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AGENCY FOR INTERNATIONAL DEVELOPMENT

**GENDER CONSIDERATIONS  
IN DEVELOPMENT**

Bureau for Private Enterprise  
Training Workshop

January 1990

Participant Workbook

**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 a 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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**GENDER CONSIDERATIONS IN DEVELOPMENT**  
**AID Bureau for Private Enterprise Training Workshop**

**January 10 and 11, 1990**  
**Embassy Square Hotel**  
**Washington, D.C.**

**Participant Information Form**

1. Country: \_\_\_\_\_  
(Of Assignment)
2. Name: \_\_\_\_\_  
Last First
3. Sex: \_\_\_\_\_  
Male Female
4. Position Title: \_\_\_\_\_
5. USAID or other Affiliation: \_\_\_\_\_  
(e.g. USAID, Bureau or other organization represented)
6. Training Workshop Attended: \_\_\_\_\_ 09. PRE BUREAU GCID/1A
7. Training Workshop Date: \_\_\_\_\_  
January 10-11, 1990  
Month/Year
8. \*Affiliation Code: \_\_\_\_\_ (See codes listed below. Please specify, if Other.)
9. If FS, what is your Backstop Number? \_\_\_\_\_
10. When will your assignment at your current post be completed? \_\_\_\_\_  
Month/Year
11. Address Line 1: \_\_\_\_\_  
Office Street Address or A.I.D. symbols
12. Address Line 2: \_\_\_\_\_  
City/Country/Zip

- \* GS = General Service
- FS = Foreign Service
- FSN = Foreign Service National
- PSC = Personal Services Contractor
- PVO = Private Voluntary Organization (or Non-Governmental Organization)
- HCG = Host Country Government
- OTH = Other, please specify (e.g. Independent Contractor, Private Firm)

**A I D**

**AGENCY FOR INTERNATIONAL DEVELOPMENT**

**GENDER CONSIDERATIONS  
IN DEVELOPMENT**

**Bureau for Private Enterprise  
Training Workshop**

**January 1990**

**Participant Workbook**

**Agency for International Development**  
Washington, D.C. 20523

*Office of  
the Administrator*

January 5, 1990

Dear Participant:

It is a pleasure to welcome you to A.I.D.'s training workshop on "Gender Considerations in Development" for the Bureau for Private Enterprise. Your participation furthers the Agency's commitment to the integration of women in mainstream projects and programs.

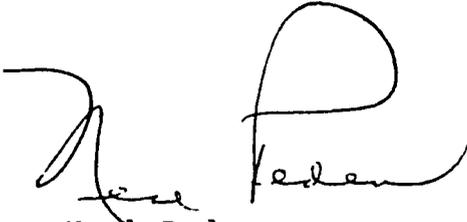
The importance of gender as a key variable in sustainable development has been well established. Men and women contribute to the economic growth of every country as they often take on gender-differentiated roles and responsibilities. The constraints and opportunities are frequently different for men and women. Studies show that understanding these differences and designing programs and projects based on this knowledge are critical to the success of development activities.

In private enterprise, women predominate in the low-income areas of service, commerce, manufacturing and trade. They often operate in the informal sector. Micro and small scale enterprise projects usually offer the greatest opportunity for women's participation. However, women's participation in the private sector goes beyond these most visible areas. Understanding how to overcome gender-based constraints that inhibit participation in the formal sector can be valuable. Significant opportunities exist in financial markets development, trade and investment promotion programs, loan guarantee programs and agribusiness development.

The workshop is designed to impart the knowledge, motivation and some of the skills needed to more effectively address gender issues in designing and implementing A.I.D.'s private enterprise initiatives.

Your expertise in the private sector area is critical to identify practical methods and strategies on how to integrate gender issues in A.I.D.'s private sector programs. We hope that this workshop will be beneficial in your work over the coming year.

Sincerely,

A handwritten signature in black ink, appearing to read "Neal Peden". The signature is fluid and cursive, with a large, prominent initial "P".

Neal Peden  
Assistant Administrator  
Bureau for Private Enterprise

A handwritten signature in black ink, appearing to read "Mark L. Edelman". The signature is cursive and somewhat stylized.

Mark L. Edelman  
Acting Administrator

**GENDER CONSIDERATIONS IN DEVELOPMENT**  
**AID Bureau for Private Enterprise Training Workshop**  
**January 10 and 11, 1990**

**WORKSHOP GOAL**

To increase awareness of, knowledge about, motivation and skills for incorporating gender considerations into all stages of the Private Enterprise Bureau programming process.

**WORKSHOP OBJECTIVES**

By the end of the workshop, participants will:

1. have used the Gender Information Framework for incorporating gender into the program/project development process of the Private Enterprise Bureau;
2. have analyzed PRE activities in terms of gender considerations;
3. have developed recommendations for the strengthening of the PRE Bureau's WID Action Plan; and
4. have examined some gender implications of the Private Enterprise policy environment.

**DESIRED OUTCOMES**

At the end of the workshop, participants will:

1. be able to relate the six factors of the Gender Information Framework (GIF) to specific PRE programs and projects;
2. be able to use the GIF as a resource document to incorporate gender considerations into all levels of PRE programming;
3. will be able to include appropriate gender disaggregated data at different PRE program/project stages;
4. be aware of types of linkages between gender considerations at the PRE project/program and policy levels; and
5. be aware of and able to apply strategies incorporating gender considerations for PRE programs and projects.

**GENDER CONSIDERATIONS IN DEVELOPMENT  
AID Bureau for Private Enterprise Training Workshop**

January 10 and 11, 1990  
Embassy Square Hotel  
2000 N Street, N.W.  
Washington, D.C.

**SUMMARY SCHEDULE**

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**WEDNESDAY, JANUARY 10**

8:15A		Coffee and Registration
8:30A	Session 1	Workshop Orientation
		<b>Introductory Remarks:</b> Neal Peden Assistant Administrator Bureau for Private Enterprise Agency for International Development
9:00A	Session 2	Understanding the AID/WID Policy: Applications to PRE
10:00A		Coffee Break
10:15A	Session 3	What Difference Does it Make to Consider Gender?
		<b>Keynote Speaker:</b> Ellen Johnson Sirleaf Vice President Equator Bank
11:30A	Session 4	The Gender Information Framework: Applications to PRE
12:30P		Lunch: Embassy Square Hotel
2:00P	Session 4	Continuation of the Gender Information Framework
3:45P		Coffee Break
4:00P	Session 5	Assessing and Handling Barriers to Incorporating Gender in PRE Activities
5:00P		Close of Day One

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## GENDER CONSIDERATIONS IN DEVELOPMENT

### Preliminary Summary Schedule, Continued

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#### THURSDAY, JANUARY 11

8:30A	Session 6	Re-thinking PRE Policy from a Gender Perspective
10:15A		Coffee Break
10:30A	Session 7	Gender Data in PRE Programming
11:30A	Session 8	Integrating Gender into PRE Projects [Case I]
12:30P		Lunch: Embassy Square Hotel
2:00P	Session 8	Integrating Gender into PRE Projects [Case II]
3:00P		Coffee Break
3:15P	Session 9	Developing Recommendations for PRE's WID Action Plan
4:30P	Session 10	Workshop Evaluation and Closure

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## **GENDER CONSIDERATIONS IN DEVELOPMENT**

**KEYNOTE SPEAKER  
ELLEN JOHNSON SIRLEAF**

Ms. Johnson Sirleaf is currently the Vice-President and Washington representative of Equator Advisory Services, a division of Equator Bank Limited. She has extensive experience in public sector financial management, banking and international development. She has served as the Vice President of Citibank's regional office for Africa, as President of the Liberian Bank for Development and Investment, and as a senior loan officer for the World Bank. From 1977 to 1980 she served as Deputy Minister and Minister of Finance in the Liberian Government. Ms. Johnson Sirleaf holds a Masters of Public Administration from Harvard University and a BA in Accounting from Madison Business College.

**SESSION 1:       WORKSHOP ORIENTATION**

**TIME:            30 Minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1.   have been officially welcomed to the workshop;
  2.   be aware of why the workshop is being conducted and what we intend to accomplish;
  3.   know which of the participants' expectations can and cannot be addressed in the workshop; and
  4.   be aware that their active participation is critical to the success of the workshop.
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<b>Time</b>	<b>Activities</b>
8:30A	Official Welcome to Participants <ul style="list-style-type: none"><li>●   Opening Remarks by Neal Peden       Assistant Administrator       Bureau for Private Enterprise</li></ul>
8:40A	Plenary Session <ul style="list-style-type: none"><li>●   Introductions</li><li>●   Overview of Training Workshop Goals,       Objectives and Schedule</li><li>●   Presentation of Workshop Assumptions</li></ul>
9:00A	Close of this Session

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**SESSION 2:            AGENCY WID POLICY AND THE PRE BUREAU**

**TIME:                    1 hour**

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**OBJECTIVES:**

At the end of this session, participants will:

1.    have heard the major provisions of the Women in Development legislation;
  2.    have reviewed AID policies and procedures for incorporating gender considerations in development programs/project design, implementation and evaluation; and
  3.    have heard the perspectives and expectations of PPC/WID.
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<b>Time</b>	<b>Activities</b>
9:00A	Presentation by PPC/WID Representative
9:20A	Questions and Answers
10:00A	Close of this Session

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**SESSION 3:           What Difference Does it Make to Consider Gender?**

**TIME:                   1 hour, 15 minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1. recognize how failure to give consideration to gender differentiation can impede PRE project/program success and/or the process of development;
  2. be able to describe how appropriate consideration of gender relates to other issues which they must address in improving the way development is carried out; and
  3. appreciate how the consideration of gender in specific aspects of development policy and project design can increase the success potential of a project.
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<b>Time</b>	<b>Activities</b>
10:15A	Presentation by Ellen Johnson Sirieaf Vice President Equator Bank, Washington, D.C.
10:40A	Questions and Answers
11:10A	Plenary Discussion: Summary of Issues
11:30A	Close of this Session

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**SESSION 4:           The Gender Information Framework and its  
Application to Private Enterprise Development**

**TIME:                   2 hours, 30 minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1.    be able to list and utilize six key gender factors to be considered in the baseline situation for PRE project/program design;
  2.    be able to use the Gender Information Framework as a resource in PRE program and project planning; and
  3.    have reviewed a case example using the six key gender factors.
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<b>Time</b>	<b>Activities</b>
11:30A	Introductory Plenary Session: Current PRE Private Sector Definition Techniques
11:45A	Presentation and Discussion: Key Factors of the Gender Information Framework
12:30P	Lunch: Embassy Square Hotel
2:00P	Small Group Work: Analysis of Case Example Using Six Key Factors
3:15P	Group Reports and Summary
3:45P	Close of this Session

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**SESSION 5:           Assessing and Handling Barriers to Incorporating  
Gender in PRE Activities**

**TIME:                1 hour**

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**OBJECTIVES:**

At the end of this session, participants will:

1.   be able to identify at least three project/program features that are frequent barriers to incorporating appropriate gender considerations into PRE projects; and
  2.   be able to select strategies for adapting PRE activities so that they do not inadvertently pose barriers to the appropriate participation of men and women.
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<b>Time</b>	<b>Activities</b>
4:00P	Plenary Session: <ul style="list-style-type: none"><li>●    Identification of Barriers to Women's and Men's Participation in PRE Activities</li><li>●    Identification of Strategies for Analyzing and Overcoming these Barriers</li></ul>
5:00P	Close of this Session

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**SESSION 6:            Rethinking PRE Policies with a Gender Perspective**  
**TIME:                    1 hour, 45 minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1.    have examined gender-differentiated implications for PRE project design of higher level objectives in AID's world-wide mission;
  2.    have used factors of labor, resources, income and expenditures in PRE project/program analysis to discover where gender is a significant variable in the documentation process; and
  3.    have worked through an analysis of constraints and opportunities afforded by gender differences in roles and responsibilities to improve the PRE programming process.
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<b>Time</b>	<b>Activities</b>
8:30A	Presentation and Group Discussion: Gender Implications in the PRE Policy Environment
9:15A	Small Group Work
10:00A	Small Group Reports: Summary and Discussion
10:15A	Close of this Session

