOU HAVE HEARD, SOME ATTITUDES AND BEHAVIORS INDICATING RESISTANCE TO GENDER ISSUES AS IMPORTANT IN DEVELOPMENT POLICIES AND PLANNING ON THE PART OF GOVERNMENT MINISTRY OFFICIALS.*
2. *THEN DIVIDE INTO TWO GROUPS OF 4 PERSONS EACH. DECIDE WHICH GROUP WILL WORK ON THE ROLE OF THE GOVERNMENT OFFICIAL, AND WHICH ONE THE ROLE OF AN A.I.D. DEVELOPMENT STAFF PERSON.*
3. *WORKING SEPARARTELY IN THE BALANCE OF THE TIME ALLOTTED FOR THIS TASK, PLAN FOR A MEETING OF THE TWO PERSONS IN WHICH THE ISSUE OF GATHERING INFORMATION RELEVANT TO THEROLES OF WOMEN AND MEN IN AGRICULTURE (OR ANY SECTOR OR SUB-SECTOR) IS TO BE DISCUSSED ANDACTION PLANS MADE. CHOOSE ONE PERSON FROM EACH GROUP TO PLAY THE PERSONS IN THIS MEETING.*

2. Role Plays and Reflections (30 minutes)
The trainer serves as a process facilitator in this exercise, calling for volunteers to role play this situation for the total community, and preparing the minimal setting and climate for the action. Get the scenario, background and character identifications minimally necessary from the actors and introduce them to the total group. Greet them by their script names and assist them to move into the role play. Allow the role play to run until some significant interchanges have occurred (5 - 10 minutes). Halt the role play and process the interactions with assistance from the total group. Initially, keep the actors in character to add their reflections. Questions such as - What do you see happening in this meeting? - What are your feelings at this point in the interaction? - What seems to be most helpful?- What seems to be not helpful? - What might you try next, if this meeting were to continue? - will help to focus any insights and learning.

If time permits, call on another set of volunteers and repeat the role play. If not, solicit from the total community any strategies or approaches they planned in this situation which could reduce some of the resistance of the host country official.

Wrap up this Session with any reflections from the community about this situation in their own countries and development work.

SESSION 11: SUMMARY, EVALUATION AND CLOSURE

Time: 1 Hour

Objectives: *(NP-11.1)*

By the end of this Session, participants will:

1. *have reviewed the training content and process of the last three days, and discussed ways of incorporating the training into their work situations back home:*
2. *have provided written feedback stating their assessments of the workshop; and*
3. *have said goodbye to each other and the trainers and prepared for the return to home and work.*

Rationale and Overview:

The close of a training workshop is as important as its beginning. Participants and trainers have been together for three days of intensive work and interaction. All have created new friendships and new relationships, and a level of respect and caring for one another which is important to acknowledge and celebrate. For many this ending means that they will not meet again without some clear agreements and intentionality. This Session is a time for these feelings and thoughts to be expressed.

The Evaluation is important feedback for the trainers, for it provides an opportunity to gather information which will assist in improving the training design and administration in future events. It also provides affirmations of what was most helpful to the participants in the workshop content, methodology and trainer behaviors.

Procedures:

1. Introduction and Overview of this Final Session (15 minutes)

The trainer opens this Session with some adaptation of the Rationale and Overview above, then reviews the Objectives and schedule. The **Newsprint** stating the **Workshop Goals** and the **Summary Schedule** will provide a visual record of the primary content and methodology of the three days' work. The trainer will review these briefly, adding specific pieces of activities and experiences and touching both difficult and humourous moments in the training event.

2. <u>Evaluation Process (30 minutes)</u>
The trainer emphasizes the value of the written evaluation and encourages the participants to be as candid and as specific as possible in their feedback. Inform them that the evaluations will be seen only by the training staff and by the staff of PPC/WID as the contracting office in AID. Hand out the Evaluation Forms, any writing materials needed and inform them how much time they have to complete the form and where they may turn them in. Also tell them that we will have a brief closure activity and give them the time for that event.

3. <u>Closure (15 minutes)</u>
This is a time for expressions of appreciation from the trainers for the good work by the participants and gratitude to the local coordinator and host(s). If local authorities are present for this closing session, this is also a time for them to say some brief closing remarks.

The last structured exercise of this workshop should be an opportunity for persons to say whatever they would like to one another. This may be done in the total community by the trainer managing this session asking something like - "Does anyone have anything to say before we leave?" Or the staff may design some appropriate closing exercise which provides an opportunity for persons to mingle and express whatever they want to say to others. Training staff should be part of whatever closure is designed.

