

# GENDER CONSIDERATIONS IN DEVELOPMENT

Lima, Peru  
June–July, 1989



USAID  
*Latin America & Caribbean  
Peru Mission Workshop*

PARTICIPANT WORKBOOK

**AGENCY FOR INTERNATIONAL DEVELOPMENT**

WASHINGTON, D.C. 20523

June 14, 1989

Dear Participant:

I am pleased that you will be participating in the Peru Mission Training Workshop, Gender Considerations in Development, in Lima, Peru, June 26-27 or July 6-7, 1989. We look forward to meeting each of you and to effective and creative work together during this event.

We have put together this pre-involvement mailing to assist in preparation for the workshop. It includes:

- 1 -- Summary Schedule and Agenda
- 2 -- Workshop Goal, Objectives and Desired Outcomes
- 3 -- Executive Summary of the Gender Information Framework
- 4 -- Copy of a Front Lines article on the Administrator's recent issuance of action items
- 5 -- A Report to Congress - Planning for the Next Decade: A Perspective of Women in Development
- 6 -- Terminology
- 7 -- What WID Is/Is Not
- 8 -- Indicators for Tracking and Monitoring Implementation of WID Policy
- 9 -- "Menu" or Strategies for Access to PPC/WID Assistance
- 10 -- Integrating WID or Restructuring Development; Executive Summary

All workshop sessions will be held in the mission. The workshop setting will be informal, so wear comfortable clothes.

Your attendance is expected at every session, for they build on one another in both workshop content and process. In the evening you will have assigned reading materials or tasks in preparation for the working sessions the following days. Therefore, we suggest that you do not plan any meetings or appointments during the 1½ days of training. We will work hard during this very limited time, but we plan to pace the training sessions so that we will not feel rushed and can have some fun while working and learning together.

### Daily Workshop Schedule

8:30 A	Session
10:45 A	Break
11:00 A	Session
1:00 P	Break for Lunch (Close of 2nd day)
2:00 P	Session
3:15 P	Break
3:30 P	Session
5:00 P	Break for Dinner (Close of 1st day)

Following the workshop, the training team will remain in Lima for approximately three and a half weeks providing technical assistance on incorporating gender considerations into the Mission's projects and programs.

With the increased emphasis being placed on WID issues and concerns by the Administrator and with the recently-passed legislation by Congress, this workshop takes on added importance. It is designed to help all of us reach a similar degree of awareness, knowledge, motivation and skills for incorporating gender considerations into our total development activities. It is a small but important aspect of developing a logical, proactive strategy on Women in Development. And we trust that it will be an important contribution to the ongoing efforts you, your Missions, your Bureau and the Agency are making to assure program and project effectiveness.

Sincerely,



Kay Davies  
Director, PPC/WID

KD/lr

Enclosures

# GENDER CONSIDERATIONS IN DEVELOPMENT

USAID/Peru Training Workshop

Lima, Peru

June 26-27, 1989

## SUMMARY SCHEDULE

### MONDAY, JUNE 26

#### DAY 1

8:30 A	SESSION 1	OPENING REMARKS AND WORKSHOP ORIENTATION
9:00 A	SESSION 2	EXPLORING THE ISSUES
11:00 A	SESSION 3	IDENTIFYING GENDER FACTORS: THE GENDER INFORMATION FRAMEWORK
1:00 P	LUNCH	
2:00 P	SESSION 4	INFORMATION RESOURCES
4:00 P	SESSION 5	ADDRESSING CONSTRAINTS TO WOMEN'S PARTICIPATION
4:45 P	SUMMARY AND BREAK FOR THE DAY	

### TUESDAY, JUNE 27

#### DAY 2

8:30 A	SESSION 6	GENDER CONSIDERATIONS: PROJECT DESIGN AND ADAPTATION
10:45 A	SESSION	PLANNING FOR TECHNICAL ASSISTANCE
12:30 P	WORKSHOP SUMMARY AND CLOSURE	
1:00 P	WORKSHOP ENDS	

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# GENDER CONSIDERATIONS IN DEVELOPMENT

USAID/Peru Training Workshop  
Lima, Peru  
July 6-7, 1989

## SUMMARY SCHEDULE

### THURSDAY, JULY 6

### DAY 1

8:30 A	SESSION 1	OPENING REMARKS AND WORKSHOP ORIENTATION
9:00 A	SESSION 2	EXPLORING THE ISSUES
11:00 A	SESSION 3	IDENTIFYING GENDER FACTORS: THE GENDER INFORMATION FRAMEWORK
1:00 P	LUNCH	
2:00 P	SESSION 4	INFORMATION RESOURCES
4:00 P	SESSION 5	ADDRESSING CONSTRAINTS TO WOMEN'S PARTICIPATION
4:45 P	SUMMARY AND BREAK FOR THE DAY	

### FRIDAY, JULY 7

### DAY 2

8:30 A	SESSION 6	GENDER CONSIDERATIONS: PROJECT DESIGN AND ADAPTATION
10:45 A	SESSION 7	PLANNING FOR TECHNICAL ASSISTANCE
12:30 P	WORKSHOP SUMMARY AND CLOSURE	
1:00 P	WORKSHOP ENDS	

## **GENDER CONSIDERATIONS IN DEVELOPMENT**

**USAID/Peru Training Workshop  
Lima, Peru**

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### **WORKSHOP GOAL**

To increase awareness of, knowledge about, and motivation for incorporating gender considerations into every stage of the U.S.A.I.D. development process.

### **WORKSHOP OBJECTIVES**

By the end of the workshop, participants will:

- 1) have used the Gender Information Framework (GIF) for incorporating gender in the project development process in the agricultural sector; and
- 2) have analyzed a development program, project, or activity for which they are responsible in terms of gender considerations.

### **DESIRED OUTCOMES**

At the end of the workshop, participants will:

- 1) be able to relate the six factors in the Gender Variable Matrix to specific programs/projects;
- 2) be able to use the GIF as a resource document to incorporate gender considerations into development programs/projects;
- 3) be able to identify and use information resources available within the host country and elsewhere for effective design decisions incorporating gender; and
- 4) be aware of and able to apply strategies incorporating gender considerations for programs or projects.

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**DRAFT**

**EXECUTIVE SUMMARY**

**THE GENDER INFORMATION FRAMEWORK:  
GENDER CONSIDERATIONS IN DEVELOPMENT DESIGN**

**Technical Reports in Gender and Development No.1-89**

**Office of Women in Development  
U.S. Agency for International Development**

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## THE GENDER INFORMATION FRAMEWORK

### INTRODUCTION

The **Gender Information Framework (GIF)** is a set of resources and guidelines for incorporating gender considerations into A.I.D.'s development programming cycle. The GIF provides guidelines for the Country Development Strategy Statement (CDSS), Action Plan, Project Identification Document (PID) and Project Paper (PP).

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

To ensure more positive project outcomes, planners need to analyze key differences in male/female roles and responsibilities, analyze the implications of these differences for programming, and incorporate that information in development activities.

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

The GIF contains resources to assist in the consideration of gender for each programming document:

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

The Gender Variable Guide, Summary of Guidelines for Document Review and Gender Considerations are the core elements of "The Gender Information Framework: Gender Considerations in Development Design," the first in a series of Technical Reports in Gender and Development, edited by the Office of Women in Development, U.S.A.I.D. The larger work provides extensive explanation of each of these elements. It is available on request from AID/PPC/WID.

## GENDER VARIABLE GUIDE

The **Gender Variable Guide** assists in identifying four economic factors for which different male/female roles are likely to be significant: division of labor, income, expenditure patterns, and access to and control of resources in STEP ONE (below). In STEP TWO, it guides analysis of these gender differences to determine implications for programming, specifically:

- o Differences in females' and males' access and constraints to participation in or obtaining benefits from A.I.D. projects; and
- o Opportunities for increasing productivity by recognizing and building on differences in gender roles, responsibilities, skills, and knowledge.

### STEPS IN GENDER VARIABLE ASSESSMENT:

**STEP ONE: IDENTIFY FACTORS** where gender might intervene in social and economic production systems to be affected by development activities.

#### Allocation of Labor

##### Household Activities

- o Who is responsible for which aspects of household maintenance (fuel/water provision, building maintenance, child care, food preparation, etc.)?
- o What is time allocation by gender and age? How do time and labor allocations vary with economic class or position in household?

##### Agricultural Production

- o What activities of male and female household members contribute to agricultural and livestock production? (Analyze by crop and/or by livestock animal.) How do these activities vary by season?
- o What is the time allocation by gender and age?
- o Is shared labor available for women? Men? On what basis?

##### Non Farm Production

- o 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?)
- o Who performs what tasks for which kinds of non-farm production?
- o What is the time allocation for these tasks by gender and age?

### Sources of Income

#### Farm

- o What income or food is generated from crops, livestock, and crop/livestock by-products (e.g., milk, manure)? How much and in what season?
- o To what extent are inputs and technical assistance available and utilized? How and where are foods marketed?

#### Non-Farm

- o What is the total income from non-farm employment (small scale enterprise, wage labor)? How much income does each of these activities provide?
- o How do male and female incomes compare? How do they vary by season? Who controls each type of income?
- o How, where, and by whom are SSE goods and services marketed?
- o Who uses technical assistance, credit, purchased raw materials and to what extent?

### Expenditures

- o Who is responsible for which elements of family expenses and provisioning (e.g., staple grains, vegetables, school fees, medical care, clothing, ceremonies?)

### Access to and Control of Resources

- o What resources (e.g., labor, land, credit, technical assistance) are required for current productive activities?
- o Who controls which resources to what extent? How does that affect ability to increase economic productivity?

**STEP TWO: ANALYZE the implications of significant gender differences for development planning and implementation.**

### Constraints

- o What are the key differences between men's and women's constraints to participation in the major areas of A.I.D. programming (e.g., labor, access to credit) for major productive activities?

### Opportunities

- o What special skills and knowledge, resulting from gender differences in roles and responsibilities (e.g., specialized agricultural knowledge, marketing skills, working in groups) can be used or enhanced to increase economic productivity?

### SUMMARY OF GUIDELINES FOR DOCUMENT REVIEW

These guidelines summarize recommendations for including gender considerations in A.I.D.'s programming documents. They are based on a variety of documents within and external to A.I.D.

#### IN GENERAL:

- o Disaggregate data by gender wherever possible.
- o Indicate how you will collect or locate and use data that are needed but unavailable.
- o Use gender distinctions in terminology in all documents and communications so that you specify more precisely the social context and impact of A.I.D.'s work (e.g., men and women farmers, female and male entrepreneurs).

#### IN PROJECT ASSISTANCE:

- o Disaggregate by gender:
  - Project objectives where appropriate,
  - Benchmarks for project monitoring and evaluation,
  - Logframe (objectives, monitoring, etc.).
- o Incorporate gender considerations:
  - Throughout the project design document,
  - In technical, financial, institutional, economic, and social soundness analysis,
  - In project implementation, monitoring, and evaluation.
- o Describe plans to incorporate gender considerations, in explicit terms, in country strategy statements, action plans, project identification, and project design documents. Specifically:
  - Strategies to involve women where gender analysis indicates they are active in program or project sectors.
  - Benefits for women and men.
- o Include decision points in the project implementation schedule, to allow project modification or redirection to incorporate gender considerations as new baseline or project monitoring data become available.

**IN NON-PROJECT ASSISTANCE PROGRAMS:**

- o Disaggregate by gender:
  - Objectives where potential beneficiaries are described,
  - Impact assessment,
  - Benchmarks for monitoring and evaluation,
  - Logframe (objectives, monitoring, etc.)
- o Examine gender considerations in: technical, institutional capability, economic, and social feasibility analysis sections.
- o Include gender disaggregated impact monitoring at the household level.
- o Specify decision points when program can be adapted to offset short-term adverse impacts on women and men.

**PROJECT/PROGRAM DESIGN AND EVALUATION TEAMS:**

- o Include gender considerations in scopes of work for: technical, institutional, social soundness, and financial analyses in project and non-project assistance documents.
- o Incorporate gender issues analysis in scopes of work for evaluation team members.
- o Indicate responsibility to address gender considerations in the scopes of work for design and evaluation team leaders.

**REQUESTS FOR PROPOSALS:**

- o Include a requirement to address gender considerations.
- o Specify in criteria for selection of proposals:
  - Gender considerations,
  - Assessment of how gender issues are addressed.