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**SESSION 7: Gender Data in PRE 1995--**

**TIME: 1 hour**

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**OBJECTIVES:**

At the end of this session, participants will:

1. have examined PRE documents for areas where specific gender-disaggregated data will be necessary; and
  2. be able to include gender-specific indicators in PRE documents at all project/program stages.
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<b>Time</b>	<b>Activities</b>
10:30A	Assessing Needs for Information - Small Group Exercise
11:00A	Small Group Reports and Discussion
11:30A	Close of this Session

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**SESSION 8: Integrating Gender into PRE Activities**

**TIME: 2 hours**

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**OBJECTIVES:**

At the end of this session, participants will:

1. have practiced reviewing and modifying two sample PRE documents for the inclusion of gender considerations.
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<b>Time</b>	<b>Activities</b>
11:30A	Small Group Task: Revision of Case I <ul style="list-style-type: none"><li>● Project Identification Document</li><li>● Investment Proposal</li><li>● Scope of Work</li></ul>
2:00P	Small Group Task: Revision of Case II <ul style="list-style-type: none"><li>● Project (Concept) Paper</li><li>● Transaction Report</li><li>● Evaluation Report</li></ul>
3:00P	Close of this Session

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**SESSION 9:            Developing Recommendations for PRE's WID Action Plan**

**TIME:                    1 hour, 15 minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1. have developed recommendations for short-term, medium-term and long-term strategies to strengthen the PRE Bureau WID Action Plan.
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<b>Time</b>	<b>Activities</b>
3:15P	Plenary Session: Introduction and Review of the Current PRE WID Action Plan
3:25P	Small Group Session to Identify <ul style="list-style-type: none"><li>● Short-term Measures to Strengthen the Existing Bureau WID Action Plan</li><li>● Medium-term Measures to Improve PRE Bureau Systems and Procedures</li><li>● Long-term Measures (Vision Statement)</li></ul>
4:10P	Review and Synthesis of Recommendations
4:30P	Close of this Session

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**SESSION 10:      Workshop Evaluation and Closure**

**TIME:              30 minutes**

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**OBJECTIVES:**

At the end of this session, participants will:

1.    have reviewed the workshop content and process, and discussed ways of incorporating the material into PRE Bureau programs, projects and processes; and
  2.    have provided written evaluations of the workshop sessions.
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<b>Time</b>	<b>Activities</b>
4:30P	Written Workshop Evaluation
4:50P	Closing Remarks
5:00P	Close of Workshop

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PROJECT IDENTIFICATION DOCUMENT  
INSTITUTIONAL REFORM AND  
THE INFORMAL SECTOR (IRIS) PROJECT

EXECUTIVE SUMMARY

The Institutional Reform and the Informal Sector (IRIS) Project is designed to promote sustainable economic growth in 5 to 6 developing countries in two ways: (1) by identifying the legal and administrative impediments that limit growth and expansion of private enterprises in the formal economy, and (2) by assisting individuals in developing countries in the design and implementation of institutional reforms that will enable markets to operate more efficiently.

The Project addresses three related issues that are central to the effectiveness of economic development initiatives worldwide. One is the problem of identifying the institutional impediments that keep markets from operating efficiently and limit investment and growth. The second is the nature and role of the informal sector and its significance as a symptom of inadequate institutions. (The informal sector is loosely defined as entrepreneurs who, although operating outside the law, are providing legal goods and services.) The third is the problem of how to institutionalize reforms that will enable markets to operate more efficiently. Responses to the first and third problems require analysis of the second issue.

Recognition of the importance of these issues has grown considerably since the publication of Hernando de Soto's book, The Other Path, on the informal sector in Peru. This book has focused attention on the need to examine further the relevance of de Soto's arguments in other countries. It is in this context that the Bureau for Private Enterprise (PRE) has designed the IRIS Project. The project stresses problem identification and problem solving in a limited number of countries and, as such, is designed to have an impact on laws and regulations governing such areas as property rights, contract enforcement, and government licensing of business.

The principal purpose of the IRIS Project is to promote better laws and institutions that can facilitate broad-based, market-led economic growth in 5-6 target countries. To accomplish this purpose, the project will support three main activities:

- Collaborative Research and Technical Assistance

The first and principal activity is devoted to collaborative research and technical assistance in 5-6 countries. Its objectives are: (1) to identify legal and administrative bottlenecks which discourage private investment and contribute to the growth of informality, and (2) to solve specific problems through direct operational assistance to field missions and host country representatives.

- Short-term Training

The project will support short-term, in-country or third-country training on key topics dealing with institutional reform and the informal sector.

- Networking

The third project component will be to support networking activities between US and LDC researchers, practitioners, and policymakers. This will include establishing linkages between US and host country individuals to conduct collaborative research, collecting and disseminating relevant information, and sponsoring conferences and occasional publications.

## II. PROJECT DESCRIPTION

### A. Problems Addressed by the Project

The IRIS Project addresses three questions that are central to the effectiveness and success of economic development initiatives and that remain largely unexplored:

- (1) What are the institutional bottlenecks that constrain private sector-led, sustainable economic growth in developing countries?
- (2) What is the nature of the informal sector and what is its role in promoting economic growth with equity?
- (3) How does one get governments to commit to reform and how can these reforms be institutionalized?

#### 1. Institutional Impediments to Growth

To understand the process of economic development, it is necessary to appreciate the nature and role of institutions (legal, political and administrative) in shaping the environment and the possibilities for sustained economic growth in Third World countries. Institutions constitute the rules of the game that govern economic exchange: they can encourage or discourage investment and production, and facilitate or impede the effective functioning of markets.

Institutions play a key role in economic development through their effects on the costs of transactions which, in turn, influence the behavior of economic agents with respect to the allocation and utilization of economic resources. When laws and institutions provide for the effective protection and enforcement of property rights and other contractual arrangements, transaction costs are lowered, and markets are more efficient. If, on the other hand, the legal framework is inadequate, transaction costs are high and block the efficient development and operation of the market.

Efforts by A.I.D. to promote market growth have been hindered by institutional barriers, including lack of protection and enforcement of property rights; high costs for establishing or expanding a business; preferential access to credit; inadequate contract enforcement mechanisms; and inconsistent application of laws. The IRIS Project will address these types of problems by supporting identification of the key institutional (legal and administrative) barriers which are limiting entrepreneurial development and economic growth in different regions and countries of the world.

## 2. Nature and Role of the Informal Sector

Growth of the informal sector in LDCs is not a new phenomenon. International donor agencies and development professionals have, for many years, looked upon the informal sector as a potential source of employment and income for the poor, and have developed projects to assist the informal sector in gaining access to capital, training, and technical assistance.

More recently, however, attention has shifted to focus on the causes and characteristics of informality in the context of developing economies. This shift has come about largely as a result of the work of Hernando de Soto and the Instituto Libertad y Democracia (ILD) in Peru. De Soto has challenged traditional views of the informal sector as employer of last resort for the poor, and has focused instead on the entrepreneurial qualities of informality and on the institutional impediments to participation in the formal economy. (The informal sector is loosely defined as entrepreneurs who, although operating outside the law, are providing legitimate goods and services.)

De Soto views the choice between working formally or informally as a rational process ensuing from analysis of the relative costs and benefits of formal sector participation in the context of a highly complex and inadequate legal and regulatory environment. He argues that the low levels of growth of the economy arise from the "high costs of formality", which result in: low productivity due to inefficient specialization; low levels of productive investment; high taxes which discourage creation and expansion of business; and disincentives to technological progress and innovation. In short, the roots of underdevelopment can be traced in large measure to government policies and institutional impediments which raise the costs of transactions required for participation in the formal economy, and encourage exit into the informal sector.

Although evidence on the magnitude of informal sector activities in most developing countries is still scanty at best, preliminary studies suggest that some 40-50 percent of the GDP of developing countries may come from contributions made by the informal economy, and that this sector is playing and will continue to play a central role in the economic development of these nations. Moreover, the impressive magnitude of informal sector activities makes evident the enormity of the institutional dysfunction which is forcing so many economic participants into less than optimal investment and production conditions. The magnitude of the informal sector, however, insofar as it embodies the entrepreneurial energies of the poor, also points to the latent growth opportunities that might be exploited if the key impediments can be removed.

The IRIS Project can play an important role in promoting analysis of the role laws and institutions play in encouraging/discouraging participation in the formal economy, and in discouraging/encouraging entrance into the informal economy. For A.I.D. and other international development agencies, study of the institutional framework in individual countries is fundamental to understanding the causes of informality and underdevelopment in Third World countries.

The IRIS Project will assess the legal and administrative impediments to private sector growth reflected by informality as well as identify strategies for channeling the energies of the sector toward positive ends. It will focus resources selectively in a number of countries to explore who the informal sector is, what institutional deficiencies explain its existence and growth, and how these flaws can be corrected so as to allow broad-based private enterprise to flourish.

### 3. The Politics of Sustaining Pro-Growth Policies

In recent years, a growing number of developing countries have expressed their commitment to private sector initiatives and have recognized the importance of increasing the role of the private sector in the economy in an effort to reverse negative trends in economic growth. Yet, it is unrealistic to expect that it is only necessary to point out the impediments to growth created by these policies to bring about the necessary policy and institutional reforms. Moreover, economic policies, laws and regulations are often designed in response to pressures from powerful interest groups ("mercantilists" as de Soto calls them), or as a result of ethnic or strategic considerations. Consequently, many LDC governments are limited by political and other considerations in what they can change and in how rapidly they can institute the reforms required for promoting and sustaining pro-growth policies.

Unfortunately, the policies and programs of international donor agencies often have failed to pay adequate attention to the political and institutional constraints to reform. Critics of these programs argue that they are sometimes too abstract, and that they ignore crucial political and institutional aspects of implementing and sustaining policy reforms. The bottom-up or local ownership approach to implementing policy reforms has often been absent. For example, the structural adjustment programs of the International Monetary Fund and the World Bank often focus on "getting the prices right" in the short-term by adjusting exchange rates and eliminating price controls, while paying insufficient attention to institutional bottlenecks like ineffective legal systems or political coalition-building.

By focusing attention on the institutional constraints to economic growth in different Asian, African, and Latin American

countries, the IRIS Project will shed light on the political economy of reform, and assist in developing programmatic interventions in support of policy and institutional reforms that are implementable in particular developing countries. For example, research under the project will explore questions such as (a) what factors determine the political sustainability of policy reform programs in a particular country and how can these be influenced? and (b) what are the instruments or strategies for implementing bottom-up versus top-down approaches?

## **B. Project Goal and Purposes**

The goals of the IRIS Project are to assist US and LDC policymakers in (1) identifying key institutional (legal and administrative) impediments to private sector-led development, and (2) correcting these deficiencies through bottom-up institutional reforms that promote more effective functioning of markets and broad-based, sustainable economic growth.

The main purpose of the project is to promote better laws and institutions that can facilitate broad-based, private sector-led economic growth.

## **C. Expected Achievements**

The principal achievement of the IRIS Project will be improved laws and institutions in a selected number of countries. By supporting identification of key institutional impediments to private sector participation in the economy, as well as development and implementation of reform strategies, the project is designed to have an immediate impact on the institutional infrastructure of target countries. This impact will be made in such areas as property rights, contract enforcement, patents/copyrights, insurance, government licensing of business, and access to government services. This achievement will rest on the following expected accomplishments of the project:

### **1. In-Depth Understanding of Legal and Administrative Constraints to Growth in Selected Countries**

By supporting applied research in a selected number of countries on a number of legal and administrative constraints to investment by private sector enterprises, the IRIS Project will lead to a better understanding of the institutional constraints to, and the requirements for, sustained economic growth and development in specific countries. This knowledge base on the relation between institutions and economic growth can be used to support comparative analyses and further research in other countries. Moreover, the knowledge base created under the project will serve as the foundation for the development of other programs and interventions by international development agencies.