EVALUATION

I. BACKGROUND INFORMATION

NAME: ______________________________

FEMALE________ MALE:________

EMPLOYER: AID/W______________________
MISSION/REGIONAL______________
PVO__________
OTHER (PLEASE SPECIFY)____________________

PRESENT POSITION: AGRICULTURAL DEV. OFF.______________
PROGRAM DEV. OFFICER ______________
PROJECT DEV. OFFICER ______________
RURAL DEV. OFFICER ______________
OTHER ____________________

YEARS OF SERVICE IN YOUR AGENCY OR ORGA''IZATION__________

YEARS OF EXPERIENCE IN DEVELOPMENT ACTIVITIES__________

DO YOU HAVE WOMEN IN DEVELOPMENT RESPONSIBILITIES AS AN OFFICIAL PART OF YOUR JOB? YES_____ NO___

CHECK YOUR PRIMARY SOURCES OF DEVELOPMENT RELATED INFORMATION ON GENDER ISSUES:

- USAID WID OFFICER__________
- PROJECT REPORTS __________
- BRIEFINGS __________
- COLLEAGUES __________
- WID WORKING PAPERS__________
- AID PUBLICATIONS __________
- UN PUBLICATIONS __________
- PROFESSIONAL JOURNALS__________
- BOOKS __________
- WOMEN'S ORGANIZATIONS__________
- OTHERS__________________
____

II. WORKSHOP CONTENT

1. THE GOALS AND OBJECTIVES WERE CLEARLY EXPLAINED

STRONGLY AGREE______
AGREE ______
UNDECIDED ______
DISAGREE ______
STRONGLY DISAGREE___

2. HOW WELL WERE THOSE GOALS MET? (please rate with an X)

1 2 3 4 5 6 7
NOT AT ALL SO-SO TOTALLY

PLEASE GIVE SPECIFIC REASONS FOR YOUR RATING:

3. TO WHAT EXTENT DO YOU BELIEVE YOU WILL BE ABLE TO USE WHAT YOU LEARNED IN THIS WORKSHOP?

1 2 3 4 5 6 7
NOT AT ALL SOME GREATLY

PLEASE GIVE SPECIFIC REASONS:

4. HOW SATISFIED ARE YOU WITH THE MATERIALS PRESENTED IN THE WORKSHOP?

1 2 3 4 5 6 7
NOT AT ALL SO-SO TOTALLY

YOUR REASON(S):

5. HOW SATISFIED ARE YOU WITH THE METHODS USED IN THE WORKSHOP? (LECTURES, SMALL GROUPS, INDIVIDUAL WORK, ROLE PLAY, VISUALS, ETC.)

1 2 3 4 5 6 7
NOT AT ALL SO-SO TOTALLY

YOUR REASON(S):

6. HOW SATISFIED ARE YOU WITH THE TRAINERS' STYLE/BEHAVIORS?

1	2	3	4	5	6	7
DISSATISFIED			SO-SO			TOTALLY

YOUR SPECIFIC COMMENTS:

7. WHAT WAS MOST HELPFUL TO YOU IN THIS WORKSHOP?

8. WHAT CHANGES WOULD YOU RECOMMEND? (CONTENT, METHODS, MATERIALS, TIME, TRAINERS, ETC.)

9. HOW SATISFIED WERE YOU WITH THE FACILITIES AND ACCOMMODATIONS?

1	2	3	4	5	6	7
POOR			SO-SO			EXCELLENT

YOUR COMMENTS:

10. OTHER COMMENTS/RECOMMENDATIONS

APPENDICES

A. Gender Information Framework: Gender Considerations in Design, Executive Summary and Gender Variable Matrix.

B. Excerpts from A.I.D. Policy Paper, Women in Development October 1982.

C. Administrator's Cable, "Action Items for Women in Development", July 1988.

D Dear Colleague Letter, U.S. House of Representatives, March 2, 1988, H.R. 4049, The Women in Development Act of 1988, and Section by Section Summary.

E. Pre-Involvement Information Collection Instrument.

F. Executive Summary of "Intagrating WID or Restructuring Development" by Mary B. Anderson and Marty A. Chen.

THE GENDER INFORMATION FRAMEWORK: EXECUTIVE SUMMARY

A. What is the Gender Information Framework?

The Gender Information Framework (GIF) is a set of tools, information and guidelines developed to assist AID to incorporate gender considerations into program and project design, adaptation, evaluation, and review. The Gender Information Framework contains three components:

* **Gender Variable Matrix**, an analytical tool for identifying where gender might intervene at the household level;

* **Gender Considerations in Design**, a series of charts developed for specific programming documents; the charts map out the steps to incorporating gender issues into AID's process of development design; and

* **Summary of Guidelines for Documents Review**, a two-page summary of how and where to include gender considerations in AID's documents.

B. Gender Variable Matrix

The Gender Variable Matrix is a graphic representation of the analytical process to clarify gender roles and responsibilities at the household level. It essentially asks the questions, "How do men's and women's roles and responsibilities differ?" and "What do those differences mean for development programming?" The analytical process depicted in the Matrix first examines four factors where those differences are likely to be significant: division of labor, income, expenditure patterns, and access and control of resources. It then reviews the constraints and opportunities for programming presented by identified differences.

In the Matrix, the factors listed above are accompanied by "Key Questions," which suggest the aspects of those factors that are likely to be most important for programming.

The Matrix is useful in clarifying where gender is a variable in the development process at all stages of programming, beginning with the formation of a country programming strategy. Understanding how gender affects the situation to be addressed at the household level provides an anchor for the macro economic data that in most cases is used to inform country and project analyses.

C. Gender Considerations in Design

Gender Considerations in Design is a series of charts indicating where and how gender might be considered in six documents used in

AID's programming processes: the Country Development Strategy Statement, the Action Plan, Project Identification Document, Project Paper, Program Assistance Initial Proposal, and the Program Assistance Approval Document.