## GENDER CONSIDERATIONS

The **Gender Considerations** explain how to incorporate significant gender differences and their implications in the development of four A.I.D. documents: CDSS, Action Plan, PID, and Project Paper. The discussion of each document follows, as much as possible, the format for document preparation presented in Handbook 3 and guidance cables. The headings of the Gender Considerations refer to the headings found in the document reviewed. Key questions follow many of the Gender Considerations, indicating additional detail needed for those issues.

### GENDER CONSIDERATIONS: COUNTRY DEVELOPMENT STRATEGY STATEMENT (CDSS)

#### 1. PROBLEM ANALYSIS AND DESCRIPTION:

- 1.1 Identify significant gender differences in productivity/income data and analyses in subsectors; where data are insufficient, include specific strategies to obtain them.
- o For men and women, what are the rates of:
    - Urban labor force participation (formal and informal sectors),
    - Rural employment (farm and non-farm).
  - o What are the levels of productivity for men and women, especially in small scale enterprises including:
    - Number, average size, type of goods and services provided by small scale enterprises,
    - Use of credit, technical assistance, technology, and
    - Volume of production and productivity per hour.
  - o What are male and female internal and external rates of migration? How are migration and other socio-cultural changes affecting household structure?
  - o What percentage of the households are headed by women? How is the percentage of female headed households changing?
  - o What are household member incomes from farming and non-farm sources?
  - o What are intra-household expenditure patterns?
  - o What government policies affect sectors where men's and women's non-farm economic activities are concentrated, in the formal and informal sectors? Do they place gender-specific constraints on productivity?

- o What are the effects of recent performance of the macro-economy on sectors and subsectors where men's and women's activities are concentrated?

1.2 Describe gender-based constraints to and opportunities for participation in economic development.

- o Which of the legislative, economic, and cultural constraints, that affect access to productive resources, are different for males and females?
- o How do these constraints affect interventions that aim to increase productivity?
- o What are the opportunities for increasing productivity by building on gender differences (in skills, knowledge, social networks, etc.) in areas where men's and women's non-farm economic activities are concentrated?
- o How do changes in household structure (from migration, socio-cultural change) affect access of labor and income at the household level? What are the implications of changes in access to labor and income for programming?

1.3 Disaggregate nutrition data by gender.

1.4 Hunger:

1.4.1 Disaggregate agricultural data by gender.

- o By crop/livestock, for male and female producers, what are: estimated land farmed, yields, offtake, use of inputs, profit?

1.4.2 Consider gender roles and constraints in food self-provisioning; analyze implications for programming; where needed information is not available, include strategies to obtain.

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

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

1.5 Describe significant gender differences shown in health data and analysis.

1.6 Education:

1.6.1 Describe significant gender differences shown in education and training data.

- o For males and females, what are:
  - Enrollment rates in primary and post primary education/training facilities, especially in sectors of USAID emphasis;
  - Completion rates for males/females;
  - Availability of educated women and men;
  - Adult literacy rates for males/females?

1.6.2 Consider gender-based constraints to education and training and their impact on national development policies.

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

## 2. STRATEGY

### 2.1 Problem Specific Strategies (Portfolio Review)

#### 2.1.1 Review current and planned projects. In sectors where women or women and men are active include:

- o Assessment of gender considerations in project descriptions, implementation plans, and impact analyses;
- o Steps Mission will take to incorporate gender considerations in mainstream projects; and
- o Objectives, achievements, impacts, and benchmarks disaggregated by gender.

#### 2.1.2 Review overall Mission portfolio to assess ways in which projects increase women's and men's economic productivity as well as health and access to social services.

- o Which projects/programs assist women directly to increase earnings and/or food production? Which assist indirectly? How does this correspond with their economic responsibilities?
- o What proportion of projects assist women's productive activities compared to those that provide health or other services? How does this compare with assistance to men in these areas?

### 2.2 Mission Programming Strategy: plan or review activities to institutionalize inclusion of gender issues in program and project design, implementation, monitoring, and evaluation.

- o How do host country men and women participate in the dialogue that leads to problem selection, program and project design, evaluation?

#### 2.2.1 Develop strategies for collection of needed data.

- o What are the systems in the host country and USAID to collect gender-disaggregated data?

#### 2.2.2 Establish benchmarks for measuring institutionalization;

#### 2.2.3 Conduct training to enhance A.I.D. and host country development planners' skills in and awareness of gender issues as appropriate; and

#### 2.2.4 Initiate policy dialogue with government on gender issues.

## GENDER CONSIDERATIONS: ACTION PLAN

1. REVIEW OF PROGRESS TOWARD ACHIEVING A.I.D. STRATEGY OBJECTIVES - PROGRAM IMPACT ASSESSMENT:
  - 1.1 Identify key gender differences by sector:
    - o In sectors of A.I.D. activity, for males and females, what are: labor force participation rates; rates of productivity, especially in small scale enterprise; income from farm and non-farm sources; intrahousehold expenditure patterns? How do males and females participate in agricultural and other production?
    - o What data are available to assess impact of gender differences on progress toward A.I.D. goals and objectives?
  - 1.2 Incorporate gender data in background information and review of current projects/programs (descriptions, implementation plans, and impact analyses).
    - o Within the sectors of A.I.D. activity, how do constraints on participation in economic development differ for men and women?
    - o Do roles and responsibilities pose different constraints on men's and women's access to, participation in, and benefit from A.I.D. programs?
    - o What are the differential impacts of mission programs by gender?
    - o How have opportunities (e.g., building on gender-based knowledge, skills, and social groups) been incorporated in the design of program strategies?
    - o Which programs/projects assist women directly to increase earnings and/or food production? Which assist men? Which assist women indirectly? which assist men indirectly?
    - o What proportions of projects assist women's: productive activities, health, other social services? How does this compare with the proportions of assistance to men in these areas?
  - 1.3 Assess gender disaggregated data availability
    - o What are the implications for monitoring and adapting current mainstream programs? How will needed data be collected?
2. IMPLICATIONS FOR FUTURE PROGRAM ACTION:

Describe modifications planned for existing programs to

address gender considerations, where needed.

**3. STRATEGIES, OBJECTIVES, TARGETS, AND BENCHMARKS:**

- 3.1 Assess how gender variables affect long-term development strategies in sectors where women or women and men are active.
- 3.2 Establish and include gender in short-term targets and benchmarks for progress in meeting objectives.

**4. MISSION MANAGEMENT AND MONITORING:**

Review current progress and future steps to enhance mission capability to address gender issues:

- o What are the benchmarks for measuring the institutionalization of gender issues in Mission programming?
- o What is the strategy for collection of gender disaggregated data needed for adaptation of current and future projects?

**GENDER CONSIDERATIONS: PROJECT IDENTIFICATION DOCUMENT (PID)**

**1. PROJECT DESCRIPTION**

- 1.1 Problem Statement: consider how gender affects social and economic aspects of the problem to be addressed.
- o How do men and women participate in activities the project will affect?
  - o How do division of labor, income, expenditure patterns by gender affect the problem?
  - o How do gender-based constraints to access to resources affect the situation?
  - o How do both men and women participate in defining the problem?
- 1.2 Statement of Expected Project Achievements: assess the feasibility of achievement of objectives, given gender differences in roles and responsibilities as well as access to project resources and project benefits.
- o To what extent will participation of both men and women affect project achievement? For example, will achievement of project objectives require contribution of family labor or group self-help labor? If yes, does project design enable and encourage participation of and benefits to both men and women?

**2. OUTLINE OF THE PROJECT AND HOW IT WILL WORK**

**2.1 Project Elements:**

- 2.1.1 Identify strategies that are appropriate to male and female roles and responsibilities where project will affect women's and men's activities.
- o What kinds of approaches to solving the problem would draw upon the skills and knowledge of men and women?
- 2.1.2 Identify technical issues in the project design that will affect/be affected by men's and women's roles and responsibilities.
- o Whose labor/financial responsibilities are supported by the proposed technical package or technical assistance?
  - o Do new technologies take into account gender division of labor, women's and men's separate or joint crop production, and/or gender-specific constraints to increased productivity?

- o Have host country women and men participated in designed strategies to address development constraints?
- 2.1.3 Review project components for consistency with the social and economic organization of activities the project will affect as well as constraints and opportunities entailed in that organization.
- 2.1.4 Include strategies to obtain gender-disaggregated data and feedback from both men and women in project monitoring and evaluation systems where their activities will be affected by the project.
3. FACTORS AFFECTING PROJECT SELECTION AND FURTHER CONSIDERATION
- 3.1 Social Considerations:
- 3.1.1 Include known information about key gender variables in analysis of factors affecting project activities.
- o What information is available and what is needed on gender differences in key socio-cultural factors including:
    - Division and seasonality of labor;
    - Intra-household incomes and expenditures and their control; seasonal variations in income and expenditures;
    - Access to and control of resources;
    - Access to project benefits;
    - Key constraints.
- 3.1.2 Consider who benefits from the project and how they benefit.
- o Are beneficiaries appropriate, given the social organization of activities the project will affect?
  - o Will project benefits and their allocation provide sufficient incentive to encourage participation?
- 3.1.3 Identify gender considerations related to ability to participate in project.
- o What are prerequisites to participation (e.g., literacy, land) and how do these affect men's and women's ability to participate and benefit?
- 3.1.4 Assess differential impact of project by gender.
- o Will the project have differential short- or long-term impact on women and men?
  - o How might this impact affect project sustainability?

- 3.2. Economic Considerations: examine how the proposed approach will affect men's and women's economic roles and improve family well-being.
- o Are economic benefits consistent with income and expenditure patterns of women and men?
  - o How will project interventions affect these patterns?
- 3.3 Technical Considerations: assess the technical expertise and experience of proposed recipient country implementing agency in reaching women; consider developing such capacity as part of the project, if needed.
- o What is the experience of the implementing agency in reaching women and men in their separate and joint economic (productive) roles?
  - o What linkages exist to ensure feedback from both men and women to researchers, extensionists, planners, etc. involved in project implementation?
- 3.4 Budget Consideration: examine budget estimates for consistency with needs and opportunities described in Social and Economic Considerations sections.
- o Where gender is a factor in activities to be affected by the project, does the budget include the funds necessary for appropriate staffing, gender-disaggregated data collection, monitoring project impact on men and women, and outreach to both men and women?
- 3.5 Design Strategy:
- 3.5.1 Summarize gender-disaggregated data needs for Project Paper (PP) or pre-PP study.
- 3.5.2 Indicate how such data will be collected and analyzed.
- 3.5.3 Recommend PP team composition necessary to ensure that gender issues are effectively addressed.

**GENDER CONSIDERATIONS: PROJECT PAPER (PP)**

**1. PROJECT RATIONALE AND DESCRIPTION**

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

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

1.2 Project Elements:

1.2.1 Develop strategies to incorporate women (based on technical, financial, economic, social soundness, and administrative analyses) where women or both women and men play a role(s) in activities.

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

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

- o Are actions to be taken consistent with significant gender differences in the organization of activities, income, and expenditure patterns the project will affect?

1.2.3 Indicate strategies to collect gender-disaggregated baseline data where they are unavailable.

1.2 Cost Estimates: Estimate funds needed for collection of gender-disaggregated baseline data, training/materials development, project personnel, and other project elements that enable participation of both women and men.

1.3 Implementation Plan:

1.3.1 Identify male and female training participants, criteria for eligibility, and strategy for recruitment, where project analyses indicate female personnel are important.

- 1.3.2 Include appropriate project personnel to provide technical assistance to both men and women.

## 2. SUMMARIES OF ANALYSES

- 2.1 Technical Assessment: include gender as variable in technology needs assessment, analysis of cultural suitability, and potential impacts of the technical package.
- o Needs Assessment: What provisions are made for local men's and women's participation in selecting technologies?
  - o Access: Does the technical package (technology, information, credit, etc.) take into account gender and class differences in access to labor, cash, land or other resources that might affect access to the technology?
  - o Suitability: Where women play a major role in project-related activities, how will the project determine whether proposed technological innovations or assistance are acceptable to them? What provisions are made for women's participation in testing technologies and evaluating results?
  - o Impact: Given allocation of tasks by gender:
    - Will the technical package increase labor differentially for women and men?
    - Will it affect male vs. female access to resources?
    - How will changes from the technology affect both men's and women's domestic responsibilities and their ability to provide income or food for their families?
- 2.2 Financial Analysis: review intra-household differences in incomes and expenditures; examine women's and men's financial ability to participate in project.
- o Are there gender-based constraints to ability to pay for project inputs or participate in project? If yes, what are the implications for overall project impact and success?
  - o How will the project affect incomes of both male and female family members?
- 2.3 Economic Analysis: specify costs and benefits for male and female household members in terms of opportunity costs of labor, access to productive resources, status, and ability to meet family expenses.
- o How will the project affect gender-based patterns of income, labor, access to productive resources, and male/female ability to meet family expenses for food, health care, education, etc. and other family expenses?