### **2. Expanded Cadre of Researchers and Practitioners in the US and in the Third World**

By supporting collaborative research, in-country training, and networking between US and LDC researchers and practitioners, the IRIS Project will mobilize additional US and LDC academic and technical talent and, thus, create an expanded cadre of experts in institutional analysis and strategy development. The objective of creating an expanded cadre of "neoinstitutionalists"

is twofold: on the one hand, the project will increase the pool of experts who can provide state-of-the-art technical assistance in an emerging field and who can be "tapped" by A.I.D. and other international development agencies; on the other hand, the objective is to promote local ownership of ideas by supporting a larger pool of individuals who can engage in research to identify specific impediments to formal participation in the economy, and recommend specific reforms in their own countries.

### 3. Effective Strategies for Implementing Reform from the Bottom-Up

The IRIS Project is expected to contribute to the development of more effective strategies for implementing reforms from the bottom-up. This will be accomplished in two primary ways: (a) through collaborative research and technical assistance to identify appropriate instruments or strategies for implementing reforms in particular countries, and (b) through operational support in the implementation of particular reforms. For example, the results of applied research in a particular country might indicate that, like in Peru, access to credit for informal sector entrepreneurs is limited by lack of property rights (i.e. lack of title to land or housing which could be used as collateral). In addition to identifying the problem (i.e. the particular pieces of legislation or paperwork which inhibit land titling), the project will also support evaluation of the best course for solving that problem (i.e. how to enable informals to register their land and how to mobilize support for such reform), and provide access to experts who can assist in implementing that reform (i.e. drafting a new land titling system and a credit mortgage system applicable to the particular country context).

Moreover, in order to promote a bottom-up approach, the IRIS Project will stress reliance on home country individuals with the knowledge and ability to carry out research and advocacy on issues related to institutional reform and the informal sector.

#### D. Outline of the Project and How it Will Work

The IRIS Project will have three essential components:

##### 1. Problem Identification and Problem Solving in a Country-Specific Context

The first and principal component of the IRIS Project will be devoted to: (a) identifying specific legal and administrative problems through collaborative research and technical assistance in 5-6 countries, and (b) solving specific problems through direct operational/technical assistance to field missions and host country representatives.

The main objective of this activity is to identify the institutional requirements for enabling markets to operate more efficiently in selected developing countries. To achieve this goal, the IRIS Project will address the following problems in 5-6 countries in Asia, Africa and Latin America:

- o Growth of Informality/Limits to Formality
- o Limited Private Sector Participation in the Economy
- o Inadequate Protection and Enforcement of Property Rights
- o High Transaction Costs/Low Levels of Investment
- o Inadequate Contract Enforcement Mechanisms

In analyzing the problems identified above, the IRIS Project will explore the following types of questions. Moreover, central to each of the questions identified below is the issue of strategy formulation and implementation, that is, how to get governments to commit to reform and how to institutionalize those reforms.

Question #1: What explains differences in the degree and composition of the informal sector (illegal enterprises pursuing legal means) among different countries? For example, (a) why is the informal sector some 50% of the economy of Peru and significantly less in other countries like Thailand? (b) what discrete groups make up the informal sector in different countries and why? and (c) which sectors of the economy are more informal in different countries and why?

Question #2: What allows certain private enterprises to flourish in LDCs? What accounts for the "excellence" of these successful enterprises? What types of informal enterprises have grown successfully into formal enterprises and what strategies did they pursue? Was gender or ethnicity a factor? What role did linkages between informal and formal enterprises play in this "graduation" from informality?

Question #3: How are property rights affecting economic growth in a particular country? For example, (a) what is the value/cost of informal property rights in securing access to finance for new investment in a particular sector or country? (b) do certain discrete groups have more access to property rights than others? (c) how are current patent and

copyright laws affecting technological progress and (d) how can these laws be improved?

Question #4: What is the level of transaction costs (e.g. government regulations) in a particular economic sector and what impact are they having on new investment and on expansion of current investment? What laws and regulations need to be revised to lower transaction costs and how can this be done?

Question #5: How are prevailing contract enforcement mechanisms affecting commercial relations, investment and economic growth in a particular country and how can these mechanisms be improved? Are these mechanisms applied differentially across discrete groups?

## 2. Short-Term Training

The IRIS Project will support short-term, in-country or third-country training for a cross section of policymakers and private sector researchers, practitioners and entrepreneurs from the formal and the informal sectors. Training will serve to foster discussion on the relationship between institutions and economic growth, build the capability of host country researchers and practitioners to carry out additional research, and develop strategies for reform. Examples of possible short-term training topics might include:

- o Transaction costs (laws, policies, regulations, information) and their impact on business growth
- o Creating a facilitative environment for private enterprise
- o Achieving excellence in private sector enterprises
- o Expanding the role of the poor as entrepreneurs through increased participation in the formal economy
- o Building support for institutional reform (public education/advocacy)

## 3. Networking in the US and LDCs

The project will promote development of informal networks between US and LDC researchers, practitioners and policymakers. This will be accomplished in the following way: The institution selected to administer the project will function as a brokerage firm dealing in the development of linkages between US and Third World research centers, and in promotion of collaborative

research efforts. It will serve as a center for information on questions relating to institutional reform and the informal sector. In addition, the institution will be responsible for:

- o collecting information on the state-of-the-art of institutional analysis and reform;
- o disseminating information on on-going research and field activities worldwide;
- o holding conferences and seminars;
- o sponsoring occasional publications.

### III. FACTORS AFFECTING PROJECT SELECTION AND FURTHER DEVELOPMENT

#### A. Social Considerations

##### 1. Socio-Cultural Context

Increasingly, the informal sector has come to be viewed as a symptom of institutional (legal, political, and administrative) barriers which distort the operations of the market and raise the costs of entry and financing of new firms. The result of these impediments and of the widespread informality is, in effect, limited economic growth due to low levels of investment, low productivity arising from inefficient specialization, and disincentives to technological innovation. At the same time, research on the informal sector has underlined the resourcefulness and enterprise of informal sector activities, and the potential impact of these activities on economic growth. While still scanty, available information indicates that in some countries informal sector activities may contribute from 40 to 50% of GDP. The economic implications of making these activities more productive and efficient are indisputable.

In this context, development of the IRIS Project is particularly appropriate because it addresses two related problems. One is the problem of institutional impediments to private sector participation in the economy. The other is the problem of implementing reforms to improve the efficiency and equity of markets. Both of these areas require thorough analysis of the informal sector and of the institutions which foster informality and hinder efficient markets.

##### 2. Impact and Beneficiaries

The level of resources applied through the IRIS project is limited relative to the need for this type of problem identification and problem solving support in developing countries. For this reason, the IRIS project will target a limited number of countries and address only a limited number of institutional problems. Nonetheless, the IRIS project will have a number of significant positive effects.

The IRIS project is designed to have an immediate impact on the institutional infrastructure that governs incentives and disincentives to private sector growth in selected target countries. This will benefit entrepreneurs in general, but will affect small and micro-entrepreneurs in particular because these groups tend to comprise a large segment of the informal sector in most countries. In addition, because women are key participants in informal sector activities, the project will benefit women in at least two important ways: (a) by focusing attention on the productive potential of women in economic development and, (b) by supporting strategies that focus on removing impediments to

private sector participation in the economy regardless of gender, and that rely on women and the poor as key political, economic and social actors.

In addition, because the IRIS project stresses local, broad-based (bottom-up) strategies for reform, it is expected to contribute to more effective donor interventions that are also more sustainable than traditional top-down approaches. Moreover, the knowledge base developed by the project on the relation between institutions and economic growth will serve as a point of departure and comparison for future programs by international donor agencies, policymakers in LDCs, and other development professionals.

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
MEASURES OF GOAL ACHIEVEMENT			
GOAL: Promote broad-based, market-led, sustainable economic growth in 5-6 countries	- Improved economic performance in project assisted countries	- Current articles/publications - Country statistical data	- Adequate and sustained commitment by host countries to follow reform recommendations
SUBGOAL: Assist US and LDC policymakers in (a) identifying key institutional impediments to private sector-led growth and in (b) correcting these institutional deficiencies	- Increased awareness of specific legal, regulatory and administrative obstacles to private participation in the formal economy of target countries - Greater knowledge of informal sector activities in target countries - Better understanding of political requirements for reform of specific impediments in target countries	- Project reports and records - Project evaluation - Publications - Donor policy statements	- Donor and LDC interest and commitment to incorporating project recommendations into development of future programs
CONDITIONS THAT WILL INDICATE PROJECT OBJECTIVES HAVE BEEN ACHIEVED - END-OF-PROJECT STATUS			
PURPOSE: Promote better laws and institutions in 5-6 target countries	- Reform proposals for revising key laws and regulations affecting property rights, contract enforcement, and government regulation of business	- Legislation - News media - Project records and evaluation	- Host country government is receptive to proposals
SUBPURPOSE: Develop knowledge base on relation between institutions and economic growth	- Increased awareness of impact of institutional bottlenecks on economic performance	- Donor policy statements - Publications	- Project life is sufficient to explore relevant questions
SUBPURPOSE: Develop pool of expertise in US and LDCs	- Expanded pool of individuals with expertise in institutional analysis and strategy development	- Roster of US and LDC individuals with relevant expertise	- Pool already exists but needs to be tapped by AID
SUBPURPOSE: Promote bottom-up development strategies	- Increased awareness by donors of political requirements for reform and decreased emphasis on traditional top-down approaches	- Donor policy/strategy statements	- Donors and policymakers are receptive to new approaches

LOGICAL FRAMEWORK  
IRIS PROJECT

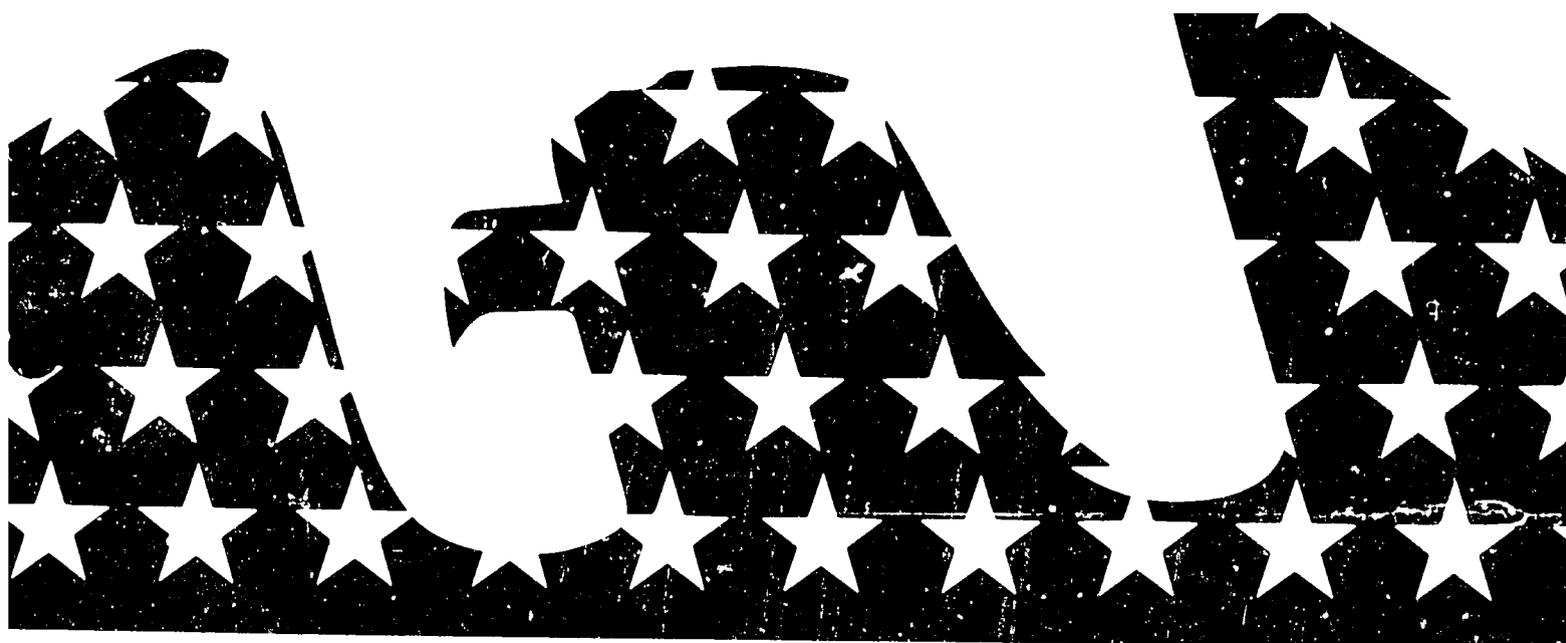
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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
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OUTPUTS	MAGNITUDE OF OUTPUTS		
- Expanded knowledge base on institutional constraints to growth in target countries	- 5 primary questions/problems identified and analyzed in 5-6 countries	- Project records - Publications	USAID and host country interest
- Product of training: increased number of indigenous experts	- Technical skills of researchers in 5-6 countries improved	- Training course records, i.e. course outline and list of participants	- Access to host country individuals with interest and ability to further research and advocacy activities on institutional reform
- Products of networking activities: conferences; information compiled and disseminated; increased linkages with Third World research institutions	- At least 1 conference per year	- Network support records, i.e. conference agenda, dissemination records, and publications	- US and LDC interest and demand for products of networking