The charts follow AID handbook and guidance cable instructions for document preparation, presenting step-by-step guidance on what the gender issues are and how they might be incorporated into the process. These suggestions, presented in the form of "Gender Considerations", are accompanied by "Key Questions, " to provide additional detail on important aspects of the Gender Considerations.

The charts use the information yielded from the identification of gender variables in the Matrix and integrate it with macrolevel data.

Note: The Gender Consideration charts and Matrix are not a checklist to be completed; nor, it is hoped, will they place constraints on thinking about gender issues. The intent of the GIF is rather to engage people in discussion about how to incorporate gender considerations in program and project design for more effective development.

D. Summary of Guidelines for Document Review

The Summary of Guidelines is a quick reference on how gender should be incorporated into AID document language, content and format. These guidelines can be used by program designers as a handy reference during document preparation and by reviewers for a quick check as a document is received. The Summary Guidelines are derived from experience and research about how and where gender is most appropriately integrated into programming documents.

E. Incorporating Gender Conderations into the Programming Process

Incorporating gender issues into programming using the GIF, then, is a two stage process:

1. Identifying how gender affects roles, responsibilities, opportunities and constraints, using the Matrix.

2. Using the Gender Considerations charts to incorporate gender into the design process.

The GIF also contains supplementary information in the Appendices on low cost, rapid methods of data collection and project adaptation, as well as tools for more detailed analysis of gender variables for agricultural and small scale enterprise projects.

Table 1 EXAMPLE

Analysis of gender variables among one ethnic group in Southern Africa might yield the following information.

Crop: Sorghum

Factor	Responsibilities: Male	Responsibilities: Female
Labor	Land clearing-all fields Plowing-all fields Seeding-family fields Transport grain from family field to market cooper.	Seeding own/family fields Weeding " Scaring the birds " Harvesting " Storage " Seed Selection "
Income	Sale of surplus sorghum (family fields) Use of harvested fields to graze cattle	Sale of surplus sorghum (individual fields) Beer derived from sorghum Pounding sorghum for others
Expend. (Sorghum)	Sorghum seeds (new strains) Bags Fertilizer	
Access/ control resources	Labor: male household head allocates	Access to shared labor; access to male labor to plow on individual fields after family fields plowed.
	Land: new land allocated by local government; males inherit most use rights.	Can obtain land from local government; can inherit usufruct rights but most land controlled by male household head.
	Income: separate budgets but male controls income from sale of family field harvest.	
Constraints	access to labor at peak periods, markets	Access to labor, extension assistance, access to plowing, especially in female headed households
Opportunities	Work with coops on improved transport systems	Work with women on seed research; extend tech. assis. to women.

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GENDER INFORMATION FRAMEWORK: GENDER VARIABLES MATRIX

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

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

Column 1 FACTOR	COLUMN 2 Key Questions	Column 3 Activities/Responsibilities Male	 Female
1. Allocation of labor - household activities	Who is responsible for which aspects of household maintenance (fuel/water provision, building maintenance, child care, food food preparation, etc.)? What is time allocation by gender and age? How do time and labor allocations vary with economic class or position in household?		
- agricultural production	What are the activities of household members that contribute to agricultural and livestock production? (Analyze by crop and/or by livestock animal.) How do these activities vary by season? Is shared labor available; if yes , on what basis?		
2. Sources of income - farm	What income or food is generated from crops, livestock, and crop/livestock by-products (e.g. milk, manure)? How much and in what season? To what extent are inputs and technical assistance available and utilized? How and where are foods marketed?		
- non farm	In what kinds of off- or non-farm small scale enterprises (SSE) are men and women engaged (e.g., craft production, sale of prepared foods, dressmaking, trading?) and how much income does it provide? Who uses technical assistance, credit, purchased raw materials and to what extent? How and where are SSE goods and services marketed?		

GENDER VARIABLE MATRIX

Column 1	Column 2	Column 3	
		Activities/Responsibilities	
FACTOR	Key Questions	Male	Female
3. Expenditures	Who is responsible for which elements of family expenses and provisioning (e.g., staple grains, vegetables, school fees, medical care, clothing, ceremonies?)		
4. Access/control of resources	What are the resources (e.g., labor, land, credit, technical assistance) required for current productive activities? What is the extent of control over resources and how does that affect ability to increase economic productivity?		
5. Constraints to participation in development	What are the key constraints to the participation of men and women in the major areas of A.I.D. programming? (e.g, labor, access to credit) for major productive activities?		
6. Opportunities to use/expand productivity	What are the special skills and knowledge resulting from gender differences in roles and responsibilities (e.g., specialized agricultural knowledge, marketing skills) that can be used or enhanced to increase economic productivity?		

A.I.D. POLICY PAPER

WOMEN IN DEVELOPMENT

I. Summary of AID Women in Development Policy

(1) AID will take into account the actual and potential roles of LDC women in carrying out its development assistance program. This will be done in all AID's country strategies and projects in order to ensure achievement of development goals, through:

a. overall country programs and individual project designs which reflect the distinct roles and functions of LDC women as they relate to project implementation;

b. strategies for explicitly benefiting women and girls in all sectors within countries, and in all projects within sectors which are developed and implemented as an integral part of AID's work;

c. sex-disaggregated data collection, gender-specific social-soundness analysis and economic analysis, monitoring and evaluation.