## 2.4 Social Soundness Analysis:

- 2.4.1 Examine men's and women's roles in activities the project will affect and assess whether project inputs are appropriate according to the social and economic organization of activities.
- o What is the division of labor/time by gender in activities the project will affect? How does the division of labor affect activities the project is trying to implement?
  - o What opportunities for increasing productivity are offered by the differences in roles and responsibilities among male and female household members?
- 2.4.2 Examine prerequisites for participation in project and how gender-based constraints will affect ability of appropriate household members to participate.
- o What are the formal/informal prerequisites to participation (e.g., literacy, collateral, access to labor)?
  - o How does gender affect access to and control of resources (land, labor, capital) necessary to participate in the project?
- 2.4.3 Examine the distribution of benefits to women and men and how benefits affect incentives to participate.
- o Which household members benefit and how?
  - o Do benefits to individual household members provide sufficient incentive to participate?
  - o Do benefits offset any additional work that might be required?
- 2.4.4 Assess impact, short- and long-term, direct and indirect on: women's and men's income, expenditure patterns, division of labor, allocation of land and other productive resources.
- o How will the project affect patterns of labor allocation, income, expenditures, and status?
  - o What are the implications of these changes for project sustainability and long-term development goals?

## 2.5 Administrative Analysis:

- 2.5.1 Describe the implementing institution's ability and experience in reaching both men and women; examine implications for project strategies.
- o For projects in which women will be/are providing labor, does the implementing agency have direct contacts with women or women's organizations for provision of technical assistance? If not, what steps should be taken to strengthen its ability to reach women?
- 2.5.2 Indicate what steps might be necessary, if any, to improve agency's ability to provide technical assistance to women.

**A**  
**REPORT TO CONGRESS**

**PLANNING FOR THE NEXT DECADE:  
A PERSPECTIVE OF WOMEN IN DEVELOPMENT**

by

**The Office of Women in Development  
The Bureau for Program and Policy Coordination  
The Agency for International Development**

submitted to

**The House Committee on Appropriations  
and  
The Senate Committee on Appropriations**

**March 1, 1989**

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## 1. INTRODUCTION

### 1.1 BACKGROUND

A fundamental goal of the U.S. Agency for International Development (A.I.D.) is to bring the benefits of development to the entire society. Providing for equal access to and participation of women in the economy is requisite to assuring greater distribution of the advantages of development. This Agency goal is also addressed in the A.I.D. Policy Paper on Women in Development, as stated in the objectives, "to optimize the use and expansion of women's productive capacity to ensure sustainable national economic and social progress."

In the early years of the Women in Development Program (WID), the focus was on women-specific projects based on the assumption that special attention was needed to stimulate women's economic participation. However, experience has shown that these initiatives usually were too small to be cost effective and lacked long-term sustainability. More importantly, they tended to further marginalize women with regard to their economic contribution. Further, since A.I.D.'s efforts in economics did not take gender into consideration, these projects did not attract the interest of missions and, therefore, did not easily fit into an identified A.I.D. activity.

The orientation of today's Women in Development Program is one that encourages missions to buy into WID initiatives or to include women-oriented components in major Agency projects; in other words, the move has been toward mainstreaming women into A.I.D.-funded economic activities. This places gender consideration within a frame of reference to which bureaus and missions can more easily respond.

### 1.2 REVITALIZING THE WOMEN IN DEVELOPMENT PROGRAM

While this current orientation is proving to be more successful than earlier approaches, two 1987 reviews of the A.I.D. WID program concluded that more rapid and aggressive programs were needed throughout the Agency to achieve the goal of fully integrating gender issues into its policies and procedures.

In January 1988, the Administrator of A.I.D., responding to the above reports, convened a senior-level management meeting to discuss how the Agency will revitalize its Women in Development Program<sup>1</sup>. At this meeting, all Assistant Administrators were directed to prepare Bureau Action Plans, including calendar-driven benchmarks, describing how their bureaus would establish systems and procedures to institutionalize gender issues into their development programs. Subsequent to this meeting, the Administrator prepared a worldwide cable informing all missions of their responsibility to comply with the A.I.D. WID policy.

In July 1988, the Administrator transmitted a second worldwide cable delineating five WID Action Items. Intended as guidance in developing or strengthening relevant systems

and procedures, these items also addressed specific Congressional interest in WID training for Agency staff and in increasing Agency female participant training levels.

At the Administrator's request, the Office of Women in Development will monitor bureau and mission activities and report on the implementation of the Action Items<sup>2</sup>, as well as fulfill the Agency's reporting requirements to Congress.

## **2. OFFICE OF WOMEN IN DEVELOPMENT**

The Office of Women in Development (WID) in the Bureau for Program and Policy Coordination (PPC/WID) acts as a conduit and catalyst, verifying that gender concerns are addressed at both policy and project levels within the Agency. The Office's strategic location in PPC, the Agency's central policy and budgeting office, allows its involvement in these activities at the earliest stage possible. In addition to these responsibilities, the WID Office is charged with providing support and training of bureau and mission personnel to assist them in acquiring and applying the necessary skills to systematically integrate WID concerns into their programs and procedures.

### **2.1 WID OFFICE FRAMEWORK**

In order to provide bureaus and missions with guidance and support in their WID activities, the WID Office, in recent years, has developed a program that provides the type of services most often sought from this office. These include research and analysis, technical assistance, training, and information dissemination. The Office is driven by a strong economic research mandate to build a solid database of qualitative and quantitative gender-related information for use in its training, technical assistance, and dissemination functions.

### **2.2 THE WID STRATEGIC WORKPLAN**

The Office of Women in Development has prepared its FY 1989 Strategic Workplan<sup>3</sup> which promotes A.I.D.'s development objectives and responds to increasing Congressional interest in the Women in Development Program. The vital role the WID Office has played must be acknowledged if it is to continue to perform its mandated responsibilities. This workplan takes into consideration the Agency's directive to establish policies and procedures that include gender consideration in its programs and projects.

#### **2.2.1 Primary Goal and Objectives**

The primary goal of the WID Office's Strategic Workplan is to "optimize the use and expansion of women's productive capacity to ensure sustainable national economic and social progress." The objectives that have been established to achieve this goal include:

- o Providing intellectual and technical leadership on the role of women in development;
- o Increasing the awareness of, information about, and skills for addressing gender issues;
- o Helping to establish systems and procedures to ensure gender issues are incorporated cross-sectorally in all Agency policies, programs, projects, research materials, information systems, and in multilateral and bilateral policy dialogue efforts.

## 2.2.2 Focus Areas

Building on experience from the past, the Office of Women in Development will continue to focus its research and database development in the areas of a) labor/employment/production; b) economic policy reform and adjustment; and c) human capital development and social services.

### o Labor/Production/Employment

Activities will focus on women's productive roles, employment patterns, and participation in both the formal and informal labor markets. Research in this area will develop the empirical database to support PPC/WID activities designed to increase women's productive capacity. Technical assistance to missions, training of A.I.D. staff, and dissemination of information will ensure appropriate attention to women's roles in the production, labor, and employment area throughout the design and implementation of A.I.D.'s projects and programs.

### o Economic Policy Reform and Adjustment

The WID office will engage in research to analyze the impacts of various policy reforms on women's roles in production processes and formal and informal employment. Emphasis will be on incentives to female producers in all sectors and on the socioeconomic benefits and costs of alternative policies. Research and technical assistance activities in this area will be coordinated with those undertaken in the area of labor/employment/production. This information will be integrated into training of USAID personnel to influence the design of projects that are directed toward supporting structural adjustment programs or promoting policy dialogue.

### o Human Capital Development and Social Services

The WID office will analyze how socioeconomic factors such as education, nutrition, health, and fertility affect program and project outcomes. Understanding the ways in which households interact, divide responsibilities, allocate risk and resources, share burdens, organize their labor, and plan for the future is essential to developing and implementing sound development programs. Activities will concentrate on analyzing the

gender differential impacts in these socioeconomic areas in order to maximize the productive capacity of women.

### 2.2.3 Activity Areas

Working in the sectors of agriculture, education, health, and micro- and macroeconomics, the WID Office carries out or contracts activities ranging from empirical research to training A.I.D. staff here and abroad. The four activities - research and analysis; technical assistance; training; and information resource management - are complementary in that each adds to the knowledge and skill base of the other, and all address central bureau needs as well as those in the field missions.

#### o Research and Analysis

Research illuminates gender-differentiated constraints and opportunities to women's participation in development activities. Primary and secondary data are gathered to establish and maintain an extensive analysis capability and information base. Research functions will include analysis of existing information, identification of data gaps, and promotion of original research. Research products will be introduced into technical assistance, training, and information resource management as support mechanisms for A.I.D. personnel in their women in development activities.

**Activity Example:** Two examples of research recently prepared within the WID Office include "Socio-economic and Gender Issues in Policy-based Development Assistance: Shifting to Sectoral Cash Transfers in Latin America," and "The Socio-economic Effects of Structural Adjustment on Women." Both contribute substantially to the pool of gender-related baseline knowledge being gathered by this office<sup>4</sup>.

#### o Technical Assistance

Technical assistance has long been and will continue to be a strong focus of the WID Office, both in the missions and in Washington. The WID staff works with each of the bureaus and backstops field work with technical expertise in education, agriculture, natural resources, private enterprise, and micro- and macroeconomics. This assistance provides crucial support particularly during the planning and design stages, such as in the development of mission WID strategies and Action Plans, portfolio reviews, and other procedural-level documents.

**Activity Example:** Under contract with PPC/WID the International Center for Research on Women (ICRW) worked with the Latin America and Caribbean Bureau's Task Force on WID to research and prepare a guidebook for mission staff on how to incorporate concerns regarding women's participation in their host country's economy, into established A.I.D. project preparation and review procedures. This responds to the need for practical, applicable guidance to help

the LAC Bureau address the Agency's policy of promoting "balanced economic development."

o Training

WID training activities provide information and skills needed for addressing gender issues. Training materials and activities are derived from the information, methodologies, and documents emerging from the office's three substantive economically-oriented focus areas. As well as improving effectiveness in designing, implementing, and evaluating WID activities, training also provides an essential feedback opportunity to ensure that real needs are addressed and appropriate techniques and technologies are developed.

**Activity Example:** Regional WID training for the Latin America and Caribbean Bureau was held in Guatemala in November 1988. Among the participants to the "Gender Considerations in Development Workshop" were private sector, project development, and agricultural officers from the region. The goal of the workshop was to increase the skills and knowledge of how to incorporate gender considerations into every stage of the A.I.D. development process. An indication of the success of this staff training is Bolivia's request for two follow-up workshops in Spanish, and Guatemala's request for the contractor to return for follow-up work on mission portfolio reviews and gender strategy development. Also, USAID/Lima has begun applying certain aspects of the training to its mission's systems and procedures, and USAID/Dominican Republic recently received a similar training workshop.

o Information Resource Management

Efficient and systematic dissemination of gender-related facts and figures is a primary function of the WID Office. Information will be gathered both from internal sources and from other A.I.D. bureaus and missions, PVOs and NGOs, universities, the international donor community, and host country institutions and organizations. Information will be prepared as technical papers, selected reports, audiovisual materials, and a periodic newsletter. After the appropriate audience(s) have been identified, the WID Office will compile the materials into discrete information packages and, using a periodically updated database of names, will disseminate them.

**Activity Example:** A report recently prepared by Dr. Rae Blumberg entitled "Making the Case for the Gender Variable: Women and the Wealth and the Well-being of Nations," is one in a series of Technical Reports comprising the three primary research focus areas of the WID Office<sup>5</sup>. The research examines how females contribute to the economic and human resource "wealth" of a nation. Research and statistics are cited to support the argument that gender must be tracked in projects and policies, and should be adjusted to accurately evaluate specific countries' female production implications and female access to benefits from projects. The report concludes that gender disaggregated data should be applied to the baseline, monitoring, and evaluation phases of all projects. This and

subsequent technical reports will be used by the WID Office in training as well as for dissemination to missions and WID contractors.