INPUTS	FIVE YEAR BUDGET		
Technical Assistance	PRE 4.0 MN	- Project audit/evaluations	- PRE funding of project will continue
Training	PRE 0.6 MN	- Annual workplans	- USAIDs have sufficient interest and funding to support field work
Network Support	PRE 0.4 MN	- Project reports/publications	- Capabilities of grantee are adequate and responsive to AID requirements
	Mission buy-ins		

**A.I.D. Policy Paper**  
**WOMEN IN DEVELOPMENT**



**U.S. Agency for International Development**  
**Washington, D.C. 20523**  
**October 1982**

A.I.D. Policy Paper

# Women in Development

**Bureau for Program and Policy Coordination  
U.S. Agency for International Development  
Washington, D.C. 20523**

October 1982

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## Preface

This policy paper demonstrates how LDC women's concerns are to be integrated into AID's program. Other policy papers recognize various roles LDC women play. For example, the Food and Agriculture paper highlights women as agricultural producers, farm laborers and family food providers, and recommends an expansion of their opportunities in the food-related and agriculture fields. The Water and Sanitation paper recognizes women's stake in the provision of clean water and sanitation for the community. The Nutrition paper points out that since women's income is most likely to go toward food for her family, improving nutrition through increased income generation should focus on women. The Private Enterprise paper establishes four priorities for AID's investment (agriculture, agribusiness, small scale industries and private sector service enterprises), all of which are important areas for women's involvement. But, unlike most of AID's policy statements, the Women in Development Policy is cross-sectoral; it is meant to provide the policy framework and overall practical guidance for each sector and for the Agency as a whole in its efforts to incorporate women into the total development process.

## I. Summary of AID Women in Development Policy

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

- a. overall country programs and individual project designs which reflect the distinct roles and functions of LDC women as they relate to project implementation;
- b. strategies for explicitly benefiting women and girls in all sectors within countries, and in all projects within sectors which are developed and implemented as an integral part of AID's work;
- c. sex-disaggregated data collection, gender-specific social-soundness analysis and economic analysis, monitoring and evaluation.

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

(3) AID recognizes that the productivity of women is important to personal, family and national well-being. Women's increased productivity depends on their improved access to resources,

e.g. land, improved farming techniques, information, employment; therefore,

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

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

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

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

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

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

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

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

c. women's contribution to agriculture;

d. fuel and water needs and sources;

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

(7) AID recognizes that most LDC's have endorsed the goal of further integrating women and girls

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

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

## II. Introduction

Nearly a decade has passed since Congress first introduced the subject of women in development into AID's program. The 1973 "Percy Amendment" to the Foreign Assistance Act required that the U.S. bilateral assistance programs:

*"be administered so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economies of foreign countries, thus improving their status and assisting the total development effort."* (emphasis added)

This legislative mandate and the extensive women in development literature make two basic points. The first point ("*. . . thus improving their status . . .*") raises the social or equity issues which derive from women's status relative to men in many countries. It stresses the need for development planners to be sensitive to the ways in which modernization may negatively affect females in society. This approach casts females as beneficiaries of development, and focuses on the need for planners to guard against negative effects of their projects on women.

The second point ("*. . . and assisting the total development effort*"), the economic or efficiency issue, focuses on women as active contributors to and agents of economic development, and actively seeks to enhance women's participation in the process. This approach emphasizes women's economic roles. It stresses the need to enhance their productivity, raise their incomes and promote their access to economically productive resources as a means to achieving overall national economic growth. While both arguments are important and both serve to guide AID's interpretation of the women in development policy, AID's primary concern is to fully comprehend that the

*pace of development and the quality of its outcome* is greatly dependent on the degree to which women and girls fulfill their potential contribution and share in society's gains.

Of course the primary responsibility for ensuring the participation of both women and men in development rests with LDC governments and the people themselves. But it is clear that foreign donors such as AID can play a part in the process. AID must now move beyond its initial activities, and provide leadership in ensuring that women have access to the opportunities and benefits of economic development.

The major challenge for economic development is the need to make more efficient use of scarce resources. Women and girls are resources for development whose contribution to development is already substantial. Yet their contribution would be dramatically enhanced if they were better educated, in better health, and had better access to training, services and jobs. Therefore, to pursue a development planning strategy *without* a women in development focus would be wasteful and self-defeating—wasteful, because of the potential loss of the contribution of vital human resources and self-defeating because development which does not bring its benefits to the whole society has failed. The underlying premise of this paper is that, for AID to undertake an effective strategy that promotes balanced economic development, a focus on the economic participation of women in development is essential.

## III. Rationale for Women in Development Policy

One of the premises of AID's women in development policy is that gender-roles constitute a key variable in the socio-economic condition of any country—one that can be decisive in the success or failure of development plans. Research from the last decade portrays a fairly consistent pattern of findings that in most developing countries, females differ from men in their:

- access to and control over productive resources;
- stakes in development outcomes;
- responses to incentives introduced to encourage development

Briefly stated, the constraints which women face in the task of self- and therefore national-development are often different constraints than those men face. The particular ways in which females are constrained function as limitations to the overall development process itself. Some constraints relate to cultural norms of physical mobility, while others derive from the predominant sexual division of labor and the consequent segregation of women in the economy. Time can also act as a constraint when women must fulfill

child care, home production, and market responsibilities.

The implications of these differences for development planners are substantial. The experience of the past ten years tells us that the key issue underlying the women in development concept is ultimately an economic one: *misunderstanding of gender differences, leading to inadequate planning and designing of projects, results in diminished returns on investment*. Gender, therefore, is a critical category of analysis in AID's work, one which has not received sufficient attention to date.

#### **A. Access to and Control Over Resources: Gender Differences**

Although there are regional variations, in most countries and within most ethnic groups it is much more difficult for women to: own land; obtain credit; receive training and information; and obtain new technologies. If these constraints are not overcome women's productivity will decrease and their economic independence will decline.

Attempts to raise overall output and to achieve national self-sufficiency will be thwarted.

For example, even though there is now sufficient evidence to prove women's substantial contribution to agriculture in many of the countries of the world, there is equal proof that these women are often farming without benefit of the improved inputs and services required for a more productive and remunerative agriculture. The paradox is most obvious in the African setting, where it is estimated females do 60-80 percent of all agricultural work. Yet these same females are rarely systematically targeted for: training, extension, research, technology, or improved inputs. It is predictable, then, that efforts to improve access to resources and thereby to increase productivity in the agriculture sector will need to be better directed to the female population, if goals for growth are to be achieved.

#### **B. Stakes and Incentives Related to Productivity: Gender Differences**

There are also important gender-role differences affecting the way members of the society respond to incentives introduced to encourage development and the degree to which they perceive a stake in the outcome of a development intervention.

Gender-roles are strongly associated in most regions with such tasks for daily survival as water-bearing and fuel provision. For example,

- in the numerous areas where water-carrying is traditionally women's work, it is crucial to understand the greater stake women may have in a project designed to improve water availability;
- certain types of environmental degradation (deforestation, soil erosion) also may bear more heavily on the lives of women and girls if, for example, their traditional responsibilities for pro-

viding fuelwood are affected. Where females supply the household with fuel, women, not men, may be largely contributory to the fuelwood/deforestation crisis—and at the same time women and girls may have the greatest stake in finding a solution to the problem.

Knowledge of these gender-role patterns will assist project planners to maximize the chance of project success. Introducing incentives for change which are specifically adapted to gender-roles, and are therefore based on a proper assessment of the stake the population feels in the outcome of project, are critical to success.

For this reason, the accuracy and utility of descriptive terms which AID uses to describe target populations are questionable without gender distinctions. Employing aggregated terminology such as "family labor," "hired labor," "farmers," "youth," "children," and others, may mask key sex-linked aspects or social and economic behavior and may contribute to incorrect assumptions about the population in the conceptualization and implementation of projects.

Reliance on the *family* as the level of analysis in social data collection for instance, also contains inherent risks of misinformation. Often *intra-family* dynamics related to distribution of resources and division of labor by sex and age will be overlooked; these intra-household dynamics have critical implications for the successful implementation of projects.

An example is useful here. There is a predominant misperception about disposition of income within poor families which has persisted and given rise to critical miscalculations in project planning. This is the assumption that household incomes are:

- dominated by the contribution of a male "breadwinner,"
- pooled with other supplementary income earners (women and children), and
- redistributed within the family according to need.

This has led project planners to establish such objectives as to "raise family incomes," "improve family living standards," and "increase family resources."

However research findings for Sub-Saharan Africa, the Caribbean and South and Southeast Asia, indicate that the prevailing pattern of household economics is quite different. In fact there is a pattern of separate and distinct income streams and expenditures, where males and females meet financial responsibilities to the family individually with little or no access to each other's cash or other resources. Furthermore, studies indicate that it is often from *women's income*, not men's, that the basic survival needs of the family (food, health care, education,

maintenance of property) are met.

In some cases this type of family dynamic is a carry-over from tradition, one which has been misperceived and misunderstood by generations of outsiders. In others it is a relatively new pattern resulting from socially dislocating factors like migration, leaving women for at least part of the year as heads of households. In either event, income needs and income sources within the family require analysis which goes beyond preconceived and often erroneous assumptions about household behavior. A thorough understanding of the gender-related dynamics of: decision-making, resource allocation, and financial responsibility within the household is imperative if a Women in Development Policy is truly to be implemented by AID. Miscalculations derived from ethnocentric assumptions about women and imprecise social analysis will have negative consequences for project design and implementation.

#### IV. Women in Development Policy Issues

##### A. Agricultural Development

Women are the majority of the Third World's rural population. The small farmer producing food in Third World countries is, increasingly, a woman. The worldwide demographic and social changes which have occurred in tandem with Third World development have worked to push women into the agricultural sector, rather than out of it as was the case historically in many of the developed countries.

In the Andean region, women engage in agricultural field work, especially planting and weeding, processing of agricultural products, feeding, grazing, milking and shearing of animals and to a great degree in marketing (Deere & Leon de Leal, Bourque & Warren).

In Cameroon, the existence of women's farming systems, separate and distinct from those of their husbands' and fathers', and women's crops, has been described and analyzed (Guyer; Jones).

In Kenya, the productivity of women farmers compares favorably to that of men who receive equivalent farm services (Staudt).

In India, the participation of women in reforestation programs and in milk production schemes has been shown to be an important source of household income, particularly for those with limited resources (Dixon; Jain).

Therefore, steps must be taken to ensure that the new technologies and resources which are part of development assistance in the agriculture sector actually reach women. There has been little evidence in the past decade of "trickle-across;" in fact resources allocated to "the farm household" typically reach men rather than women. Male agricultural extension agents provide information to groups of male farmers; women farmers get the

knowledge of improved technologies second-hand, if at all. Credit is given to those who own land; women in most countries, however, till land which is owned by their husbands, fathers, and brothers. Furthermore, steps must be taken to ensure that control which women may have over resources is not threatened or eliminated by reallocation of such resources to others. Finally, women's participation in agriculture must not be defined solely in terms of their labor; the benefits of that labor should also flow to women.