(2) AID will also, under appropriate conditions, support LDC women's institutions and programs where special efforts are required to reach women because of cultural conditions, where separate programs and facilities are deemed necessary, or where women's groups provide a particularly advantageous vehicle for addressing women's needs.

(3) AID recognizes that the productivity of women is important to personal, family and national well-being. Women's increased productivity depends on their improved access to resources, e.g. land, improved farming techniques, information, employment; therefore,

a. where lack of education and training constrain women's effective access to more productive work, AID will seek to increase relevant knowledge and skills among women and girls;

b. where inefficient technologies reduce women's overall productivity, AID will support the development of labor-saving and time-saving technologies which are acceptable and accessible to women;

c. where systematic bias exists against females in the labor force, or in certain segments of the labor force, AID will support efforts to alleviate the bias, through policy reform and/or experimental programs which demonstrate ways in which women can enter non-traditional types of work.

(4) AID acknowledges that largely because of their traditional responsibilities for child care and family welfare, women in developing countries have special needs for adequate human resource development programs in the areas of health care, family planning, potable water, nutrition and education. AID will support investments in human resource development which have particular implications for females in society. Effective strategies to secure women's inclusion in such programs will ultimately result in the critical national benefit of a healthy, well-trained, productive workforce.

(5) AID will support the development of institutions and transfer of technology which ensure: (a) the appropriateness and access of improved technology to women (as well as men); and (b) the existence of institutions which include women and effectively reach women (as well as men) and which permit the dissemination of benefits and information to both sexes.

(6) AID acknowledges that there is still much to know about the implications for development of gender differences among target populations. Such knowledge gaps severely reduce the effectiveness of development program planning. Therefore AID will support research in areas where adequate knowledge of gender-roles in relation to development planning is lacking. Such research will include (but not be limited) to:

a. studies of *intra-household* dynamics regarding division of labor, distribution of resources and decision-making;

b. income needs and income sources for males and females;

c. women's contribution to agriculture;

d. fuel and water needs and sources;

e. incidence of households which are actually or *de-facto* female-headed.

(7) AID recognizes that most LDC's have endorsed the goal of further integrating women and girls into the development process through support of international efforts such as those undertaken by the various UN entities (e.g., UN Decade for Women, FAO's WCAARD Plan of Action), and that most countries have established their own programs and plans to address the concern of women in development. Therefore, AID will support reforms which are consistent with these national positions.

(8) AID seeks to increase the knowledge and skills of its staff in planning projects which effectively engage women in the development process and its benefits. The Office of Women in Development and the women in development officers will continue to *support* the Agency's personnel in their efforts to implement the women-in-development policy. However, *the overall responsibility for implementation of this policy rests with all of AID's offices and bureaus, in all AID programs and projects.*

Excerpts from A.I.D. Policy Paper
U.S.Agency for International Development
Washington, D.C. 20523
October 1982

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Department of State

TELEGRAM

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ORIGIN AID-00

ORIGIN OFFICE WID-01
INFO AFPC-03 AFSA-03 AFSA-03 AFFW-04 AFCW-03 AFTR-05 ANEA-02
ANDP-03 ANSP-03 AAAF-03 AAAA-01 ANHS-01 LADR-03 LACE-01
LASA-02 LACA-03 LAEM-02 AALA-01 IT-06 ANME-03 ANEC-02
ANTP-05 ES-01 RELO-01 TELE-01 /057 A4 G081

INFO LOG-00 EUR-00 AF-00 /I-01 10-19 NEA-04 ADA-00
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SUBJECT:ACTION ITEMS FOR WOMEN IN DEVELOPMENT

1. SUMMARY. IN KEEPING WITH MY COMMITMENT TO ENSURE THAT A.I.D. CONFORMS FULLY WITH ITS WOMEN IN DEVELOPMENT POLICIES, AND THAT WE ADDRESS SPECIFIC CONGRESSIONAL INTEREST IN WOMEN IN DEVELOPMENT TRAINING FOR AGENCY STAFF AND INCREASING AGENCY FEMALE PARTICIPANT TRAINING LEVELS, I HAVE ATTACHED MY RECOMMENDED ACTION ITEMS THAT WILL ENSURE OUR PROGRAMMATIC OBJECTIVES ARE IMPLEMENTED WITH MORE REGULARITY AND EFFECTIVENESS.

2. I RECOGNIZE THAT WE HAVE MADE ENORMOUS STRIDES THESE PAST FEW YEARS IN ADDRESSING GENDER IN OUR STRATEGIES, PROGRAMS AND PROJECTS, AND THAT MUCH OF THIS SUCCESS IS DUE TO YOUR INTEREST AND COMMITMENT. AT THE SAME TIME, IT IS NOW APPARENT THAT WE MUST MORE FULLY INSTITUTIONALIZE OUR EFFORTS IN OUR OVERALL DEVELOPMENT PROGRAMS.