## **2.3 MEASURING AND MONITORING PROGRESS**

The WID Office is preparing or has in place several mechanisms that will allow it to monitor, measure, and report on the progress being made toward institutionalization of the gender issue.

First, a project/activity tracking system is in the process of being refined and expanded to enable the WID staff to systematically monitor the progress in the bureaus and field missions as they prepare program documents and design and implement gender-related activities.

Second, to ensure that the Agency is moving toward institutionalization, the following "indicator categories" will be looked for in all Action Plans and bureau and mission documents. These indicators have been identified as the most critical and measurable for gender inclusion.

### **2.3.1 Compliance Indicators**

Compliance to the WID mandate can be said to be achieved when a bureau or mission has established those systems and procedures that address gender issues in their programs and projects, and when a bureau-specific monitoring system has been developed to track the WID integration process.

#### **1) Program, Project, and Reporting Documents**

In the future, bureau and mission documents developed for new and on-going activities will be analyzed for compliance against the following indicators:

- Document includes sex-disaggregated data in all references to participants and beneficiaries;
- Document identifies constraints to women's participation in all development activities;
- Document identifies opportunities for enhancing women's participation;
- Document describes strategies to overcome these constraints or to make use of these opportunities
- Document identifies benchmarks to measure progress in implementing these strategies.

## 2) USAID Staff Training

Measurement indicators include those training initiatives that have been or will be taken to provide A.I.D. staff with the requisite skills and knowledge of key WID factors and issues affecting A.I.D. strategies, policies, programs, and projects. Descriptions should include the training activity, and the number and job titles of staff trained.

## 3) The Gender Information Framework (GIF)

To prepare mission and bureau personnel to meet the Administrator's women in development directive, the WID Office staff designed a training tool called the Gender Information Framework (GIF)<sup>6</sup>. Following the A.I.D. programming cycle, the GIF provides resource tools and guidelines for incorporating gender considerations into Country Development Strategy Statements (CDSS), Action Plans (AP), Project Identification Documents (PID), and Project Papers (PP).

The GIF contains the following components to be used in the preparation of each programming document.

- c) A Gender Variable Matrix - examines four factors where different male/female roles are likely to be significant, namely, division of labor, income, expenditure patterns, and access to the control of resources. Identified differences are then analyzed for implications for programming related to:
  - differences for males and females in constraints to participation in or obtaining benefits from A.I.D. projects; and
  - the opportunities for increasing productivity based on different roles and responsibilities.
- b) A Gender Considerations Section - focuses on how gender should be appraised in the development of the four planning documents mentioned above, namely, CDSSs, APs, PIDs, and PPs.
- c) Summary Guidelines for Document Review - a two page synopsis of how and where to include gender considerations in A.I.D.'s documents.

#### **4) Participant Training Indicators**

Training activities selected as indicators of compliance on the bureau and mission level include:

- Initiatives that have been or will be taken to increase the number of females in participant training programs, including the number of men and women in participant training programs;
- Constraints to women's participation;
- Opportunities for enhancing women's participation;
- Strategies to overcome these constraints or make use of these opportunities;
- Benchmarks to measure progress in implementing these strategies.

In January 1989, the WID Office sent a cable to all missions describing the indicators that would be used by the WID Office as they performed their tracking activities. Intended as a guide to mission staff who had to develop mission-specific indicators, it also served as a guide in developing their tracking and monitoring systems.

#### **2.4 GUIDELINES TO THE BUREAUS AND MISSIONS**

In December 1988, all bureaus and field missions received a packet of materials from the WID Office containing essential information on how they should proceed in addressing the Administrator's Action Memo. This "A.I.D. Program for Integration of Women in Development: Strategies and Access to PPC/WID Assistance,"<sup>7</sup> included the PPC/WID Strategic Workplan; comprehensive guidelines on how to access PPC/WID funds during FY 1989-91; and the selection criteria by which funding requests will be considered in the WID Office. Anticipating a surge in the number of requests for help from bureaus and missions, these guidelines would help them with the means by which to design and prepare appropriate documents and project plans addressing the gender issue.

The GIF is just one example of how the WID Office has anticipated and is responding to the groundswell of requests for assistance and for information as a result of this revitalization initiative.

#### **3. A.I.D. REGIONAL AND CENTRAL BUREAU ACTION PLANS**

The constraints to bringing women into the mainstream of economics are enormous. The reasons are complex and not easily addressed or even identified. As a cross-cutting issue, gender cannot be examined or integrated into project planning, implementation, and evaluation without careful guidelines to ensure that all relevant factors have been considered, or without the proper systems and procedures to guide program and project development.

The regional and central bureaus are in the process of putting into place those mechanisms that will facilitate the institutionalization of gender issues into their activities. These processes and systems will enable monitoring and measurement of progress and will also support the periodic reporting requirements.

The Agency WID Policy, the Administrator's Action Items, and Congress have all mandated A.I.D. to move forward in the gender integration process, and the bureaus' Action Plans are the responses to these mandates. The systems are now in place and procedures are established to start this integrative process.

By referring to the benchmarks accompanying each Action Plan, the WID Office will track the bureau's progress over the next two years and will prepare periodic progress reports as required by the Administrator and Congress. Along with tracking the progress within the bureaus, it will also be the WID Office's responsibility to assess where bureaus and missions need help in preparing their individual plans and in filling identified needs.

WID Action Plans prepared by the Africa, Asia and the Near East, and Latin America and the Caribbean Regional Bureaus have been summarized below. While the submission deadline for individual mission Action Plans is March 31, 1989, several of these are now available and have been summarized as well. Central bureau WID Action Plans comprise the remainder of the report.

### 3.1 REGIONAL BUREAUS AND MISSIONS

#### 3.1.1 Latin America and the Caribbean WID Action Plan

The Latin America and the Caribbean (LAC) WID Action Plan is a nine-step strategy<sup>8</sup> detailing how the Bureau will comply with the A.I.D. Administrator's WID Action Memo. Each step includes a goal, action date(s) and related offices, guidance to its USAIDs, and lines of authority for implementing each activity. A summary of these steps follows.

- 1) Preparation of guidelines to LAC missions to assist them in including gender issues in all new project designs.
- 2) Development and implementation of a regional WID workshop.
- 3) Follow-up workshops at missions.
- 4) Review and evaluate mission Project Plans.
- 5) Prepare guidelines for LAC missions requiring all project or program evaluations to include in their scopes of work questions that examine the effects and impact of the project or program on women.

- 6) Review all LAC Bureau Action Plans in FYs 1988 and 1989 to ensure each contains meaningful plans to emphasize WID as required.
- 7) Review all Country Development Strategy Statements (CDSS) submitted through FY 1989.
- 8) Hold a meeting of all LAC/Washington professional staff to determine the roles of each office to ensure effective implementation of the plan.
- 9) Schedule a WID presentation for LAC Bureau technical staff biannual meetings.

### 3.1.1.1 USAID/Guatemala WID Action Plan (An Example)

USAID/Guatemala's WID strategy represents a mission-driven initiative using both formal mechanisms and appropriate information to implement Agency policy and to incorporate gender routinely into mission activities. These mechanisms are formal institutional systems such as committees with established authority and responsibilities. The actions of these formal systems are backstopping staff; conducting evaluations and assessments; ensuring that WID is routinely integrated into program and project documents; seeking assistance from A.I.D./Washington; and conducting cross-sector reviews of key mission projects. This WID strategy identifies available information and uses it to determine types and levels of assistance needed for women and girls across sectors and projects. Exemplary WID objectives established by USAID/Guatemala include:

- o Strengthening of women's contribution to private sector growth by expanding their access to credit and creating a climate conducive to the expansion of industries where women are employed;
- o Improving education and training opportunities for women and girls, particularly among the indigenous population;
- o Increasing the numbers of women in participant training, particularly long-term training and technical training.

To ensure that the recommended WID activities are carried out and that established procedures become institutionalized in the mission, the following implementation mechanisms have been suggested:

- 1) Integrate WID concerns into sector programs, projects, and evaluations instead of creating new, women-specific interventions.
- 2) Conduct a project-by-project review of WID concerns for the Mission's entire portfolio specifying WID goals, targets, and monitoring indicators for each project.

- 3) Give priority to new interventions; gender issues should be addressed in sector assessments, and the resulting information used to design new projects that take gender differences into account.
- 4) Institutionalize the collection, reporting, and review of gender-disaggregated data, giving priority to Action Plan indicators, monitoring and evaluation, and project design.
- 5) Increase support for WID from mission management by issuing a Mission Order on WID. This will mandate that WID be addressed in all mission reviews of projects and programs and will outline the role of the WID Officer and the WID Committee.
- 6) Use technical assistance available through PPC/WID to improve capability to institutionalize WID concerns.
- 7) Provide guidance, technical assistance, or training to counterparts and implementing agencies to help them disseminate information and market their services to potential women participants. This might be in the form of a workshop.
- 8) Establish contacts with host-country researchers and institutions; use these contacts to better understand the reality of women in development in Guatemala.
- 9) Use the experience of local PVOs in integrating women into development activities as possible models for Mission efforts.

### 3.1.2 Africa Bureau WID Action Plan

The Africa Bureau WID Action Plan for FY 1988-1989 reaffirms its commitment to the full participation of women in its development programs. Compliance to the Administrator's Action Memo will be monitored through the establishment of lines of authority and oversight throughout the Bureau<sup>9</sup>.

The 1989 Africa Bureau WID Action Plan includes four priority activities: 1) program and project development and review; 2) training, information, and dissemination; 3) research, monitoring, evaluation, and reporting; and 4) special initiatives.

The Bureau's ad hoc WID Working Group will guide and monitor the implementation of its WID Action Plan. The scope of responsibilities for this group include:

- o Reviewing mission WID Action Plans;
- o Assisting the bureau and missions in developing scopes of work for incorporating WID concerns into project design and evaluation efforts;
- o Establishing a communication network including a newsletter;

- o Defining the appropriate functions of WID Officers and collect useful training and reference materials;
- o Advising missions on how to address WID concerns in evaluation documents.

Training, in particular, will be a strong component in the bureau's WID activities. For example, a three-day WID workshop will be held in September 1989, in Abidjan, Ivory Coast, where Project Development Officers and Program Officers in West Africa will be trained using the Gender Information Framework. Another workshop, for the subregion of Southern Africa, is also in the planning stages. They will be similar to the "Gender Resources in Agricultural Systems in A.I.D. Workshop," held in September 1987 in Nairobi, Kenya, for Agriculture Officers.

### 3.1.2.1 African Missions

In January 1989, all African missions received a guidance cable from the Africa Bureau that established the format for WID Action Plans<sup>10</sup>. These guidelines will ensure a continuity in WID language and format among the African missions and will assist in the review and monitoring process. Format guidelines included:

- o Incorporation of WID objectives into the country program including all program and project assistance, research activities, and policy dialogue;
- o Comprehensive descriptions of all planned WID activities;
- o Inclusion of one paragraph on each on-going program or project;
- o Inclusion of one paragraph on the strategy to incorporate WID into each new activity;
- o Preparation of a mission strategy for implementing and monitoring performance under the WID Action Plan, including systems and procedures, and calendar-driven benchmarks.

Emphasis was placed on the need to demonstrate examination of the potential participation of women in all phases of design, implementation, and evaluation. The cable also stressed the need for each mission to discuss how it will disaggregate gender data in order to measure performance.

Once the mission Action Plans are completed, the WID Office will work with the Africa Bureau in reviewing these plans and will assist in designing gender-related technical assistance activities and individualized training sessions for the missions. The WID Office will continue to monitor mission activities to assure benchmarks are achieved and the integration process is continuing.

### **3.1.3 Asia and Near East Bureau WID Action Plan**

The Asia and Near East Bureau (ANE) WID Action Plan for FY 1988-1989 presents a strategy that includes expanded systems and procedures designed to strengthen the institutionalization of WID throughout the ANE Region. The plan also includes continuing activities that the Bureau has been pursuing in compliance with the original WID mandate<sup>11</sup>.