It is especially important, in the transition from subsistence to commercial agricultural systems, that the traditional concept of reward for labor be retained. In Cameroon, for example, men were allocated the resources (land, water, seeds, information) to enable them to produce rice for sale. Women were expected to carry out the tasks of transplanting and harvesting this rice and, at the same time, to continue their traditional cultivation of sorghum for their family's subsistence. Unavailability of women's labor became an unanticipated constraint to the expansion of commercial rice production and therefore to the desired improvement in standards of living in the area (Jones). Better pre-project analysis as well as implementation monitoring systems which enable women to communicate directly to project management, can help to prevent repetition of such cases. Farming systems approaches to agricultural research—*where researchers get directly in touch with rural women*—offer another avenue for seeking women's inputs into the definition of agricultural problems and possibilities. It should be noted however that experience has shown that this access to women farmers often requires special efforts; these must be planned for in the research design.

Other areas of agricultural and rural development activity which primarily involve women are those of food storage, processing and, often, trade. Women perform storage and processing tasks as part of their household maintenance duties as well as for cash incomes. Women engage in the trade of both processed and unprocessed agricultural commodities (both food and fiber) for profit. For example, Caribbean women higglers and hucksters are the mainstay of inter- and intra-island food trade.

In efforts to reduce postharvest food losses and to increase the amount of private sector activity in the rural areas, it is important to keep the role of women in these activities in mind. Addressing the problem of information transfer in methods of improved storage and processing technology will be part of the solution; training of women extension agents will help in this process. And developing techniques and technologies of postharvest food preservation and storage which are accessible to

women, and which can be maintained by them are equally important.

As efforts get underway in many developing countries to reduce the role of public agencies in food marketing, it is essential that women be given opportunities for greater roles in these markets.

Their participation should be especially encouraged where they can provide marketing services efficiently and effectively at low capital costs.

To summarize, the key elements of AID's policy concerning women in agricultural development are that:

1. The sex- and age-linked division of labor by crop and ethnic group must be fully comprehended as a basis for all project planning.

2. Male and female differentials in access to and control over key productive resources must be understood and planned for in projects. These resources include:

land • capital • labor • credit • information • seeds • tools • fertilizers • water • fuel

3. The specific farming responsibilities which are uniquely and particularly assigned to female members of the household/society must receive an appropriate share of attention in project identification, design and implementation. These may include:

"women's animals" • "women's crops" • weeding • transporting • marketing • preserving • processing • storage

4. Explicit strategies to address gender-role aspects of farming must be built into all projects where outreach to farmers is attempted (extension, training, research, etc.). In particular, integrated services to address females' multiple responsibilities in farm households are required. These would include:

human nutrition/health • animal nutrition/health • farm management • family resource management • time/labor saving technologies

#### B. Employment and Income Generation

In the past decade, development activities that have targeted women as beneficiaries have been primarily focused on women's reproductive, health and nurturing roles. Projects aimed at directly increasing women's income have typically been small in scale with little attention paid to effective marketing or long-term viability. Such small-scale income generation programs, which effectively stand outside the mainstream of development planning, do little to address the long-term economic needs of low-income women. Furthermore, large-scale development programs often have not accounted for the actual economic roles women play or attempted to enhance these roles. The consequences have been to keep women in the unproductive sectors of the economy,

underutilizing their capacity, and contributing to the failure of programs.

Poor women in developing countries bear major economic responsibilities, yet they are generally less well educated than men and have less access than men to modern productive resources. Thus they often fill jobs which require little skilled work and are among the lowest paying. General trends in Third World countries show that the percentage of women, although low in the formal labor force as a whole, is disproportionately high when one looks at the service sector. In all regions except Africa, where women tend to concentrate in agriculture, more than a third of working women are confined to service occupations. The data from Latin America show quite dramatically how the ranks of women in the labor force are swollen by their entry into service sector, where they fill the menial jobs, primarily as domestics.

Informal labor markets have always existed in developing countries but the increased population and the inability of the formal sector to accommodate the expanding labor force has pushed more people, especially women, into seeking employment in the informal sector. The size of the informal sectors in cities such as Bombay, Jakarta, and Lima varies from 53 percent to 69 percent of the working population of those cities. Female workers are disproportionately represented. In India, between 41 percent and 49 percent of the female labor force participates in the informal sector, while only 15 percent to 17 percent of the male labor force does so. (Mazumdar 1976, ICSSR 1975).

Therefore, in the *formal sector*, AID must encourage attempts to break the pattern of women's relegation to low-productivity occupations with no growth potential. AID can accomplish this by designing into projects the expansion of employment opportunities in sectors where women have not traditionally worked, and in those relatively new sectors of the economy where gender-specific work roles are not yet entrenched. In addition, AID can support and fund occupational training programs for women at two basic levels:

- Technical and industrial skills programs should be used to prepare younger women for entry into profitable employment sectors where there are shortages of skilled workers.

- Management skills programs should be used to prepare women for entry into white collar occupations which require knowledge of basic accounting, and administrative skills.

For the *informal sector*, a variety of programs for small entrepreneurs and micro-enterprises have been successful, and AID can adapt them for women. AID's decision to focus on technical assistance and/or provision of credit through financial intermediaries must depend on the par-

particular situation. However, in many countries there are substantial numbers of self-employed women, particularly in micro and small industries, who will gain from enhanced managerial, administrative and financial skills, as well as from the formation of cooperative institutions.

Other factors which are relevant to AID's approach to women's employment and income generation are:

#### 1. *Measurement of Women's Economic Activities*

Current information on women's productive activities in their national economies not only masks the contribution women make, it also masks the division of labor and the roles women play. These data collection practices are disadvantageous to women because:

- they exclude activities connected with household production of goods and services which are not actually sold on the market, and
- because women are more likely to be misclassified as economically inactive since the reference period or time frame in which women perform work often does not conform to the standard reference period used in data collection; women's work is more often than men's, home based, seasonal, and therefore elusive to categorize;
- for status reasons both men and women often deny that women "work".

AID's reliance on standard statistical measures of female economic activity must be tempered with knowledge of the substantial limitations of these data. Wherever possible, efforts to supplement national census data with more recent and microlevel surveys and other research data should be undertaken.

#### 2. *Migration*

For several decades increasing population pressure, rural poverty and, more recently, the high wages offered in countries with labor shortages have caused men to emigrate from rural areas in search of wage labor in the city or in another country. As a result, women's roles are changing rapidly in rural areas. Rural women are being called upon to increase their work loads, to take over important decision-making roles, to organize cultivation, and to ensure that the decisions they make in economic matters are implemented. AID's investments in rural areas must be made with full knowledge of these effects of migration and the concomitant increase in number of households which are female-headed.

Though men still predominate among migrants to urban areas, the number of women migrating is increasing, especially in Latin America and a few African and Asian countries. As compared to the men, the women immigrants have a lower educa-

tional level and face a very limited labor market. In Latin America they usually become street vendors or domestics. Whereas long-term male migrants are more likely to achieve upward mobility, the female either remains at the same level or her situation worsens. Special programs of non-formal education and vocational training must be provided to help these women develop skills for employment in the formal sector and increased income earning opportunities in the informal sector.

#### 3. *Displacement of Female Workers by Technology*

The introduction of labor-saving technologies in many developing countries has resulted in the displacement of large numbers of unskilled rural and urban female laborers (e.g., rice milling, grain grinding, food processing, and the mass production of handmade items). In cases where mechanization has resulted in a decline in traditional sources of income for females or in reductions in female employment, mechanization can provide new employment for women only when they are trained and encouraged to enter the industry. The choice of mechanization in the agriculture sector, for example, should be made selectively, where economically justified and where the selected technologies are appropriate to the setting.

#### 4. *Women's Organizations*

Typically, organizations selected to undertake income generating activities for women have had little technical expertise and yet have been selected because they are organizations exclusively of women. The objectives of these programs tend to be welfare-oriented and ill-defined; their activities often fail to provide women with real opportunities for generating income over the long-term. AID should support the upgrading and development of implementing institutions based on their *technical capability* or *potential technical expertise*. AID will support the funding of women-specific organizations only to the extent that they meet this criterion.

### C. *Human Resource and Institutional Development*

#### 1. *Education*

The education of women and girls has been called by the World Bank "one of the best investments a country can make in its future growth and welfare" for the following reasons:

- The better educated the mother, the less likely the child is to die in infancy. The children of educated mothers are better nourished and healthier.
- The children of educated mothers are more likely to succeed in school, more so than if only the father is educated. Their daughters are more likely

to attend school, do well and graduate.

- Educated women are more receptive to family planning and tend to have later marriages and fewer children.
- Primary education opens the way to further education or vocational training in agriculture, health services, etc. and, thereby, increases the opportunities to find remunerated employment.

All these facts are increasingly recognized, yet the number of female illiterates grows at a pace faster than males. Two out of three of the world's illiterates today are women. The following table presents literacy rates for selected countries in which AID works; only in Latin America is the skew less severe.

Number of Literates in the Population Over 15 Years (by Percent)\*

Country	Year	Male	Female	Total
<b>Africa</b>				
Kenya	1980	64.3	35.1	49.6
Liberia	1980	42.2	9.3	25.4
Somalia	1980	10.0	0.5	5.2
Zaire	1980	77.2	39.4	57.9
<b>Asia</b>				
Bangladesh	1974	37.3	13.2	25.8
India	1971	46.8	18.9	33.4
Nepal	1975	33.4	5.0	19.2
Pakistan	1972	29.6	10.3	20.7
<b>Latin America</b>				
Ecuador	1974	78.2	70.4	74.2
Guatemala	1973	53.9	38.5	46.1
Honduras	1974	58.9	55.1	56.9
<b>Near East</b>				
Egypt	1974	53.6	22.4	38.2

\*Source: UNESCO Statistical Handbook 1981.

Third World countries increasingly accept the importance of education for their populations. Yet girls are still impeded in their access to education by:

- competing household and child care tasks and responsibilities. In poor families both boys and girls must work, but girls have the added responsibility of caring for younger siblings.
- parents' negative attitudes toward educating daughters. There is the fear that education will make girls less compliant and, therefore, less marriageable. Educating daughters often is considered a poor investment by the family.
- shortage of schools. In countries where schools

are segregated by sex, there are disproportionately fewer girls' schools.

- distance from schools, especially upper-primary schools. Many village schools are incomplete, offering only the first three or four grades.
- shortage of female teachers who can encourage girl students and provide role models. Housing for female teacher-trainees and teachers is often inadequate in rural areas.
- earlier marriage age for girls keeps them out of school or forces them to leave school at a younger age.
- lack of provision for girls to re-enter school once they have dropped out.

A variety of direct and indirect programs have been established in some countries to overcome obstacles such as programs to improve attitudes towards female education. Financial rewards and other incentives can be provided to schools and teachers with high female enrollment in their classes. Women must be recruited for teacher training programs and encouraged to teach in rural areas. Alternate child care arrangements will release young girls so they can attend school. However, no significant progress in either raising the levels of education in society as a whole or in increasing upward mobility for women is possible without a major increase in the number of girls successfully completing primary and entering academic secondary schools.

## 2. Population, Health and Nutrition

Among the most important goals of development are better health, improved nutrition and reduced fertility. In their multiple roles, women play a central part in strategies to improve health, raise nutritional levels and reduce population growth. Investments in these areas and in education are the basis for the development of human capital.

It is not possible to achieve the necessary changes in nutrition, health and population growth without understanding and addressing the roles of women. In places where the norms prescribe for a woman the role of child bearer as the primary means of attaining status, where female children find their educational prospects limited, where early marriage is the rule rather than the exception, daughters are typically condemned to the same conditions which circumscribed their mothers' lives. If fertility is to be reduced through the use of voluntary family planning services, it is necessary to address, through other development efforts, those factors which may militate against women's understanding of and ability to utilize family planning. Of the factors bearing on women's reproductive behavior, their education and their access to and control over resources and income are particularly significant.