3. THESE ACTION ITEMS ARE INTENDED TO ASSIST A.I.D. IN ADDRESSING WOMEN IN DEVELOPMENT ISSUES. I RECOGNIZE MORE ATTENTION WILL HAVE TO BE GIVEN TO THESE ISSUES IN OUR ENTIRE PROJECT AND PROGRAM CYCLE, BUT I BELIEVE THE BENEFITS WILL FAR OUTWEIGH ANY SHORT-TERM INCONVENIENCES.

4. I WILL APPRECIATE YOUR ENSURING THAT YOUR MISSION STAFF ARE ADVISED OF THESE ACTION ITEMS.

A. ALL BUREAUS ARE RESPONSIBLE FOR DEVELOPING AND IMPLEMENTING WID ACTION PLANS THAT INCLUDE SYSTEMS AND PROCEDURES, AS WELL AS CALENDAR-DRIVEN BENCHMARKS, TO ADDRESS AND MONITOR WOMEN IN DEVELOPMENT ISSUES THROUGHOUT THEIR PROGRAMS AND PROJECTS. GEOGRAPHICAL BUREAUS ARE RESPONSIBLE FOR ENSURING THAT THEIR RESPECTIVE USAIDS DEVELOP SUCH WID ACTION PLANS.

B. ALL BUREAUS AND USAIDS WILL REFLECT SEX-DISAGGREGATED DATA IN A.I.D.'S PROGRAM DOCUMENTS (E.G., CDSS , APS) AND ALL NEW DATA COLLECTION ACTIVITIES WILL BE SEX-DISAGGREGATED FOR A.I.D.'S PROJECT, NON-PROJECT ASSISTANCE AND REPORTING DOCUMENTS (E.G , PIDS, PPS, PAIPS, PAADS, PIRS, EVALUATIONS). SEE NOTE BELOW

C. ALL BUREAUS AND USAIDS WILL ENSURE THAT A.I.D.'S COUNTRY STRATEGY, PROGRAM, PROJECT, NON-PROJECT ASSISTANCE AND

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REPORTING DOCUMENTS (E.G., CDSS, APS, ABSS, PIDS, PPS, PAADS, PIRS, PAIPS, EVALUATIONS) EXPLICITLY DESCRIBE STRATEGIES TO INVOLVE WOMEN, BENEFITS AND IMPEDIMENTS TO WOMEN'S PARTICIPATION IN DEVELOPMENT AND BENCHMARKS TO MEASURE WOMEN'S PARTICIPATION IN AND BENEFITS FROM DEVELOPMENT ACTIVITIES. SEE NOTE BELOW.

D. SPECIFIC WOMEN IN DEVELOPMENT TRAINING SHOULD BE CONSIDERED A PRIORITY FOR A.I.D. PERSONNEL, PARTICULARLY IN THE AREAS OF AGRICULTURE: PRIVATE ENTERPRISE DEVELOPMENT, INCLUDING SMALL AND MICRO-SCALE ENTERPRISE: AND NATURAL RESOURCE MANAGEMENT AND ENVIRONMENT. THIS TRAINING WILL INCLUDE REGIONAL AND/OR COUNTRY SPECIFIC WID TRAINING, AS WELL AS A REQUIRED WID COMPONENT IN WASHINGTON-BASED TRAINING COURSES IN THESE SPECIFIC SECTORS.

E. INCREASING WOMEN'S INCLUSION IN PARTICIPANT TRAINING PROGRAMS WILL BE CONSIDERED AN IMPORTANT OBJECTIVE. ALL BUREAUS AND USAIDS WILL WORK TO IMPROVE THE OVERALL NUMBER OF FEMALES IN PARTICIPANT TRAINING PROGRAMS.

NOTE: WHEN ITEMS B AND C ARE IMPOSSIBLE TO ACHIEVE, BUREAUS AND USAIDS WILL ENSURE THAT THERE IS A SUBSTANTIVE ANALYSIS AS TO THE OBSTACLES PREVENTING COMPLETION OF SUCH EFFORTS, AND AN EXPLANATION OF HOW THESE OBSTACLES WILL BE OVERCOME.

5. I STRONGLY ENCOURAGE YOU TO DEVELOP APPROPRIATE SYSTEMS AND PROCEDURES WITHIN YOUR MISSION TO IMPLEMENT THESE ACTION ITEMS. I HAVE ASKED THE OFFICE OF WOMEN IN DEVELOPMENT (PPC/WID) TO MONITOR AND KEEP ME INFORMED ON THE IMPLEMENTATION OF THESE ITEMS. I HAVE ALSO ASKED PPC/WID TO BEGIN THE PROCESS OF DEVELOPING REVISIONS TO APPROPRIATE A.I.D. HANDBOOKS TO ENSURE THAT GENDER ANALYSIS BECOMES A GENERAL PRACTICE WITHIN THE AGENCY.

6. PLEASE INFORM YOUR MISSION PERSONNEL OF THESE ACTION ITEMS. THANK YOU. WHITEHEAD

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APPENDIX D

U.S. House of Representatives

SELECT COMMITTEE ON HUNGER

ROOM H2-507, HOUSE OFFICE BUILDING, ANNEX NO. 2

WASHINGTON, DC 20515

March 2, 1988

ASSISTANCE FOR THIRD WORLD WOMEN

Dear Colleague:

We invite you to become a cosponsor H.R. 4049, the Women in Development Act of 1988. Our legislation is designed to refocus and revitalize the Agency for International Development's (AID's) efforts at integrating women into U.S. development assistance. Fifteen years ago, Congress passed the Percy Amendment directing AID to "integrate women into their national economies." In those fifteen years, much has been said and written about incorporating women in development efforts, but far too little has been done.