To oversee implementation of the Action Plan, the ANE Bureau has formed a Bureau Task Force to reinforce their regular procedures and to explore special concerns related to the WID issue. The ANE/WID Task Force will take the lead in monitoring progress, evaluating results, and updating the Action Plan as appropriate.

The ANE WID Action Plan is organized around four priority activities: 1) country-focused WID strategies; 2) program and project development, implementation and evaluation; 3) WID training and sensitizing of ANE staff; and 4) special initiatives in WID reporting and research. It should be noted that some of these activities were begun in early or mid 1988.

#### **1) Country-focused WID Strategies**

To more efficiently use limited WID financial and staff resources, at the beginning of each fiscal year the WID Task Force will identify selected countries to receive AID/Washington assistance so they can provide lessons for other ANE missions in the future and to help ANE Bureau and PPC/WID identify criteria for selecting future WID activities.

#### **2) Program and Project Development/Implementation/Evaluation**

The WID Task force will assist the following offices in their WID-related responsibilities. The ANE/Development Planning Office will review all FY 1988-89 program documents while ANE/Project Development Office will review all project documents to ensure inclusion of well-defined plans to emphasize WID concerns as appropriate. All ANE missions will receive guidance on how to include gender issues in their scopes of work for project design teams, with the Task Force reviewing these submissions for compliance. The ANE Evaluation office will review mission evaluation plans to identify projects and programs that should include impact on women in evaluation scopes of work. Finally, the Task Force will review the role of mission WID Officers and send a guidance cable outlining their functions and responsibilities.

An example of compliance to this initiative is the August 1988 report Implementing the Women in Development Mandate in FY 1988: A Report on Efforts of Asia and Near East Missions prepared by the ANE Office of

Technical Resources. This document is currently integrating comments received from mission reviews.

### 3) Training and Informing ANE Staff

A WID training workshop is scheduled in February 1989, for Agricultural Development Officers and Private Sector Officers in ANE missions. Subsequent to this regional training, a country-specific WID training workshop will be held in Egypt. ANE will also participate in the AID/Washington training planned for summer 1989. It has been requested that a discussion of WID concerns be added to the agenda of the ANE/Mission Director's Annual Conference. The ANE Office of Technical Resources will continue to assist PPC/WID in negotiating with the Training Office for inclusion of gender issues in the Agency's in-service training program for A.I.D. staff.

### 4) Special Initiatives on WID Reporting and Research

The ANE Technical Resources office and WID Task Force will assist ANE missions in their efforts to include gender concerns in the mission's overall monitoring and evaluation systems. This activity will be monitored in one or two missions initially in order to replicate such an activity in all ANE missions later. The PPC/WID office will work with the ANE/WID Officer to develop a tracking system to monitor the ANE/Washington WID review process. The WID Task Force and the Technical Resources office will undertake a review of ANE Participant Training programs to study the current status of and constraints to female participation. In conjunction with PPC/WID, the Task Force will develop a research agenda on pertinent WID issues relevant to the region.

#### 3.1.3.1 Nepal WID Action Plan (An Example)

The USAID/Nepal WID Action Plan FY 1989 reviews the mission's primary WID goal and objectives, the areas of program emphasis and a detailed list of activities that the mission will undertake to advance the primary goals in agriculture and rural development, health, family planning and child survival, and human resource development. Selection of these activities are derived from the USAID/Nepal Mission official WID policy established in 1981.

The following priority objectives set for FY 1989-90 are identified as follows:

- o Plan, implement, monitor, and evaluate USAID projects and training programs to address gender issues appropriately;
- o Support decentralized programming to address the diverse needs of Nepali rural women;

- o **Develop labor-saving technologies and support credit and income-generation programs for women;**
- o **Encourage and invest in WID programs of the Government of Nepal including establishing targets for women's participation in their AID-financed programs;**
- o **Support collection and dissemination of information on women's role in development, including networking with other local organizations and donor agencies;**
- o **Expand legal services for women.**

The USAID/Nepal program strategies and actions for achieving the WID goal are in the following areas:

1) **Policy Dialogue** - continued encouragement within the Government of Nepal to include gender concerns in their policies and administration of existing women in development strategies in FY 1989.

2) **Program Planning: Systems and Procedures** - a breakout of responsibility assignments to ensure implementation of the WID Action Agenda by all USAID/Nepal staff including reporting on WID objectives on all Implementation Status Review (ISR) reports; annual review of the WID Action Plan; mandate to form a special Task Force if needed; (employment) of a WID adviser to review WID actions for FY 1989 and suggest actions for FY 1990; and the establishment of a reporting system as implemented by the designated WID Officer.

3) **Program/Project Implementation, Monitoring, and Evaluation** -continued monitoring of existing programs and projects for gender concerns by the WID adviser/officer. Development of a new procedure to monitor ongoing and new WID actions and issues including establishment of a Mission WID Task Force, technical assistance from a WID adviser, inclusion of WID objectives on ISR reviews, routine review of all design, implementation, and evaluation Scopes of Work, and Mission briefings on WID issues and Special Studies.

4) **New Project Design/Research** - continued attention to gender concerns in the design of four new projects as well as several major research efforts in the areas of child survival, literacy, labor markets, agriculture related initiatives, and publication and dissemination to rural Nepal districts of several reports on status of women research findings.

5) **USAID/Nepal Staff Training** - continued skills building through WID training are indicated for FY 1989 including several agriculture-related activities such as a WID Training Workshop for Agriculture Development and Program Officers and a Gender Training Adjunct to Management Skills course.

6) **Special WID Initiatives** - continued development of two independent activities separate from the Mission's standing emphasis in which gender relevant policy and institutional reform are supported. These are: creating employment opportunities in the private sector for women, and improving and expanding information exchange on WID.

Short- and long-term benchmarks and key constraints are included for each identified strategy.

### **3.2 CENTRAL BUREAU WID ACTION PLANS**

#### **3.2.1 Bureau for Private Enterprise (PRE)**

The WID Action Plan of the Bureau for Private Enterprise builds on its previous initiatives carried out through project evaluations and special studies, which explored the impact of its projects on developing country women entrepreneurs and clients<sup>12</sup>. PRE's mandate is closely allied with A.I.D.'s overall goal of achieving self-sustaining, equitable economic growth in developing countries and complements A.I.D.'s WID economic emphasis, its function being to provide ideas, direct investments, guidance, and expert assistance to A.I.D. in its economic development activities.

PRE's FY 1988-89 WID Strategy identifies two primary objectives and describes actions to be taken to achieve these objectives.

- 1) **Objective:** To provide guidance and technical assistance to PRE Bureau staff and key mission technical staff and grantees to ensure that consideration of WID becomes a regular part of program and project planning and implementation.

**Action:** This guidance will be achieved through a WID workshop designed to provide hands-on training in how to apply a WID analytical framework to PRE program and project documents;

- 2) **Objective:** To ensure that PRE Bureau project resources are equally available to male and female members of PRE project target groups.

**Actions:** The incorporation of WID issues into on-going project evaluations; development of a strategy to ensure that Bureau-financed resources meet the needs of both male and female members of target groups; and systematic review of project documentation to ensure WID issues have been discussed in the context of project actions.

#### **3.2.2 Bureau for Food for Peace and Voluntary Assistance**

According to its WID Action Plan, the Bureau for Food for Peace and Voluntary Assistance can play a key role in dealing with women's issues because of the special

nature of its various programs<sup>13</sup>. FVA's Office of Private and Voluntary Cooperation (FVA/PVC) will require that all project implementation documents, as well as competitive grant program requests for proposals, include a discussion of gender concerns as a part of the proposed activity. This will be carried out in two steps.

- 1) FVA/PVC will work with PPC/WID to incorporate gender concerns into both private voluntary organization (PVO) self-evaluations and into independent evaluations of PVO programs. Evaluation scopes of work will be developed to address gender concerns for the Matching Grant program and for the Cooperative Development Program. Evaluation of PVC portfolios will be used to decide if a generic scope of work for gender concerns can be incorporated into all evaluation protocols, or if gender concerns are program or project specific and must be developed on a case-by-case basis.
- 2) Based on findings from these evaluations, FVA/PVC will:
  - o Systematically incorporate gender concerns into project implementation and program design documents;
  - o Systematically incorporate gender concerns into all PVO evaluations.

The Office of Food for Peace will work with the regional bureaus and missions to seek opportunities to incorporate WID objectives into their programs as well. Economic-oriented programs such as Title I local currency generation and private sector lending activities are examples of potentially responsive initiatives concerning women in development. A.I.D./Washington review procedures will be adopted to ensure consideration of gender issues during program reviews.

### 3.2.3 The Bureau for Science and Technology (S&T)

The Bureau for Science and Technology's WID Action Plan<sup>14</sup> contains three major elements: 1) alerting staff, contractors, and grantees to the importance of designing and implementing programs that are responsive to the needs of the female population in host countries; 2) reviewing all S&T strategic and program documents to ensure these reflect and conform to WID policy; and 3) incorporating WID objectives into each of the five key development areas in which S&T works - hunger, income development; illiteracy and other educational needs; health; and population.

- 1) **Alerting S&T staff, contractors, and grantees to WID policy.**  
PPC/WID has been asked to assist in planning Bureau evaluations that will accelerate the integration of gender issues into bureau policies and programs. Steps accomplished toward achieving greater awareness and inclusion of the Agency's WID development goals include: discussions of WID goals, priorities, and opportunities at senior staff meetings; notification of S&T major research collaborating agencies to broaden their WID activities; and action to inform all

contractors and grantees that they must conform to WID policy and will be monitored regarding their compliance.

- 2) **Reviewing all S&T strategic and programmatic documents to ensure they reflect WID policy.**

S&T strategic and program documents containing design, implementation, monitoring, and evaluation procedures have been strengthened by the inclusion of gender issues wherever appropriate. Steps to introduce WID issues into other Bureau documents are proceeding on schedule. A similar review and revision process is being applied to S&T training programs.

- 3) **Incorporating WID objectives into S&T's five key development areas.**

Specific WID objectives have been identified within the development areas of hunger, income development, illiteracy, health, and population. Some of these gender-related objectives are:

- o **Hunger:** greater awareness of the impact of food policies on women and their increased involvement in the formulation of food policy; broader inclusion of women as recipients of appropriate farm and related farm resource technologies; and easier access for women to nutrition information.
- o **Income development:** improved preparation of women for participation in the labor force; support of increased employment of women in the income-earning sector; training of women in the development and management of small businesses; and the development of national policies to promote increased income for women income.
- o **Illiteracy:** continued reduction of illiteracy among women; increases in the number of women receiving technical and professional training; and improved educational technologies enabling countries to better educate more women.

### **3.2.4 The Bureau for Program and Policy Coordination (PPC)**

While there is no overall WID Action Plan for the Program and Policy Coordination Bureau (PPC), many of its offices and functions are explicitly and extensively involved in the implementation of A.I.D.'s mandate to institutionalize gender issues Agency-wide. As a cross-cutting bureau, PPC examines all policy, planning, and budgetary issues. PPC offices include Development Assistance Coordination (DAC); Development Information (CDIE), Program and Policy Evaluation (PPE), Policy Development and Program Review (PDPR); Economic Affairs (EA); Program and Budget (PB); Donor Coordination/UN (DC/UN); and Multilateral Financial Institutions (MFI). Summary statements too numerous to include here have been submitted regarding on-going surveillance and planned activities for the inclusion of gender consideration in documents that emerge from or pass through their offices<sup>15</sup>.

An exemplary WID-related activity in this bureau is cooperation between the Economic Affairs Office and the WID Office under a co-financed, matching-fund contract that will examine the impact of changed economic policies on various populations, including women. Disaggregation of data will be carried out whenever possible and will indicate where gaps and gender disparities exist. This information will be shared with developing country governments and with missions to improve their future data collection activities.

#### 4. CONCLUSION

The U.S. Agency for International Development now has in place a comprehensive strategy that addresses the critical need for consideration of the gender issue within all its systems and procedures. The Agency's Women in Development policy and Congressional legislation require that females in developing countries benefit fully from and are participants in A.I.D.'s development efforts. The bureaus' Action Plans meet this challenge with creative strategies that will prepare their staffs to fulfill these development objectives, and the Office of Women in Development stands ready to support their efforts.

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15. Bureau for Program and Policy Coordination Action Plan for Women in Development.

## Terminology

In order to improve our ability to discuss the issues so important to this workshop, it is helpful to comment on some key terms and concepts.