### 3. Institutions

Viable self-sustaining institutions at the local, regional and national levels (both public and private) are critical elements in development. Unions, cooperatives, credit and lending associations, and markets are examples of institutions that greatly benefit from women's active participation, while at the same time benefitting women. To the degree all LDC institutions include and represent women as well as men they will succeed in providing access to key resources and ensuring the full development of human capital. Women who combine the skills provided by modern education with an understanding of the traditional values and local realities affecting women contribute a great deal to successful development programming. Thus AID must take measures to provide access for women to training programs and higher education, especially in the management and administration of the sectors, to prepare them for positions from which they can influence policy formation.

Additionally, since most countries today have governmental agencies assigned to address the needs of women, AID should regard these entities as channels for both obtaining and disseminating information about women as well as potential vehicles for carrying out projects to enhance women's economic productivity. In countries where, women's issues can *only* be addressed in a segregated context, these women's bureaus can also provide an appropriate institutional contact to inform and advise AID in its women in development efforts. AID recognizes, however, that in most countries it is the functional ministries that bear primary responsibility for integrating women into their programs—and for ensuring the relevance of their programs to the particular needs of women and girls—in order to ensure the success of their overall activities.

#### D. Energy and Natural Resource Conservation

In the villages of the Third World, women are important providers and consumers of energy. Traditionally, animal and human energy have been used to plant, harvest and prepare food, and to obtain fuel for warmth and cooking. It is usually women and girls who collect the wood, dung and crop residue used for these purposes. In effect these women are caught in a kind of vicious circle. In order to obtain fuel for the household they must expend their own energy. As fuelwood shortages increase their situation is aggravated. More and more human energy is required to travel greater distances to collect fuel or to generate cash income to pay for fuel. In effect, human energy is substituted for another form: woman's labor must increase in proportion to the ever-decreasing supplies of fuel while women's available energy for labor is increasingly being taxed.

If women are to participate effectively in the development process, the energy they expend for such activities as obtaining fuel must be reduced by access to more convenient fuel sources; this frees energy for other productive activities. Any development project which proposes to add to women's workload without commensurate energy savings can be expected to fail.

Women, therefore, have a large stake in the success of AID's reforestation projects which can provide not only fuel, but food, fodder and medicines, as well as a cash return. Rural women have been shown to be very knowledgeable about the attributes of both familiar forest products and new rapid-growing trees for forest plantations. Women, however, cannot be expected to care for the seedlings and young trees if the primary benefits will accrue to others. Only if women share the control of forest product distribution will they have the incentive to participate in reforestation.

Several other cautions are in order. The adaptation of fuel conserving stoves and other energy- and labor-saving technologies to village life has proven to be extremely complex.

- Fuel conserving stoves have been slow to be adopted for a variety of reasons. For example, though the smoke of the old stoves is considered deleterious to the family's and particularly the women's health, it also keeps the insects away.
- Solar cookers are of use only in the heat of the day when many women may prefer not to cook or need to be working away from the house.
- Biogas digesters have proven adaptive for pig-raising since pigs can be penned and fed fairly easily. In a cattle-raising society, however, either fodder for the cattle must be collected or the dung must be collected if they graze. Either activity adds time to a woman's already long day.
- Labor saving technologies have displaced poor women from some of their traditional means of livelihood. The spread of mechanized rice mills in most of Asia, though a boon to the overworked women on the medium and large farms, has left many poor women destitute. Traditionally these poor women derived some income from hand processing rice, but it is now predominately men who own and work the mills.

In one Asian country, Bangladesh, a few rice mills have been set up under the management of women's cooperatives with cooperative members employed to run the mills. And in Egypt, some women in one village have organized to bake bread for the rest of the community using solar ovens which, though very economic in terms of fuel costs, are too time-consuming for individual households. Therefore these new technologies can provide the basis for small-scale enterprises with

long-term viability and economic return for village women when appropriately conceived and implemented.

### E. Water and Health

AID recognizes that success of water and sanitation programs depends in large measure on the ability and commitment of people to use, operate and maintain the systems properly. What is not clearly understood by project planners is that the relation between water and health is primarily a women's concern.

As mothers, women are the traditional family health guardians and teachers of hygiene, disease prevention and sanitation. And as mothers they are largely responsible for the care and raising of children. Thus the high prevalence of waterborne and parasitic diseases, health problems due to contaminated water, and consequent high infant mortality rates are critical concerns to women.

Women, therefore, have a strong stake in the establishment of water and sanitation systems and an equally strong incentive to make sure the systems are adequately and continuously maintained.

#### 1. Water Use

Women as primary users and haulers of water can and should play a significant role in promoting community acceptance of improved water supply and sanitation programs. As primary water users the question of access is usually of more importance to women than to men. Will the location of the water source mean an increase or decrease in the time spent fetching and hauling it? Furthermore, numerous social and religious restrictions exist in many regions which may dictate restrictions (as in the case of installation of latrines) which will virtually prohibit men and women, or men and children from using the same facilities. Or the facilities may be situated too far from the home so that women will not or cannot use them. A lack of awareness of these sorts of traditional attitudes can lead to the failure of water and sanitation projects.

#### 2. Water Management

Once a water supply system is brought to a village, a number of questions arise regarding its use. Will it be used primarily for agricultural and irrigation purposes? The need for sufficient available water for domestic use and for women's use in their small home gardens, where much of family's food needs are met, should not be overlooked. Women and men must not be put into competition with each other over limited available water. Involving local women in early management and water-use decisions, in regard to both domestic and agricultural uses, is critical and ultimately will be beneficial to the entire community. Wherever feasible water and sanitation

projects should include a plan to train community workers—women as well as men—in the actual construction, operation and long-term maintenance of systems. Teaching women to maintain the water source can lead to long term cost savings.

#### 3. Time Allocation

The time saved from water collection is especially important to women and to the community. Frequently women use this saved time in expanding or initiating more economically productive activities—like income-generation. AID Impact Evaluation Report Number 32 states that with the installation of piped water systems women in one village in Panama actually *doubled* their monthly output of small home-produced goods.

### V. Implementation of the Women in Development Policy

The responsibility for implementing AID's Women in Development Policy rests with all of AID's offices and programs, at all levels of decision-making. Implementation of this policy must be understood to be an important qualitative aspect of AID's overall program, one which is crucial to the achievement of the Agency's goals. It is not a concern which can adequately be addressed in any one sector alone, or by any single office or officer.

Several factors may constrain AID's implementation of the Women in Development Policy. These are:

- inadequate data on women's actual economic roles and a lack of experience in targeting women for other than welfare-type assistance;
- imputed or real sensitivities on the part of some host governments to interventions which explicitly address gender differences in the population;
- the cross-cutting nature of the Agency's women in development policy which precludes convenient compartmentalization of the issue.

In light of these constraints, AID's Women in Development Policy should be implemented through the following approaches:

#### 1. Women in Development Activities in AID's Projects

Effective implementation of AID's Women in Development Policy depends on the policy being reflected throughout AID's portfolio. This shall be done by:

- a. introducing gender distinctions in the terminology employed in all of AID's program and project documents in order to define more precisely the social context and impact of AID's work.
- b. disaggregating by sex data collected for AID's country strategy formulation, project identification, project design and throughout the life of projects. This prepares the way for soundness of pro-

ject implementation and provides a basis for measuring success/failure in gender-related terms.

c. relying on sex-disaggregated social soundness analysis to *inform* (not merely justify) the project development process.

d. requiring AID's country strategy, project identification and planning documents (CDSS's, PID's, PP's) to *explicitly* describe strategies to involve women, benefits and impediments to women and benchmarks to measure women's participation; providing substantive analysis of these statements during the process of their review.

e. requiring AID's consultants to address women in development issues by introducing this requirement in their scopes of work.

f. increasing the number of LDC women involved in AID's participant training programs.

g. evaluating and assessing the impact of AID's programs and projects according to gender differentials—both in relative and absolute terms—with regard to improvements in access to and control over resources and predicted benefits and returns.

WID projects and WID components of projects will continue to constitute a mechanism for the Agency to reach women, in circumstances where:

a. access to females in an integrated setting is constrained by cultural conditions;

b. where segregated institutions or facilities are the norm;

c. where experimental or model activities are being introduced and a controlled sex-specific environment offers the best hope of success.

For definitional purposes in AID, separate "women-only" projects or components of projects which are exclusively designed to directly benefit women *economically*—are differentiated from projects which provide *services* to women such as maternal-child-health, family planning services, etc. The former meet the criteria for a "WID project" in reporting Agency funding levels in women in development. The latter, services to women, do not.

## 2. AID's Women in Development Office and Women in Development Officers

AID's Office of Women in Development, in the Bureau for Program and Policy Coordination, will continue to serve as the Agency's focal point for disseminating relevant information, providing technical advice on specific women in development issues, granting supplementary funds to missions and outside groups to support women in development projects, components of projects, and data collection and analysis.

a. The Office will offer technical support to AID missions and bureaus to enhance their capacity to implement the Agency's women in development

policy by participating in CDSS, PID and PP reviews; by consulting with mission and project staff during TDY's, and by contributing a women in development perspective to the Agency's overall policy development and evaluation efforts.

b. The Office will grant additional funds to AID's missions and outside groups primarily to support field projects where women in development concerns are addressed. Additionally, these funds will be used to support new and/or experimental initiatives where direct economic benefit will be achieved.

c. The Office will, together with other PPC offices, fulfill the coordinating function for AID with the other donors, UN agencies and non-governmental organizations which are implementing their own women in development programs.

d. The Office will commission, compile and disseminate written resources on subjects related to women's economic and productive roles in LDC's, to inform and advise the Agency on scholarly findings and practical results from worldwide women in development activities.

e. The Office will seek to systematically collect, bank, assess and exchange experiences in implementing AID's women in development policy in projects and programs.

f. The Office will continue to work in cooperation with Title XII and other universities, the Bureau of the Census, the Department of Agriculture and other public and private institutions to engage their expertise in implementing AID's policy on women in development through activities which provide information exchange, research, training and technical assistance to missions and private groups involved in development.

AID's women in development officers in bureaus and missions will inform and advise Agency staff and others on effective ways to implement the Agency's policy.

a. WID officers will be selected based on their knowledge of the subject of women in development in the setting to which they are assigned, their knowledge of the Agency's women in development policy, and their ability to act as resources to other staff and contractors in effectively translating the policy into operational terms.

b. WID officers will function as resources for the planning and implementation of work AID is undertaking in *every* sector. They should not be restricted to a single sector such as health, family planning or working with PVOs.

c. WID officers should seek out and make contact with groups and individuals who are actively engaged in women in development activities—including host country government of-

officials and leaders, women leaders in the public and private sectors, scholars and researchers, project personnel and community members who have knowledge of women in development issues.

### **3. AID's Support for Other Donor and Host Government Women in Development Activities**

The United Nations Decade for Women (1976-1985) has been instrumental in focusing international attention on women's issues as well as encouraging specific national measures for women in many countries. The sub-themes of the UN Decade for Women—employment, health and education—have important development implications and serve to guide many national governments in establishing priorities for action in women's programs.

Many LDCs now have women's bureaus within their government structures. These national

machineries for the advancement of women—as they are termed by the United Nations—are important to AID in carrying out its Women in Development Policy. Whenever appropriate, women's bureaus will be encouraged to undertake activities such as collecting information on women to supplement existing macro-data sources, carry out action projects which increase women's economic self-sufficiency and encourage leadership by women leaders and scholars. AID will actively support LDC efforts to strengthen women's organizations and bureaus by granting funds and providing technical assistance as needed.

AID through its missions will support and encourage the work of regional UN organizations such as UNECA, UNESCAP and the U.N. agencies such as FAO, ILO, UNESCO in their efforts to implement their plans of action relating to the goals of the Decade for Women.