Last year, AID hired an independent consulting organization to review AID's efforts to integrate women in its development activities. The consultant reached the following conclusion: "AID's Women in Development Policy is not being implemented fully or vigorously, and there is little enthusiasm and few incentives for doing so. Without meaningful Agency-wide acceptance of responsibility for implementation of this policy, the efforts of (the Women in Development office in AID) in support of the policy will be marginally useful at best." One example of inadequate integration of women is the AID-funded training programs in developing countries where women's participation is as low as fifteen percent in Asia, twenty-one percent in Africa, and twenty-eight percent in Latin America.

We believe that women are too important for the future of the Third World to be marginalized or neglected. Some facts on women's roles in developing countries serve to highlight their importance:

* Women perform two-thirds of the world's work, receive one-tenth of its income, and own one one-hundredth of its property.
* One-third of all households are headed by women, and in Latin America the figure is as high as fifty percent. These households are the poorest in the developing world with the most children, the least access to productive resources and the smallest capacity for income-generating activities.
* Women are the food producers of the developing world. In Africa, women are responsible for eighty to ninety percent of food grown for home consumption.
* Women are vital to the informal sector -- the thirty to sixty percent of economic activity and employment which is not officially recognized. In some areas, they make up one-half to four-fifths of the informal sector.
* AID's own research has found that the failure to integrate women fully into the development process has resulted in failed projects and wasted resources.

H.R. 4049 is designed to redirect the Agency's efforts and to make U.S. assistance to developing countries more equitable and more effective.

The legislation also authorizes assistance for two United Nations organizations, UNIFEM and INSTRAW, which perform the essential tasks of incorporating women into the UN's development programs and providing data to the UN and others on women in developing countries.

We urge you to cosponsor H.R. 4049 -- a summary is on the back of this sheet. To cosponsor, please contact Ed Swanson (x65470) or Ma[illegible] Maxwell (x51955).

Mickey Leland
Chairman

Patricia Schroeder
Co-Chair

H.R. 4049
Section by Section Summary

A bill to promote the integration of women in the development process in developing countries.

Sec. 1 Short Title: Women in Development Act of 1988

Sec. 2 Findings: Women in developing countries play multiple and vital roles in economic development, but in many countries their roles have been overlooked, ignored or displaced.

Research shows that when women's participation in development activities is high, project success and sustainability are also high.

Low-resource women farmers offer the best hope for increasing food production in many developing countries, but their contributions are limited by lack of access to extension, credit and marketing services.

Women are a major source of entrepreneurial talent in the informal sectors of developing countries, and with access to training, credit and other types of assistance are expected to account for much of the growth in private sector employment.

The Agency for International Development's policy states that there be full involvement of women as participants and beneficiaries in all of AID's efforts, but, in actual practice, integration of women receives low priority in relation to other mandates.

Sec. 3 Steps to be taken by the Agency: AID shall --

** seek to ensure in all stages of its development programs that assistance is directed to women in approximate proportion to their traditional participation in the targeted activities or their proportion of the population, whichever is higher; and to incorporate the active participation of local women in the design and implementation of all projects at the same target levels;

** if unable to achieve the targets of women participation, identify the obstacles and steps taken to overcome those obstacles;

** ensure that all data is disaggregated by gender;

** include the effectiveness of integrating women in the development process as part of all project evaluations and personnel evaluations.

** develop and implement a plan to train all AID professional staff in strategies for incorporating women in development efforts;

** ensure that fifty percent of the participants in AID training programs in developing countries are women;

** establish within the Agency a taskforce on women in development with senior staff from all bureaus to oversee implementation of the legislation, to assist missions in overcoming obstacles to integrating women and to evaluate the Agency's effectiveness in incorporating women in its development efforts.

In addition, the bill raises the authorized floor of funding for the Women in Development (WID) office of AID to $10,000,000. (Currently AID may spend up to $10,000,000 for activities of the WID office -- they chose to spend only $2,000,000.)

Sec. 4 Funding for UNIFEM and INSTRAW: The bill authorizes $5,000,000, eighty percent for the United Nations Development Fund for Women (UNIFEM) and twenty percent for the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW).

PRE-INVOLVEMENT INFORMATION COLLECTION INSTRUMENT

This instrument will be of great value in assisting the training staff to tailor this workshop more closely to your situations and specific learning needs. Please answer the questions as completely and specifically as possible. We will utilize this information in our final planning and during the initial sessions of the training event.

MAIL YOUR COMPLETED RESPONSE BY: (DATE)
TO: ______________________

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1. Your Name ______________________

   Work Location ______________________

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   Present Position ______________________

2. In your experience, including the reading materials in the pre-involvement mailing, what is your conviction about the value of incorporating gender issues in your development work?

   (Indicate your rating with an X on the scale)

1	2	3	4	5	6	7
Useless			So-So			Essential

   Please give specific reasons for your rating:

3. What do you think are the primary problems in collecting and utilizing gender disaggregated data in your development work?