### 1. Women Versus Gender

The initial impetus for a focus on the roles and functions of women in developing countries was a concern with equity -- an attempt to ensure that development projects and processes provided benefits to women as well as to men. Over time, however, it became clear that differences between the roles, responsibilities, and opportunities of men and women have implications that go behind equity; they also affect projects' ability to achieve their immediate purposes and long-range development goals. The introduction of the more relational term "gender" to complement concern with the broader implications of differences between men's and women's economic roles.

A focus on "women" in isolation can obscure differences among women stemming from age, socioeconomic status, and stage in the household cycle. "Gender" is a broader analytic concept, which not only encompasses concern with women but also highlights women's roles and responsibilities in relation to those of men. Gender, like age and socioeconomic status, is an aspect of social organization that both reflects and is circumscribed by the surrounding culture. A fuller treatment of the concept of gender and its application to the process of project design and implementation is one of the themes of this paper.

### 2. Participants Versus Beneficiaries

In recent years, development theorists have come to differentiate between direct versus indirect and intended versus unintended beneficiaries of projects, but there has been no comparable rigor in the distinction between project participants and beneficiaries. Regardless of whether they play any active role in a project, residents in affected areas are commonly referred to as "participants"; regardless of whether or not they actually benefit, participants in project activities are commonly referred to as "beneficiaries."

This study and others have indicated the clear need for more precise terminology. The simple equation of presence in the project area with "participation" and the equation of

participation with "benefit from" a project is particularly troublesome in the case of women. For example, it can never be assumed that if one family member participates in a project, the whole family participates. Nor can it be assumed that if one family member benefits, there is an automatic "trickle over" benefit to other family members. Precision about the gender, age, and socioeconomic status of project participants and actual beneficiaries is important. Clarification of terminology is a prerequisite for shedding light on how the distribution of benefits within households affect women's and men's differential incentives to undertake project activities and how these affect project outcomes.

### 3. Achievement of Project Purposes Versus Achievement of Goals

A.I.D. terminology distinguishes between a project's immediate "purposes" and the long-range development "goals" the project was intended to further. Even though, strictly speaking, project designers and implementers can only aim at achieving a project's immediate purposes, the nature of these purposes and the strategies for achieving them must be judged by their effectiveness in contributing to overall development goals.

Increasingly it is recognized that development assistance encounters serious difficulty precisely in this regard: many projects that achieve their immediate purposes fail to have a sustainable impact on the lives of the people they were intended to help. This is usually explained by exogenous factors (events beyond the project's control, such as bad weather, shifts in government policy, or changes in the world market). It is less often recognized that such factors as mistaken assumptions about how a project's immediate objectives actually contribute to well-being can also be responsible.

Mistaken assumptions about the roles and responsibilities of men and women are a factor that deserves much more attention. The literature on women in development shows that even in cases where immediate purposes are achieved, projects' contribution to overall development can be minimized by failure to take gender roles into account. In the worst case, achieving project objectives while overlooking intrahousehold dynamics can be counterproductive. There are cultural contexts in which project designers can systematically harm family welfare if they do not know how responsibilities are divided among family members. For example, a project may achieve its objective of income generation but fail to achieve its goal of alleviating hunger if, because of family expenditure patterns, the income

generated by the project is not used for the purchase of food. In later sections, this paper further examines the role gender plays in explaining how projects can increase production and raise income without actually improving well-being.

Points 1, 2 and 3 are directly from Women in Development: AID's Experience 1973-1985. Vol. 1 Synthesis Paper, PPC/CDIE report no. 18.

#### 4. Issues Versus Problems

In working with the topic of gender, there is a tendency to concentrate on "problems" or "constraints". Of course it is critical to address problems and constraints. The negative's to gaining the full economic and social impact of women's full participation in development. But, to put development activities in perspective, one must not neglect the positives. The opportunities that may have been missed or that might not be taken advantage of as fully as they could be.

In order to stress that both the negative and the positive are critical in analyzing, adopting or designing development activities. The more inclusive term "issue" will be used. It is a header concept and helps assure that both constraints and opportunities are effectively addressed and discussed.

As you work on the issues during the next few days take note of other terms or concepts that need definition and clarification. You will have an opportunity to submit them during the final evaluation of the workshop.

WHAT WID IS/IS NOT  
SOME MYTHS AND FACTS ABOUT WOMEN IN DEVELOPMENT

In the context of A.I.D., with its emphasis on economic development and the optimization of human resources, Women in Development (WID) is often confused with other issues and with remnants of its earlier forms.

WID is a dynamic concept that has changed dramatically over the years. Thus there is much "information" about WID that is now misinformation. Some of the current thinking is accurate but incomplete. This results in myths, widely-shared perceptions, that are often out of phase with current reality.

WHAT WID IS NOT:

1. WID IS NOT A SPECIAL INTEREST

Some development professionals still assume that WID is an appeal to a small, politically-motivated group who must somehow be pacified so that we can get on with the serious business of development. In fact, WID is now accepted as a serious approach to mainstream development activities. It has become hard to conceptualize WID as a special interest concern when 50% of the world's population is female.

2. WID IS NOT WOMEN-ONLY PROJECTS

There was a time when WID was strongly associated with projects that were specifically identified as "women's" activities. Some of these became stereotyped as "knit-one, purl two" projects. In fact, certain women-only projects are appropriate, even vital. But the concept of WID now extends well beyond such efforts.

3. WID IS NOT SUBPROJECTS ATTACHED TO MAINLINE PROJECTS

Tacking WID projects, subprojects or components on to larger efforts is sometimes desirable. But, again, the ultimate objective is now to integrate women appropriately, throughout all programs and projects.

4. WID IS NOT PROJECTS LINKED TO "TRADITIONAL" WOMEN'S CONCERNS

Women should be included in all development activities. Some sectorally-linked activities such as those in health, nutrition, population, seem to be associated in some people's minds with "natural" women's activities. Certainly women are central to success in the areas cited. However, we now know that omitting consideration of gender in project design, implementation and evaluation not only leads to systematic elimination of women and girls. It also imposes a major constraint on project success, regardless of the sector.

#### 5. WID IS NOT AN EQUITY ISSUE

Equity is a humanitarian goal. Economic integration is development objective. The two are compatible, but there are differences. It is important to development professionals to keep the consideration of gender in economic perspective. Failure to consider females, their particular roles, their contributions to the economy, and the constraints on their time and activity leaves a key development variable undetermined and sustainability is threatened.

#### 6. WID IS NOT LIMITED TO SOCIAL SOUNDNESS ANALYSIS

Development professionals have long regarded WID as located within the social soundness facet of development. And, of course, looking at women as well as men in terms of their roles as beneficiaries continues to be important. However, if we look at gender from a development perspective, we must see it as a critical variable in the economic development of a country.

#### 7. WID IS NOT SIMPLY BENEFICIARY ORIENTED

Women must be regarded in terms of their status as beneficiaries of program and project activities. But their role in development needs to be upgraded and they should be systematically included as actors, as producers and as agents of development.

#### WHAT WID IS TODAY IN A.I.D.:

##### 1. A CROSS-CUTTING ISSUE

Gender plays a role in every development sector or activity. Within the mainline sectors such as agriculture, natural resources, private enterprise, and education we pay a high price for mistakes made by not including a gender perspective.

##### 2. AN ECONOMIC VARIABLE

Put simply, failure to include gender in program and project design, implementation and evaluation is probably one of the major causes of undetermined or negative outcomes in development work. If women are, in fact, heavily engaged in agricultural production, and the constraints and opportunities for their access to inputs, credit, land and markets is different than for men, failure to factor these elements in to development activities is simply starting from a weak data base and the odds of project failure are increased. The role of women in agriculture, private enterprise and other sectors is better understood now than it was a decade ago. The research evidence is incontestable. Women are a vital part of all sectors and their invisibility as a development variable is itself recognized as a design flaw. Such a flaw often precludes success in programs and projects.

### 3. AN INTEGRATED DEVELOPMENT APPROACH

The term WID may be unfortunate. It focuses attention on women to the exclusion of men. In fact, WID as a concept in A.I.D., has evolved and now connotes gender integration. According to a CDIE analysis, "during project implementation, internal reporting systems should provide feedback on the relative proportion of project resources going to men and women and to various socioeconomic groups, so project managers can assess the significance of gender-related factors". In order to assure maximum development effect, we know that we must focus on gender as a variable. Thus we emphasize gender disaggregated data collection as one method of assuring that members of both groups are properly factored into programs and projects.

The apparent irony of disaggregating by gender in order to assure integration is not an irony at all. It allows development design, implementation, monitoring and evaluation to proceed with a clear sense of the relevant human populations affecting and being affected by economic development.

Integration is symbolized by Agency actions such as the use of both men and women WID officers in USAIDs and Bureaus as well as in PPC/WID. Some USAIDs and Bureaus have WID task forces or WID committees in which membership is based on position rather than on gender.

### 4. INCREASING WOMEN'S PRODUCTIVE CAPACITY

The development of women's productive capacity is now assumed to be a necessary condition for sustainable economic and social progress. Evidence strongly suggests that women tend to spend their money in ways that are linked to improved health and nutrition for their families, increased education, and lower fertility. Moreover, they tend to provide returns on loans that make them a very good credit risk. Thus economic growth and consideration of gender are entirely consistent.

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## INDICATORS FOR ASSESSING INTEGRATION OF GENDER CONSIDERATIONS INTO AID ACTIVITIES

AID/Washington has developed a set of indicators to be used to monitor the integration of women into the agency's activities. The indicators listed have been cabled world-wide. These indicators fall into three categories:

- a. those relating to program, project, and reporting documents;
- b. those relating to training of USAID staff; and
- c. those relating to participant training.

As required in the Administrator's WID Action Items (State 218365) and by Congressional legislation, when items are impossible to achieve, AID "will ensure that there is a substantive analysis as to the explanation of how these obstacles will be overcome."

### A. Program, project, and reporting document indicators:

Documents developed in the future for new and on-going activities should include the indicators given below:

1. Document includes sex-disaggregated data in all references to participants and beneficiaries;
2. Document identifies constraints to women's participation in all development activities;
3. Document identifies opportunities for enhancing women's participation;
4. Document describes strategies to overcome these constraints or make use of these opportunities; and
5. Document identifies benchmarks to measure progress implementing these strategies.

### B. Training of USAID staff indicators: Bureau WID Action Plan should include initiatives that have been, or will be, taken to provide WID training to AID staff. Indicators used by PPC/WID include description of the training activity, number and job titles of staff trained.

### C. Participant training indicators: Bureau WID Action Plan should include initiatives that have been, or will be, taken to increase the number of females in participant training programs. Indicators used by PPC/WID include information on the following:

1. Number of men and women included in participant training programs;
2. Constraints to women's participation;
3. Opportunities for enhancing women's participation;
4. Strategies to overcome these constraints or make use of these opportunities; and
5. Benchmarks to measure progress in implementing these strategies.

A.I.D. PROGRAM FOR INTEGRATION  
OF WOMEN IN DEVELOPMENT:  
STRATEGIES FOR ACCESS TO PPC/WID ASSISTANCE

FY 1989

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

BACKGROUND

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

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

II. PPC/WID STRATEGIC WORKPLAN

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

Intermediate Objectives

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

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

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

These activities include:

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

These activities will focus on the following areas of emphasis:

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

#### A. ACTIVITIES

##### 1. Research and Analysis

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

##### 2. Technical Assistance

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

##### 3. Training

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

#### 4. Information Resource Management

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

#### B. RELATIONS BETWEEN ACTIVITIES

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

#### C. AREAS OF EMPHASIS

##### 1. Labor/Employment/Production

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

##### 2. Economic Policy Reform and Adjustment

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

##### 3. Human Capital Development/Social Services

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

### III. ACCESS TO WID ASSISTANCE

#### Funding Codes

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

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

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

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

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

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

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

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

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

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

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## 2. Options for Accessing PPC/WID Assistance

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

### Assistance to Women in Development (AWID) Contract

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

The contract will provide support in the following areas:

technical assistance that requires WID expertise such as strategy design, portfolio reviews, program and project design, implementation and/or evaluation;

research activities to analyze WID issues in both the formal and informal sectors, economic contributions of women in developing nations to assist in overall planning, programming and funding, etc.

training efforts which will include design, production and delivery to assist A.I.D. to institutionalize systems and procedures for addressing gender issues in policies, programs and projects; and

information dissemination/communications activities as may be required to support the office's information dissemination/communication program.