### A.I.D. Policy Papers and Policy Determinations

The following reports have been issued in a series. These documents with an identification code (e.g. PN-AAM-323) may be ordered in microfiche or paper copy. Please direct inquiries regarding orders to:

A.I.D. Document and Information  
 Handling Facility  
 7222 47th Street  
 Suite 100  
 Chevy Chase, MD 20815

Title—Policy Paper	Date	Fiche #
Bureau for Private Enterprise	May 1982	PN-AAM-325
Domestic Water and Sanitation	May 1982	PN-AAM-323
Food and Agricultural Development	May 1982	PN-AAM-322
Nutrition	May 1982	PN-AAM-321
Private Enterprise Development	May 1982	PN-AAM-324
Recurrent Costs	May 1982	PN-AAM-319
Population Assistance	September 1982	PN-AAM-320
Private and Voluntary Organizations	September 1982	PN-AAM-318
Women in Development	October 1982	PN-AAL-777
Pricing, Subsidies, and Related Policies in Food and Agriculture	November 1982	PN-AAN-373
Approaches to the Policy Dialogue	December 1982	PN-AAM-431
Basic Education and Technical Training	December 1982	PN-AAM-190
Health Assistance	December 1982	PN-AAL-817
Institutional Development	March 1983	PN-AAN-108
Co-Financing	May 1983	PN-AAN-457

Title—Policy Determination	Date	Fiche #
PD #1—Narcotics	August 5, 1982	PN-AAM-443
PD #2—Mixed Credits	September 29, 1982	PN-AAM-444
PD #3—Voluntary Sterilization	September 1982	PN-AAM-445
PD #4—Title XII	October 5, 1982	PN-AAM-446
PD #5—Programming PL 480 Local Currency Generations	February 22, 1983	PN-AAM-591
PD #6—Environmental and Natural Resources Aspects of Development Assistance	April 26, 1983	PN-AAN-375
PD #7—Forestry Policy and Programs	May 16, 1983	PN-AAN-376
PD #8—Participant Training	July 13, 1983	PN-AAP-273
PD #9—Loan Terms Under PL 480 Title I	September 27, 1983	PN-AAN-753
PD #10—Development Communications	February 17, 1984	PN-AAP-616

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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.

**DRAFT**

**EXECUTIVE SUMMARY**

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

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

**June, 1989**

# 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**:

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

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

### **STEPS IN GENDER VARIABLE:**

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

#### **Allocation of Labor**

##### **Household Activities**

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

##### **Agricultural Production**

- 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?
- What is the time allocation by gender and age?
- Is shared labor available for women? Men? On what basis?

##### **Non-Farm Production**

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

#### **Sources of Income**

##### **Agricultural**

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

### **Non-Farm**

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

### **Expenditures**

- 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**

- What resources (e.g., labor, land, credit, technical assistance) are required for current productive activities?
- 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**

- 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**

- 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:**

- Disaggregate data by gender wherever possible.
- Indicate how you will collect or locate and use data that are needed but unavailable.
- 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:**

- **Disaggregate by gender:**
  - Project objectives where appropriate,
  - Benchmarks for project monitoring and evaluation,
  - Logframe (objectives, monitoring, etc.).
- **Incorporate gender considerations:**
  - Throughout the project design document,
  - In technical, financial, institutional, economic, and social soundness analysis,
  - In project implementation, monitoring, and evaluation.
- **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.
- **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:**

- **Disaggregate by gender:**
  - Objectives where potential beneficiaries are described,
  - Impact assessment,
  - Benchmarks for monitoring and evaluation,
  - Logframe (objectives, monitoring, etc.),
- **Examine gender considerations in:** technical, institutional capability, economic, and social feasibility analysis sections.
- **Include gender disaggregated impact monitoring at the household level.**

- **Specify decision points when program can be adapted to offset short-term adverse impacts on women and men.**

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

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

**REQUESTS FOR PROPOSALS:**

- **Include a requirement to address gender considerations.**
- **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 4 A.I.D. documents: CDSSs, Action Plans, PIDs, and Project Papers. 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.**

- For men and women, what are the rates of:
  - Urban labor force participation (formal and informal sectors),
  - Rural employment (farm and non-farm).
- 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.
- What are male and female internal and external rates of migration? How are migration and other socio-cultural changes affecting household structure?
- What percentage of the households are headed by women? How is the percentage of female headed households changing?
- What are household member incomes from farming and non-farm sources?
- What are intra-household expenditure patterns?
- 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?
- 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.**

- Which of the legislative, economic, and cultural constraints, that affect access to productive resources, are different for males and females?
- How do these constraints affect interventions that aim to increase productivity?

- 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?
- 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.

- 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.

- Who produces/raises which crops, livestock (including fish)? for home consumption and/or sale?
- 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?
- 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?)
- How do the gender-based division of labor and resource constraints affect the potential for increasing food availability?
- How do government supports for specific crops (cash food, export) affect family food production?
- 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?)
- 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?
- 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.

- 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.
- 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:
- Assessment of gender considerations in project descriptions, implementation plans, and impact analyses;
  - Steps Mission will take to incorporate gender considerations in mainstream projects; and
  - 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.
- Which projects/programs assist women directly to increase earnings and/or food production? Which assist indirectly? How does this correspond with their economic responsibilities?
  - 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.
- 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.**
- 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**

- 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?
- 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).**

- Within the sectors of A.I.D. activity, how do constraints on participation in economic development differ for men and women?
- Do roles and responsibilities pose different constraints on men's and women's access to, participation in, and benefit from A.I.D. programs?
- **What** are the differential impacts of mission programs by gender?
- How have opportunities (e.g. building on gender-based knowledge, skills, and social groups) been incorporated in the design of program strategies?
- Which programs/projects assist women directly to increase earnings and/or food production? Which assist men? Which assist women indirectly? which assist men indirectly?
- 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**

- 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:

- What are the benchmarks for measuring the institutionalization of gender issues in Mission programming?
- 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.

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

- 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.

- 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.

- Whose labor/financial responsibilities are supported by the proposed technical package or technical assistance?
- 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?
- 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.**

- 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.**

- Are beneficiaries appropriate, given the social organization of activities the project will affect?
- 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.**

- 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.**

- Will the project have differential short or long term impact on women and men?
- 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.

- Are economic benefits consistent with income and expenditure patterns of women and men?
- 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.

- What is the experience of the implementing agency in reaching women and men in their separate and joint economic (productive) roles?
- 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.

- 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.

- 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.

- Where women play a major role in project-related activities, how do proposed strategies utilize and expand women's productive capacities?
- 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.**

- 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.

**1.3 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.

#### **1.4 Implementation Plan**

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

**1.4.2 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.

- *Needs Assessment:* What provisions are made for local men's and women's participation in selecting technologies?
- *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?

- **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?
  - **Impact:** Given allocation of tasks by gender:
    - Will the technical package increase labor differentially for women and men?
    - Will it affect male versus 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.
- Are there gender-based constraints to ability to pay for project inputs or participate in project? If yes, what are the implications for overall project impact and success?
  - How will the project affect incomes of both male and female family members?
- 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.
- 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.**
- What is the division of labor/time by gender in activities the project will affect? How does the division of labor affect activities the project is trying to implement?
  - What opportunities for increasing productivity are offered by the differences in roles and responsibilities among 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.**
- What are the formal/informal prerequisites to participation (e.g., literacy, collateral, access to labor)?
  - How does gender affect access to and control of resources (land, labor, capital) necessary to participate in the project?
- 2.4.3 **Examine the distribution of benefits to women and men and how benefits affect incentives to participate.**
- Which household members benefit and how?
  - Do benefits to individual household members provide sufficient incentive to participate?
  - Do benefits offset any additional work might be required?
- 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.**
- How will the project affect patterns of labor allocation, income, expenditures, and status?

- What are the implications of these changes for project sustainability and long term development goals?

## **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.**

- 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.I.D. PROGRAM FOR WOMEN IN DEVELOPMENT**

**A USER'S GUIDE TO THE**

**OFFICE OF WOMEN IN DEVELOPMENT**

**FY 1990**

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FY 1990

Office of Women in Development  
Bureau for Program and Policy Coordination  
Agency for International Development  
Washington, DC 20523-0041

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**A.I.D. PROGRAM FOR INTEGRATION OF WOMEN IN DEVELOPMENT  
STRATEGIES, PROGRAMS, AND PROJECTS**

**I. BACKGROUND**

The Office of Women in Development has prepared a strategic program that supports the A.I.D. Administrator's WID Action Items cable and Congressional legislation which mandates the integration of gender consideration in all Agency strategies, programs, and projects. The Agency is required to:

- o 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;
- o ensure that AID's country strategy, program, project, non-project assistance, and reporting documents explicitly describe strategies to involve women, identify benefits and impediments to women's participation in development, and establish benchmarks to measure women's participation in and benefits from development activities;\*
- o collect sex-disaggregated data in all its research or data-gathering activities;\*
- o develop WID Action Plans for all Bureaus and USAIDs;  
  
develop and implement a WID training program for A.I.D. staff;
- o increase its participant training activities for women;
- o increase levels of girls' access to and participation in primary and secondary education;
- o ensure that senior-level staff from the regional and technical bureaus are actively involved in decision making activities with respect to WID; and
- o report to Congress on the activities, achievements, and obstacles encountered in reaching its goals.

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\* When such efforts/activities are difficult to achieve, Bureaus and USAIDs will ensure that there is substantive analysis of the obstacles preventing completion of such efforts and will include an explanation of how these obstacles will be overcome.

Congress has authorized \$5 million annually, managed by PPC/WID, to assist A.I.D. in meeting these requirements. 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." Congress also requires that these matching monies be specifically used to assist USAIDs with their WID-related activities.

## 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
- o To help establish systems and procedures to ensure gender issues are incorporated cross-sectorally in all Agency policies, programs, projects, research activities, information systems, and in multilateral and bilateral policy dialogue efforts

The WID Office's role in fulfilling this plan is to promote, encourage, assist in, and report on efforts that effectively integrate women as full beneficiaries of and contributors to economic and social progress in all Agency development activities. The following sections describe WID office activities in terms of sectors covered, areas of primary focus, and services offered.

### A. Sectors

By concentrating on the following sectors and relating them to the activities of USAIDs and central and regional bureaus, the WID Office directs its efforts where experience shows gender consideration to be a significant factor in strategy, program, and project success. These sectors are:

- o agriculture
- o private enterprise (including formal and informal, small- and micro-scale enterprise)
- o education
- o environment and natural resources

B. Primary Focus Areas

Taking its direction from A.I.D.'s primary emphasis of assisting developing nations achieve sustainable and broad-based economic growth, the WID office focuses on the following areas:

- o Labor, employment, and production, which examines women's:
  - productive roles
  - employment patterns
  - participation in formal and informal markets in rural and urban settings
- o Economic policy reform and adjustment, which examines:
  - linkages between economic policy reform and women's economic roles, productive capacity, and response to economic incentives
- o Human capital development and social services, which examines:
  - linkages between women's productive capacity and the development and maintenance of human capital, their own and that of their children

C. Services

The Office of Women in Development offers the following services to missions and bureaus:

- o Research and analysis - by helping collect primary and secondary data to establish an information data base and analysis capability. Services include analysis of existing information, identification of data gaps, and promotion of original research.
- o Technical assistance - by providing substantive assistance in the design, implementation, and evaluation of projects and programs. Services include development of mission WID strategies, portfolio reviews, and assistance with activities such as preparation of CDSS's, Action Plans, and in field analysis, implementation, or preparation of PIDs, PPs, and evaluations.
- o Training - by promoting awareness of, information about, and skills for addressing gender issues in design, implementation, monitoring, and evaluation of strategies, programs, and projects. Services include training of key

project and program officers; Mission-specific training; A.I.D./W Bureau orientation and strategic planning sessions; training of contract teams, PVO/NGO personnel, and others with WID-related responsibilities; and training of trainers.

- o Information dissemination and management - by communicating the results of research and analysis, technical assistance, and training to all A.I.D. staff, the international donor community, and host country organizations. Services include establishing procedures to assure effective two-way communication to gather and disseminate lessons learned from development experts.