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4. How well do you think your part of USAID is incorporating gender variables in the development process?

1	2	3	4	5	6	7
Poorly			So-So			Excellently

Specific reasons for your rating:

5. In your context and experience, what is the general attitude and position of host country ministries and officials about women in development and gender issues?

6. What are the two most important things you want to get from this upcoming workshop?

7. What training or workshops focusing on gender issues in development have you attended?

SPECIAL NOTE! PLEASE BRING WITH YOU TO THIS WORKSHOP A PROGRAM OR PROJECT ASSISTANCE DOCUMENT, CONCEPT OR PROPOSAL, ADAPTATION, ETC. ON WHICH YOU ARE CURRENTLY WORKING, OR WITH WHICH YOU HAVE SOME CONCERNS REGARDING GENDER ISSUES OR GENDER DISAGGREGATED DATA.

EXECUTIVE SUMMARY*

of

INTEGRATING WID OR RESTRUCTURING DEVELOPMENT?
by
Mary B. Anderson & Marty A. Chen

This is an edited summary of a paper prepared for the Association for Women in Development Conference, April 1988, Washington, D.C., and prepared by the authors, Mary B. Anderson and Marty A. Chen. The summary is intended for introductory reading by participants in the Gender Considerations in Development, USAID/Latin America and Caribbean Regional Workshop in Antigua, Guatemala, November 1988.

The authors of this evocative paper examine the institutional responses to WID over the past ten to fifteen years, and extract from this experience the relevant lessons for the institutional or structural arrangements for foreign assistance in general. While questioning the assumptions in such an assignment, they approach this task with thoughtfulness and creativity.

In their summary section, A Paradigm Shift?, they underline their convictions about the primary learnings from the WID experience.

> "In some sense, the questions we have been addressing are the wrong ones. To examine the lessons learned from the WID experience and their implications for the structuring of foreign assistance is a subset of a far more important issue.
>
> "The real lesson from the WID experience goes to the heart of the development paradigm. What WID has done is to identify an additional variable without which the development equation is intrinsically flawed. When gender is not considered in development planning, the development equation is underdetermined. The explanatory and predictive power of development program design is substantially improved by the inclusion of the gender variable.
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> "As an analogue let us look at what happens in the physical sciences when a new element of matter is discovered. If the element is important, its discovery causes a revision in all previously used explanatory systems. The shift from Newtonian physics to quantum mechanics occurred because the power of the quantum explanation was so much greater than that of the Newtonian approach. When the Darwinian theory of evolution emerged, it too replaced the previously held

theories of the formation of new species. Again, the explanatory power was significantly greater than that of the other theories."

The authors of this paper continue this analogy, tracing the response of the academic professions to these new discoveries in the physical and biological sciences. Challenging deeply held values and norms, the new theories seemed to be a violation of both previous work and belief structures. The result was passive and active resistance among scientific professionals and institutions. Yet is patently clear that these new discoveries have claimed the field in our scientific world, despite those resistences.

"In WID, we have been too modest. We have taken the integration of women into development as a goal, and we have undertaken women-focused programming (whether separate or integrated). We, along with the resisters afterthought to development. We began to focus on WID when evidence was clear that women were 'being left out of' or 'being disadvantaged by' development. We wanted to correct a bad situation. In the course of further research and analysis, it has become clear that women's roles are essential and important in production. It has also become clear that a gender division of labor exists in all societies and that it is necessary to factor the gender variables into our analysis (collect gender disaggregated data) in order to plan and execute development projects with a higher power of predictability and effectiveness.

"But we have not demonstrated this necessity convincingly enough. The power of the gender variable is not yet widely accepted.

"Many of us are, ourselves, convinced, however, that without explicit inclusion of the gender variable, all development efforts are weakened. If we are right, the essential lesson from WID for the structuring of foreign assistance is, simply, that all institutions and agencies of foreign aid (and in Africa, Asia and Latin America, of national development) must restructure themselves, retrain their staffs, and redesign their programs to ensure that every procedure and instrument and program and project of assistance incorporates the gender variable."

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In this paper, the authors set out a typology for classifying both the institutional arrangements and programmatic approaches that WID called forth, and find that their ability to predict the effectiveness of WID programming remains elusive. "Institutions" ("organizations and "agencies") refer to the broad spectrum of foreign assistance bodies, ranging from UN agencies, to multi- and bi-lateral donors, to NGOs and PVOs, to foundations and consortia.