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

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

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

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

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

Examples:

USAID wishes portfolio review and assistance with development of WID Action Plan but can provide no funds in FY 89. Transmit request to PPC/WID, meeting above criteria, and WID notifies USAID of availability of contractor to assist.

In FY 89, USAID and Regional Bureau wishes labor/employment research on women's roles in the private sector for a total cost of \$80,000. USAID is willing to buy into contract for \$10,000, Bureau can provide \$5,000 and WID can fund the remaining amount of \$65,000.

Three USAIDs wish to provide training to technical staff for a total cost of \$40,000 in FY 90. Each USAID is willing to provide up to \$5,000 for this sub-regional training course. Request is denied for matching because USAIDs must match 40% in FY 90, or a total of \$16,000. If USAIDs agree to increase their match by an additional \$1,000 for a total of \$16,000, PPC/WID will then match

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

USAID needs additional person on design team to help with analysis of gender differential impacts. USAID has \$1,500 available to fund such person but wishes to use XYZ contractor to perform task. Request is denied. Under the terms of this contract, AWID contractor must be utilized for services. PPC/WID would suggest USAID use General Matching Funds - Reserve Account (see "iv." below), or it would possibly provide PPC/WID Technical Staff Assistance (see "v." below).

USAID wishes to provide technical assistance to local PVO to help with institutional and management support services. USAID is willing to fund up to 50% of the \$15,000 cost of this activity. PPC/WID denies activity because request does not meet overall criteria for specific support to USAID. While activity is supportive of local organization, it does not meet the requirements of Congress, and USAID should consider full funding from its Mission monies.

USAID wishes to match 25% of funding request to PPC/WID's 75% in FY 89 for U.S. PVO training program for local women's group, as well as assist in income-producing hog project for rural women. Request denied because AWID contractor must be utilized for assistance rather than the U.S. PVO, and because assistance does not meet the criteria for furthering integration of WID into USAID programs.

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

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

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

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

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

Available Services: November, 1988 through March 31, 1990

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

Examples:

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

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

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

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

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

Available Services: November, 1988 to December 31, 1989

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

iv. General Matching Funds - Reserve Account

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

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

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

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

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

Examples:

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

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

v. PPC/WID Technical Staff Assistance

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

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

Ph.D., Urban Economist,  
Anthropology

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

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

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

Available Services: November, 1988 to May 30, 1990

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

Examples:

- USAID/Amman needs technical assistance to support design team on micro-enterprise/income generating project. IQC firm is to provide team support. USAID may use program monies to fully fund or co-finance WID Office specialist to supplement design team efforts, and may request matching monies to assist with funding.
- USAID requires technical support for ensuring education needs assessment includes appropriate gender disaggregation and to assess linkages between women's long-term labor potential and educational analysis. PPC recommends that its educational specialist meets the criteria, but since specialist is an IPA, USAID must assist with OE funds to finance specialist's assistance.

IV. SELECTION CRITERIA FOR ACCESS TO PPC/WID ASSISTANCE

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

Should support the goals and objectives of the Strategic Workplan:

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

Intermediate Objectives:

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

2. Should fall within one or more of the following sectors:

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

3. Should relate to one or more of the following areas of emphasis:

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

4. Should be one or more of the following types of activities:

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

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

Activities in other sectors will be considered if their linkage to these PPC/WID-targeted sectors can be clearly demonstrated.

8308W:2/3/89

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., by 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.

"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 previous work and belief structures. The result was both passive and active resistance among scientific professionals and institutions. Yet it is patently clear that these new discoveries have claimed the field in our scientific world, despite those resistances.

"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 to WID have been content to focus on women almost as an afterthought to development. We began to focus on WID when the 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."

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."

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 learned from the WID experience, both about institutional structuring of foreign assistance and about programmatic approaches, is that "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.

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 strategy 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

<u>Stages/ Institutions</u>	<u>Popularizing</u>	<u>Targetting</u>	<u>Mainstreaming</u>
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 of women's roles in economy; integration of gender perspective in analysis
Government	establishment	recognition of women in gov't plans; economic projects	integration of women in sectoral programs; integration 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 and the type of programming she/he wants to do, matching the two in a strategy that relies on the strengths of the particular institution 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 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 had 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 the 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 programs 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.

## **SESSION 1: OPENING REMARKS AND WORKSHOP ORIENTATION**

**Time: 30 Minutes**

### **Objectives:**

At the conclusion of this session, participants will:

1. have been officially welcomed to the training workshop and heard opening remarks from the Deputy Director, Alan Silva,
2. have been introduced to the training staff;
3. be aware of why the workshop is being conducted and what we intend to accomplish together; and
4. be aware of the training workshop assumptions and that their active participation is critical to the success of the learning experience.

<b><u>Time</u></b>	<b><u>Activities</u></b>
8:30 A	Welcome and Opening Remarks Alan Silva, Deputy Director, Peru Mission
8:45 A	Introduction of Training Workshop Staff, Training Workshop Goal, Objectives and Schedule Presentation of Workshop Assumptions Questions and Answers
9:00 A	Close of this Session

## SESSION 2: EXPLORING THE ISSUES

**Time: 1 Hour, 45 Minutes**

### Objectives:

At the conclusion of this session, participants will:

1. have heard the vision and expectations of PPC/WID;
2. have reviewed AID policies and procedures for incorporating gender considerations in development programs/projects design, implementation and evaluation;
3. have reviewed major activities related to Women in Development legislation;
4. have heard how the Peru Mission training fits into the larger strategy for institutionalizing WID concerns; and
5. have identified some implications for their own context and work from the new legislation and agency mandates about gender.

<u>Times</u>	<u>Activities</u>
9:00 A	Opening Remarks and PPC/WID Overview Ron Grosz, Training Coordinator and Economist, PPC/WID
9:30 A	Questions and Answers
9:50 A	Participant Introductions <ul style="list-style-type: none"><li>o Name</li><li>o Mission Role and Responsibilities</li><li>o Some implications for your work from agency mandates and new legislation related to gender considerations in development</li></ul>
10:20 A	Total Group Discussion
10:35 A	Summary and Reflection
10:45 A	Break

**SESSION 3: IDENTIFYING GENDER FACTORS:  
The Gender Information Framework**

**Time: 2 Hours**

**Objectives:**

At the conclusion of this session, participants will:

1. be able to list and utilize 6 key gender factors to be considered in the baseline situation for project/program design;
2. become aware of how the Gender Information Framework can be used as a resource in development programming and training; and
3. have reviewed a case example using the 6 key gender factors.

<b><u>Time</u></b>	<b><u>Activities</u></b>
11:00 A	Presentation of the 6 key gender factors to be considered in the baseline situation for project/program design, followed by questions and answers
11:30 A	Practice with the key factors - Reading case example and background paper in small groups
12:30 P	Total group - discussing project document using the gender factors
12:45 P	Presentation of Gender Information Framework
1:00 P	Closing of this session

## **SESSION 4: INFORMATION RESOURCES AND HOW TO TAKE ADVANTAGE OF THEM**

**Time: 2 Hours**

### **Objectives:**

At the conclusion of this session, participants will:

1. have skills to assess data needs for answering questions posed in the Gender information Framework;
2. be able to identify alternatives for obtaining data;
3. be able to assess the usefulness of existing data in the development process;
4. be able to identify alternatives for obtaining new data when necessary; and
5. have used existing data to examine assumptions in project documents and identify alternative approaches.

<b><u>Time</u></b>	<b><u>Activities</u></b>
2:00 P	Assessing Needs for Information -- Lecturette and Discussion
2:15 P	Identifying Information Resources -- Group Discussion <ul style="list-style-type: none"><li>o Existing Information</li><li>o Data Collection Alternatives</li></ul>
2:30 P	Small Group Exercise <b>TASK:</b> Each group will work with a Project document to: <ol style="list-style-type: none"><li>1. re-examine underlying assumptions about gender issues;</li><li>2. check those assumptions using additional information resources;</li><li>3. use information to plan at least one alternative approach.</li></ol>
3:30 P	Small Group Reports, Summary Review and Discussion
4:00 P	Close of the Session

## **SESSION 5: ADDRESSING CONSTRAINTS TO WOMEN'S PARTICIPATION**

**Time: 1 Hour**

### **Objectives:**

At the conclusion of this session, participants will:

1. be able to identify at least 3 project features that are frequent barriers to women's participation; and
2. be able to select strategies for adapting mainstream sectoral projects so that key elements of the project incorporate gender consideration and, therefore, do not inadvertently discriminate against, or pose barriers to, the appropriate participation of women.

<b><u>Time</u></b>	<b><u>Activities</u></b>
4:00 P	Introduction to Session and Lecture
4:30 P	Total Group Discussion and Alternative Strategies Developed
5:00 P	Close of this Session

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**PROJECT FEATURES TO CONSIDER**  
**for**  
**MOST COMMONLY IDENTIFIED GENDER DIFFERENTIAL**  
**CONSTRAINTS**

- CHOICE OF PROMOTION STRATEGY
- CHOICE OF TECHNICAL PACKAGE
- TIMING AND DURATION OF ACTIVITIES
- DELIVERY SYSTEMS
- LOCATION OF PROJECT ACTIVITIES OR SERVICES
- DESIGN OF CREDIT COMPONENT
- ELIGIBILITY CRITERIA
- NATURE & DISTRIBUTION OF BENEFITS

## **SESSION 6: GENERAL CONSIDERATIONS: Project Design and Adaptation**

**Time: 2 Hours**

### **Objectives:**

At the conclusion of this session, participants will:

1. be able to identify key aspects of projects on which gender disaggregated information and activities should be included;
2. be able to recognize how failure to give consideration to gender differentiation can impede project success and/or the process of development;
3. appreciate how the consideration of gender in specific aspects of development policy and project design can increase the success potential of a project; and
4. be able to make specific recommendations for improving on going projects through increased consideration of gender throughout the project life.

<b><u>Time</u></b>	<b><u>Activities</u></b>
8:30 A	Plenary Session-Overview of the Issues
9:00 A	Group Discussion
9:15 A	Small Group Session to Identify Concerns
10:00 A	Team Reports to Total Community
10:15 A	Summary and Reflection
10:30 A	Close of this Session

# AGRICULTURAL RESEARCH, EXTENSION AND EDUCATION PROJECT

## A. PROBLEM

The existing agricultural research, extension, and education (REE) system in Peru can be characterized as inadequate, limited in scope, plagued by budgetary constraints, diverse, uncoordinated and suffering from a lack of trained professionals. Whereas several of the developing countries of Latin America have been able to increase agricultural production and consequently rural incomes through the successful transfer to the producer of recent technological advances, agricultural output by land unit in Peru basically remains at the same level as ten years ago. When one considers the potential impact on agricultural production that the successful application of recently developed advances in agricultural technology could make, the present agricultural situation represents more than stagnation: it represents a real reduction in agricultural production over levels attained by other countries.

## B. PROJECT DESCRIPTION

### 1. Goal and Purpose

The goal of the Project is to further the socio-economic development of the Peruvian small farmer so as to increase the production income of the rural population of Peru. The Project's target group consists of small farmers and members of associated agricultural enterprises.

The purpose of the Project is to create an Agricultural Research, Extension and Education System that will enable the institutions involved in agricultural research, extension and education to:

- a. Increase agricultural production by structuring the basis for enhancing and reinforcing the human resources required for agricultural research, extension and education;
- b. Provide for a continual flow of varying levels of agricultural technology which meet the needs of small and medium sized farmers, as well as those of the associative enterprises.

The overall socio-economic development of the small farmer of Peru is dependent upon the adoption of improved agricultural technology and practices. A Research, Extension and Education System is essential to accomplish the transfer to the small farmer of these improved agricultural technology practices. Within the last year, the GOP has shown interest in improving the existing REE System and has recently completed a joint GOP-Title XII Baseline Study of Agricultural Research, Extension, and Education. This study recommends that an REE System be developed to combine and coordinate the resources of various existing REE institutions so as to effectively address the agricultural producer's needs in these areas. The proposed Project is designed to implement the recommendations of the Baseline Study.

## 2. End of the Project Status

By the end of the Project, the following conditions should exist, indicating achievement of the Project purpose:

- a. A functioning agricultural REE system in place with REE activities coordinated by a permanent management unit responsible for developing and transferring technical information which increases agricultural production and farm incomes.
- b. The agricultural output of the five commodities (rice, potatoes, corn, grain legumes, and small grains) selected for attention under the Project will increase, imports will decrease, and a more stable supply of staple food products will be assured to the urban population.
- c. The necessary human resources required to implement a dynamic agricultural REE system will be provided and reinforced through continual training of personnel as needed by the System.
- d. Information will flow between the REE and the International Research Centers and U.S. universities to capitalize on the agricultural technology being developed by these organizations and to apply it to Peruvian production conditions.
- e. The GOP will have significantly expanded its financial and technical investments to the REE system.

## 3. Outputs

The major outputs of the REE system anticipated under the Project include the formation of: (a) five National Production Programs (NPP); (b) six Regional Service Laboratories; (c) five Regional Research Centers; (d) a National Research Support Unit; (e) an Education Program; and (f) a National REE Management Division. The Baseline Study identified these outputs as necessary to the development of the three component REE system.

The Project will impact on 275,000 small farmers and members of agrarian reform enterprises located primarily in the Peruvian Sierra and high jungle. This represents 40% of the total number of agricultural producers who are located in those regions. These will be reached through: a) NPPs sectoristas who will directly impact on 125,000 farmers; b) additionally trained sectoristas receiving information from the REE System will impact on 100,000 farmers; c) field days and demonstrations will reach another 5,000 and; d) the regional service laboratories will provide analysis to approximately 90,000 farm families. This Project will create an REE system which will initially include 30% of the existing uncoordinated REE programs, and which will be further expanded as the REE system gains managerial capabilities and institutional maturity.

## **SESSION 7: PLANNING FOR TECHNICAL ASSISTANCE**

**Time: 1 Hour, 45 Minutes**

### **Objectives:**

At the conclusion of this session, participants will:

1. have identified the aspects of their work for which further consultation will be helpful in integrating gender considerations; and
2. have written objectives for further consultation activities.

<b><u>Time</u></b>	<b><u>Activities</u></b>
10:45 A	Overview of this Session
10:50 A	Individual Work
11:00 A	Consultation Trios
12:00 N	Reports, Reflection and Summary
12:30 P	Close of this Session

## APPENDIX A

### PARTICIPANTS FOR WOMEN IN DEVELOPMENT WORKSHOP A.I.D. Auditorium - First Floor

June 26-27, 1989

Name	Organization
1. Luis Arreaga	Program Economist Officer, Program Office
2. Blanca Ascarate	Administrative Assistant Andean Peace Scholarship, Training and Social Development Office
3. William Binns	Chief, Social Development, Development Resources Office
4. Blanca Blotte	Chief, Procurement, Executive Office
5. John Burdick	Chief, Population Division, Human Resources Office
6. Diogenes Cano	Assistant, General Services Office, Executive Office
7. Rene Carillo	Regional Disaster Advisor
8. Ilia Cavero	Secretary, Development Resources
9. Dennis del Castillo	Project Manager, Agriculture Office
10. Rita Fairbanks	Population Advisor, AID Mission
11. Luis Figueroa	Computer Operations Chief, IRM, Executive Office
12. Connie Gutierrez	Project Coordinator, Private Sector Management Improving Project, AID Mission
13. Andrew Jeffrey	Project Coordinator, Natural Resources Development, Agriculture Office
14. Nicholas Jenks	Chief, Food for Development Division, Human Resources
15. Iris Lanao	Program Specialist, Andean Peace Scholarship, Training and Social Development Division
16. Jim Laity	Summer Intern, Program Office
17. Jerry Martin	Financial Management Advisor, Controller Office

## APPENDIX A cont'd

	<b>Name</b>	<b>Organization</b>
18.	Luz Maurtua	Consultant, Training and Development Division
19.	Hilda Quiroz	Special Assistant Supervisor, Executive Office
20.	Ana Maria Romero	Program Coordinator, Andean Peace Scholarship, Training and Social Development
21.	Raul Tapia	Project Manager, Food for Development Division, Human Resources Office
22.	Aurelio Tasso	Financial Analyst, Controller Office
23.	Jack Thrower	Executive Officer, Executive Office
24.	Stephanie Funk	PPC/WID
25.	Ron Grosz	PPC/WID

### **Workshop Training Staff**

Virginia Hubbs-Caye  
Rosalie Huisinga Norem  
Al Rollins  
Donald Spears

## APPENDIX A

### PARTICIPANTS FOR WOMEN IN DEVELOPMENT WORKSHOP A.I.D. Auditorium - First Floor

July 6-7, 1989

<b>Name</b>	<b>Organization</b>
1. Edilberto Alarcon	Chief, Engineering & Disaster Assistant Division, DR
2. Rosa Maria Chavez	Accountant, CONT
3. Barbara Court	Deputy Executive Officer, EXO
4. Veronica de Ferrero	Chief, Training and Social Development Division, HR
5. Cesar Espino	Program Specialist, PROG
6. Lily Espinoza	Program Assistant, HR
7. Rudolfo Griego	Supervisor, OARD
8. Alfredo Gutierrez	Program Specialist, Food for Development, HR
9. Leroy Jackson	Supervisor, Project Development Office, PROG
10. Paul Kretchmer	Supervisor, OARD
11. Alfredo Larrabure	Engineering Division, DR
12. Irma Melzi	Chief, Communication and Records, EXO
13. Edgar Necochea	Program Specialist, HR
14. Gloria Nichtawitz	Assistant, Population Division, HR
15. Hugo Osorio	General Services Officer, EXO
16. Mario Quiroga	Program Specialist, Food for Development Division, HR
17. Claudio Saito	Project Coordinator, Natural Resources Division, OARD
18. Rodolfo Salinas	Project Coordinator, Housing Project, DR
19. Marisa Slocovich	Administrative Assistant, DR

## APPENDIX A (Continued)

- |     |                 |  |
|-----|-----------------|--|
| 20. | Ana Maria Terry | Personal Assistant, EXO                      |
| 21  | Elvira Varillas | Program Specialist, PROG                     |
| 22. | Mark Visnic     | Project Coordinator, Admin. of Justice, DR   |
| 23. | Cecilia Yanez   | Procurement Agent, Procurement Division, EXO |

### Workshop Training Staff

Virginia Hubbs-Caye  
Rosalie Huisinga Norem  
Al Rollins  
Donald Spears

OARD: Office of Agricultural and Rural Development  
DR: Development Resources Office  
HR: Human Resources Office  
EXO: Executive Office  
CONT: Controller Office

## APPENDIX A

### PARTICIPANTS FOR WOMEN IN DEVELOPMENT WORKSHOP

A.I.D. Auditorium - First Floor

July 11-12, 1989

Name	Organization
1. Manuel Panizo	PROFAMILIA
2. Aurora Riva	INP - DGCI
3. Carola de Luque	APROPO
4. Alberto Cary Guillen	Ministerio de Justicia
5. Betty Castaneda Sanchez	Banco de Materiales
6. Gladys Zarate Leon	Ministerio de Salud
7. Susy Marchand	CARE-PERU
8. Yolanda Jara	CARE-PERU
9. Rosa Elena Saravia Rojas	Ministerio Publico
10. Nelly Calderon Navarro	Ministerio Publico
11. Guillermo Guardia Salas	Ministerio de Salud
12. Rosario de la Fuente	Asociacion Obra Bien Comun
13. Martha Arellano Cruz	Asociacion Obra Bien Comun
14. Agustin Montoya de la Cadena	PROASA (Progr. Adm. de Salud)
15. Blanca Banchemo de Seminario	LIBERTAD, Secretaria Iniciativas de la Mujer
16. Eusebio Bravo Reid	INDECI
17. Elizabeth D. de Miro Quesada	LIBERTAD, Secretaria Iniciativas de la Mujer
18. Laura Lineback	ADEFA (Asociacion Desarrollo de la Familia)
19. Ana M. Tallada	CEDRO
20. Beatriz Mejia Mori	Centro Investigaciones Judiciales, Corte Suprema
21. Thomas Becker	AED
22. Manuel Arca	PADI
23. Wilfredo Ojeda Rodriguez	Fe y Alegria
24. Carmen Masias Claux	CEDRO
25. Maria Angelica Borneck	PATHFINDER
26. Tulio Camminati	FUNDEAGRO
27. Ana Maria Wiese	FUNDEAGRO
28. Nilda Delgado	iPSS
29. Gladys Ruiz	IPSS
30. Sandra Horns	ATLF
31. Emilio Guerra Sharim	AID
32. Maria E. Olcese H.	CEA
33. Elena E. Gonzales Achuy	INAN

## APPENDIX A cont'd

Name	Organization
34. Nora Diaz Castillo	Ministerio Publico
35. Esau Hidalgo M.	AID
36. Maria del Rosario Sanchez	Instituto Nacional de Vidalon Defensa Civil
37. Lenkiza Angulo Villarreal	Instituto Nacional de Defensa Civil
38. Flor Alcantara Meza	INPPARES
39. Victoria Villanueva	Manuela Ramos
40. Clara de Ferrari	INP-PNUD
41. Vilma Derpich	Acuerdo de Cartagena
42. Enrique Vasquez Lafarga	Proyecto Administracion de Justicia

### Workshop Training Staff

Donald Spears  
Rosalie Huisinga Norem

## **APPENDIX B**

### **CONSIDERACIONES DE GENERO EN EL DESARROLLO**

**Taller de Capacitación USAID/Perú  
Lima, Perú  
11-12 julio 1989**

#### **META DEL TALLER**

Incrementar la percepción, conocimiento y motivación para incorporar las consideraciones de género en cada etapa del proceso de desarrollo de U.S.A.I.D.

#### **OBJETIVOS DEL TALLER**

Cuando el taller llegue a su fin, los participantes:

- 1) habrán utilizado el Marco de Información de Género (GIF) para incorporar el género al proceso de desarrollo de proyecto en el sector agrícola; y
- 2) habrán analizado un programa, proyecto o actividad de desarrollo del cual son responsables en términos de condiciones de género.

#### **RESULTADOS DESEADOS**

Cuando el taller llegue a su fin, los participantes:

- 1) podrán relacionar los seis factores de la Matriz de Variables de Género con programas/proyectos específicos;
- 2) podrán emplear el GIF como un documento de recurso para incorporar las consideraciones sobre el género en programas/proyectos de desarrollo;
- 3) podrán identificar y utilizar recursos de información disponibles dentro del país receptor y fuera de él para la toma de decisiones efectivas que incorporen el género; y
- 4) estarán al corriente y podrán aplicar estrategias que incorporen consideraciones sobre el género en programas o proyectos.

**APPENDIX C**

**CONSIDERACIONES DE GENERO EN EL DESARROLLO**

**TALLER DE CAPACITACION**

**USAID/PERU  
LIMA, PERU  
11-12 julio 1989**

**HORARIO**

**MARTES 11 DE JULIO**

**DIA 1**

**09:00 AM SESION 1**

**ORIENTACION AL TALLER E  
INTRODUCCIONES**

**10:45 AM REFRIGERIO**

**11:00 AM SESION 2**

**EXPLORACION DE LOS PUNTOS CLAVES  
DE LA CONSIDERACION DE GENERO EN  
EL DESARROLLO**

**01:00 PM ALMUERZO**

**02:00 PM SESION 3**

**GUIA PARA LA IDENTIFICACION DE  
FACTORES ESENCIALES**

**03:30 PM REFRIGERIO**

**03:45 PM SESION 4**

**ENFRENTANDO BARRERAS A LA  
PARTICIPACION DE LA MUJER EN EL  
DESARROLLO**

**05:00 PM TERMINO DE DIA 1**

**APPENDIX C (Continued)**

**MIÉRCOLES 12 DE JULIO**

**DIA 2**

09:00 AM	SESION 5	FUENTES DE INFORMACION SOBRE FACTORES DE GENERO
10:45 AM	REFRIGERIO	
11:00 AM	SESION 6	CONSIDERACIONES DE GENERO EN EL DISEÑO Y LA ADAPTACION DE PROYECTOS
01:00 PM	ALMUERZO	
02:00 PM	SESION 7	PLANES INDIVIDUALES EN EL PROCESO DE LA APLICACION DE CONSIDERACIONES DE GENERO
04:00 PM	SESION 8	REPASO DEL TALLER Y CLAUSURA
05:00 PM	CLAUSURA DEL TALLER	