> The two basic institutional models are: 1) "a special designated WID office, which has the responsibility for raising the issues of WID for the institution as a whole and carrying out WID programming"; and 2) "the integration, mainlining, or mainstreaming of WID into existing institutional program areas and sectoral activities."
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> The programming approaches described follow the same pattern with similar rationales; either 1) "targetting" or, 2) "integration" strategies. The "target" approach is justified as necessary to overcome past exclusions of women from the benefits of development activities. The "integration" approach insists that every development activity take account of the inclusion of and impacts on women in its design, implementation and evaluation; since every program or project activity affects all segments of an economy and society and that development efforts should, therefore take account of these effects on women.
>
> The primary lesson learnes from the WID experience, both about institutional structuring of foreign assistance and about programmatic approaches, is that "<u>it is impossible to predict whether or not effective programming will occur based solely on which institutional model is adopted by an agency, and it is impossible to predict how well a project will include women solely on the basis of whether the programmatic approach "targets" or "integrates" women</u>.
>
> They examine the conditions under which various WID approaches are effective or not effective, both in terms of establishing a strong presence within the agencies and also in terms of carrying out programs, projects and activities that incorporate gender issues and WID concerns. Factors that are critical for effectiveness include: sufficient authority (sometimes achieved through bureaucratic insiders); sufficient resources; an active supportive constituency; and methods for circumventing antagonisms and sabotage efforts, for permeating commitment throughout an agency from policy to implementation, for monitoring and applying sanctions and rewards, and for assuring "congruence with political, ideological, and professional agendas". They conclude that it is not the institutional machinery that makes the difference. What is important, they say, in whether WID (or any other development initiative) is taken seriously is the institutional <u>strategy</u> that its proponents adopt.

In this paper, the authors assume three types of institutions: government, professional intermediary institutions, and private voluntary organizations. Each has characteristic strengths. PVOs are strong as advocacy and promotional agencies, and have organizing skills but fewer technical and managerial skills. Professional institutions are strong in research, conceptualization and analysis and can provide certain technical and managerial skills. Government level institutions have access to financial resources and specialized expertise which gives advantages in terms of scale and coverage and infrastructural development.

Institutional Responses by Stages of WID Programming

Stages/ Institutions	Popularizing	Targetting	Mainstreaming
Non-Government	advocacy of women as beneficiaries; welfare projects	advocacy of women as workers economic projects	advocacy of women's roles in the economy sectoral projects
Professional	research on women	technical assistance to WID projects management assistance to WID projects	analysis women's roles in economy; integration of gender per-spective in analysis
Government	establishment	recognition of women in gov't plans; economic projects	integration of women in sectoral prog-rams; integra-tion of women in gov't plans

The matrix above indicates that a development programmer who wants to design effective programs must take into account the kind of an institution she/he works with <u>and</u> the type of programming she/he wants to do, matching the two in a strategy that relies on the strengths of the particular intitution and recognizing the stage in programming necessitated by circumstances.

The authors state another clear learning from the WID experience.

> "....when we emphasize women's equality with men, and their 'rights' to an equal share of the benefits of development, we meet continual resistance both in our development assistance agencies and among the powers that be in the recipient

countries. This is because the emphasis on equality appears to challenge the values and behavior of those who have not been involved in WID programming and calls forth defensive reactions from them. At best, the resisting group accedes to WID programs that are welfare oriented, defining women as needy, poor, left out, etc. By and large, such welfare programs have not been effective either in overcoming poverty or in including women in development as actors and beneficiaries."

"On the other hand, when we avoid value discussions and emphasize that women are economic producers in their roles both inside and outside their households, much of the resistance has faded. When we can demonstrate that development projects which take the gender factor into account are more apt to succeed in meeting their goals than are projects which ignore it, people who are committed to development are frequently less defensive and are more engaged to think about WID differently."

This paper offers several lessons to be derived by looking at development assistance through the gender "lens".

1) WID has taught us the importance of disaggregating data in order to understand the population groups with whom we intend to work in development. One factor that matters greatly in every culture is determining the range of choices each person can make about work, the use of time, and the location of activities is gender. And WID experience teaches us that within gender disaggregation, equally important is disaggregation by class, race, ethnicity, urban, rural, etc. All women are no more the same than are all men.

2) WID has also highlighted the interrelated trends of absolute poverty and the feminization of poverty. "Insofar as the purpose of development is to alleviate poverty and the causes of poverty (and this, with the creation of the conditions for self-sustaining attainment of political and economic goals is surely the goal) one learns a great deal more about poverty - and the poor - when one looks at women and their activities."

3) The third lesson learned from WID experience is that, "As they generate rural livelihoods, women are more apt than men to undertake a multiplicity of overlapping as well as sequential activities, subsistence as well as market activities, and income-conserving as well as income-generating activities. In urban areas, women are more likely than men to be engaged in production that starts in the home and incorporates household work and in marketing in the streets and on the sidewalks rather than in established

business places. .... Again, the strict economist's model of market oriented development does not capture these realities, and development assessments that measure growth in production and income miss major processes by which people improve their lives and livelihoods."

4) The fourth major lesson learned from the WID experience is the reluctance to see women as active producers. Rather they emphasize the weaknesses and neediness of women (and the poor) rather than their capacities and competencies, and project staff feel that they must "help" the poor rather than design a project which supports their self-directed and concerted economic activities.

Finally, the authors suggest a sectoral approach, recognizing the strengths (and weaknesses) and styles of different types of institutions and structuring ways in which they might work collaboratively in development programming. "Donor agencies which have existing pprograms in certain sectors, working with government and/or professional institutions, could also select one or two successful PVOs working in these sectors and establish a three-way partnership. PVOs would benefit from the technical expertise and direct linkage with the government or professional institution; the government or professional institutions would benefit from the gender and/or poverty perspective of the PVO; and the beneficiaries would benefit from the widest possible range of interventions and support.

*Executive Summary by Al Rollins

NOTE: The full, 21 page version of this paper will be available for any requesting it. AWR