D. Linkages Between the Primary Focus Areas and Services

There is a close relationship among all facets of PPC/WID's Primary Focus Areas and its Services. Within the Primary Focus Areas, women's productive roles, employment patterns, and participation in formal and informal labor markets is better understood and enhanced when taken in the context of the incentives to female producers in all sectors, as well as on the socioeconomic benefits and costs of alternative policies in economic policy reform and adjustment areas. Additionally, the potential socioeconomic benefits and costs of alternative economic reforms are better understood when there is appropriate analysis of key areas of household division of labor and decision-making, education, health, nutrition, and fertility issues in human capital and social service areas.

At the same time, within the context of PPC/WID's Services, linkages between research and analysis, technical assistance, training, and information resource management, the Office is working to ensure that there is a strong integrated program to maximize the relationships among the Primary Focus Areas. For example, 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 help update the information base and assist in preparing appropriate technical assistance efforts.

PPC/WID's strategy is to maximize the linkages or relationships of all its activities so that gender issues are not isolated or marginalized. It is the Office's intent to strive for complementarity as well as synergy in its efforts and outputs so that the socioeconomic benefits and costs of policies and programs are relevant and appropriate to A.I.D.'s overall development work.

### III. ACCESSING PPC/WID ASSISTANCE

#### A. Funding Mechanisms

The WID Office has multiple funding mechanisms that allow considerable flexibility in assembling the most appropriate funding package. (See the Selection Criteria for Access to PPC/WID Assistance, Section IV.)

When selecting from the mechanisms listed below, please keep in mind that 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."

1. Full funding by PPC/WID under existing contracts/services;
2. 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)\*
3. 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)\*\*
4. 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);\*\*
5. Full or partial funding by USAIDs/Bureaus for PPC/WID contracts and services which do not fit the matching criteria.\*

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

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

FY 90	-	25% USAID/Bureau	against	75% PPC/WID monies
FY 91	-	40% USAID/Bureau	against	60% PPC/WID monies
FY 92	-	50% USAID/Bureau	against	50% PPC/WID monies

and beyond

B. Project Index

The following Project Index sheets describe various A.I.D. and PPC/WID projects that USAIDs and bureaus may use to access women in development services.

**PROJECT INDEX**

PROJECT TITLE: Gender in Economic and Social Systems (GENESYS)

PROJECT CONTRACT NUMBER: PDC-0100-Z-00-9044-00

PURPOSE: Provides support to USAIDs and Bureaus through technical assistance, research activities, training efforts, and information dissemination/communication activities.

DESCRIPTION: Provides (1) technical assistance activities which require WID expertise such as strategy design, portfolio reviews, program/project design, implementation and/or evaluation; (2) research activities to analyze WID issues in both the formal and informal sectors and the economic contributions of women in developing nations; (3) training efforts that 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. This training will focus on the Gender Information Framework (GIF), a series of tools, guidelines, and information derived from technical assistance, research, and communication activities of the WID Office, the Agency, and the development community; and (4) information dissemination and communication activities, as may be required to support the Office's information dissemination/communication program.

DURATION: October 1989 through September 1994

SCOPE: Worldwide

FUNDING MECHANISM: Core financing by PPC/WID; co-financing or buy-ins by USAIDs/bureaus; and up to \$1.5 million per annum in matching funds.

CONTRACTOR: The Futures Group, Arthur Young, MSI, et al.

AID/W PROJECT MANAGER: Ron Grosz  
AID/PPC/WID  
Room 3725A, NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

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**PROJECT INDEX**

PROJECT TITLE: PPD/WID General Matching Reserve Account

PROJECT CONTRACT NUMBER: Not applicable

PURPOSE: Supports activities of USAIDs and bureaus for gender-related activities that involve personnel or services not available under the AWID contract.

DESCRIPTION: Funds are provided to USAIDs as a match in the yearly proportions as described in the User's Guide. 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. Bureaus may also request matching funds under this category as long as activity is identified as specifically enhancing the integration of gender-related activities in USAID programs and projects.

DURATION: On an annual basis

SCOPE: Worldwide

FUNDING MECHANISM: Up to \$1.5 million per annum in the proportional amounts detailed in the User's Guide.

CONTRACTOR: Not applicable

AID/W PROJECT MANAGER: Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

## PROJECT INDEX

PROJECT TITLE: Advancing Basic Education and Literacy (ABEL)  
(PPC/WID buy-in to S&T/Education project)

PROJECT CONTRACT NUMBER: DPE-5832-Z-00-9032-00

PURPOSE: Supports activities to improve educational quality in developing countries and to encourage more efficient use of sector resources.

DESCRIPTION: Assists governments and USAIDs in the design and implementation of basic education programs. Draws on the tools, lessons learned, and research evidence accumulated over the past three decades; these resources will be adapted to country-specific conditions as A.I.D. designs, implements, and evaluates new projects aimed at boosting school effectiveness. Assistance is offered at three levels:

(a) policy dialogue, sector assessment, and adjustment within central government; (b) nuts and bolts management between the central ministry and local schools; and (c) school and classroom-level practices, teaching technologies, and materials that directly affect pupil learning. Short and long-term assistance will be provided to governments and USAIDs for technical and managerial assistance for basic education efforts; design and implementation of pilot projects, research, and evaluation of basic education activities; and design and implementation of training for capacity building within education ministries and local schools. Project will emphasize increasing girls' participation and persistence in basic education, particularly in sub-Saharan African and south Asia.

DURATION: October 1, 1989 for five years

SCOPE: Worldwide

FUNDING MECHANISM: \$500,000 PPC/WID core funds, as well as availability of matching funds for buy-ins by USAIDs.

CONTRACTOR: Academy for Educational Development

AID/W PROJECT MANAGER: Bruce Fuller  
AID/S&T/ED  
Room 600 (SA-18)  
(703) 875-4620

or

Dr. Chloe O'Gara  
AID/PPC/WID  
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Washington, D.C. 20523-0041  
(Tel: 647-3992)

**PROJECT INDEX**

PROJECT TITLE: Consulting Assistance in Economic Policy Reform  
(CAER)

PROJECT CONTRACT NUMBER: PDC-0095-C-00-9053-00

PURPOSE: To obtain economic consultant and advisory services that will enhance A.I.D.'s capacity to introduce and maintain appropriate economic policies in developing nations.

DESCRIPTION: Provides assistance to USAIDs and Bureaus to obtain information required to improve the policy reform context of A.I.D. assistance activities, both those involving policy dialogue and assistance flows of interest, specifically relationships between economic policies and economic performance, and the interaction of economic and political markets, and how changes in the internal and external environment facing particular countries, regions, and sectors result from or indicate the need for economic policy reform, etc. PPC/WID will focus its task orders on the social dimensions of policy reform. This implies study of negative effects on vulnerable groups and positive impacts on labor productivity particularly that of women in key sectors, such as non-traditional exports.

DURATION: Present through September 30, 1992

SCOPE: Worldwide

FUNDING MECHANISM: PPC/WID core funds for \$200,000; or through matching funds as noted in PPC/WID General Matching Reserve Account description.

CONTRACTOR: Harvard Institute for International Development

AID/W PROJECT MANAGER: Mr. Alan Batchelder  
AID/PPC/EA  
Room 3673 NS  
(Tel: 647-8768)

or

Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

## PROJECT INDEX

PROJECT TITLE: Private Enterprise Development Support Project II  
(PEDS II)

PROJECT CONTRACT NUMBER: PDC-2028-Z-00-7186-00

PURPOSE: To provide private sector technical services to USAIDs particularly in the development of comprehensive private sector strategies and programs, business climate assessments, policy reform studies, as well as to assist with private sector activities in agriculture, health, human resources, and energy sectors.

DESCRIPTION: PPC/WID has provided funds to mobilize technical services to integrate gender concerns or develop WID components in USAID private sector program and project design, implementation and evaluations, and training activities.

DURATION: Present until December 31, 1991

SCOPE: Worldwide

FUNDING MECHANISM: Up to \$230,00 from PPC/WID core funds, or USAIDs and bureaus may request matching monies to perform gender-related activities with a buy-in to the PEDS II contract separate from the PPC/WID buy-in. Matching funds can be requested in the appropriate yearly proportionate amount as described in the User's Guide.

CONTRACTOR: Arthur Young/SRI Consortia.

AID/W PROJECT MANAGER: Cathy Gordon  
AID/PRE/PD  
Room 3208 NS  
Washington, D.C. 20523-0018  
(Tel: 647-7474)

or

Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

## PROJECT INDEX

PROJECT TITLE: Agricultural Marketing Improvement Strategies  
(AMIS) (PPC/WID Buy-in to S&T/RD project)

PROJECT CONTRACT NUMBER: DHR-5447-Z-0C-7074-00

PURPOSE: Research and technical assistance to (a) diagnose marketing system constraints, (b) conduct applied research on marketing system problems, and (c) pilot-test innovations to reduce or eliminate marketing constraints.

DESCRIPTION: The WID buy-in will focus on dynamic factors affecting women's participation in particular commodity subsystems, on understanding the institutional, organizational and managerial elements that comprise marketing systems, and through use of the existing inventory data base on compiling an Inventory of Innovations successfully implemented to address constraints faced by women in the marketing of agricultural commodities. AMIS will incorporate a Women in Development marketing specialist into four Rapid Appraisals, and conduct two applied research activities, emphasizing the reduction or elimination of constraints faced by women in agricultural commodity marketing systems.

DURATION: Present until September 30, 1993

SCOPE: Worldwide

FUNDING MECHANISM: \$200,000 buy-in by PPC/WID; additional buy-ins can be accommodated by USAIDs using the PPC/WID General Matching Reserve Account.

CONTRACTOR: Abt Associates, Inc.

AID/W PROJECT MANAGER: Mr. Tom Mehen  
AID/S&T/RD/DA  
Room 606D, SA-18  
(Tel: 875-4004)

or

Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

## PROJECT INDEX

PROJECT TITLE: Growth and Equity through Microenterprise  
Investment and Institutions (GEMINI)

(PPC/WID buy-in to S&T/RE/EED project)

PROJECT CONTRACT NUMBER: DHR-5448-0-00-9080-00

PURPOSE: To enhance the effectiveness of microenterprise assistance efforts that A.I.D. and other organizations carry out by providing research and technical services that advance the state of knowledge about microenterprise development.

DESCRIPTION: GEMINI project will provide assistance in microenterprise development through three major categories of activities: (a) Economic Research and Sector Studies including financial and policy analysis; (b) Project Design and Evaluation including institutional assessment, design of credit and non-financial assistance systems as well as design of an impact evaluation plan for A.I.D.; and (c) Organizational Development including technical assistance in management training to implementing agencies.

PPC/WID is providing funds to specifically sponsor two activities that will integrate the concerns of expanding women's economic contribution into the GEMINI agenda. First, PPC/WID will extend its own research efforts in labor and employment markets by participating in GEMINI's economic research and sector studies on growth and dynamics of microenterprise. PPC/WID will fund a consultant to develop guidelines for assessing women's constraints and opportunities in microenterprise development in all field work that takes place as part of the research component. Second, PPC/WID will fund a consultant to participate in the design of an Agency-wide plan for increasing beneficiary impact knowledge to ensure that benefits to women are properly measured from Agency activities in microenterprise development.

DURATION: October 1, 1989 for five years

SCOPE: Worldwide

FUNDING MECHANISM: Core PPC/WID funds; USAIDs may wish to utilize PPC/WID General Matching Reserve Account for additional related activities. Matching funds can be requested in the appropriate yearly proportionate amount as described in the User's Guide.

CONTRACTOR: Development Alternatives, Inc.

AID/W PROJECT MANAGER:

Beth Rhyne  
S&T/RD/EED  
Room 613, SA-18  
(Tel: 875-4644)

or

Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

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**PROJECT INDEX**

PROJECT TITLE: PPC/WID Technical Staff Assistance

PROJECT CONTRACT NUMBER: Not applicable

PURPOSE: Provides technical assistance to USAIDs for specific gender-related activities in the areas of education, micro and small-scale enterprise development, agriculture, environment and natural resources, policy reform, economics, and labor/employment/production issues.

DESCRIPTION: Provides technical assistance to USAIDs for preparation of WID Action Plans, CDSSs, USAID Action Plans, portfolio reviews, PIDs, PPs, etc., as well as specific sectoral assistance as detailed above for design and/or evaluation needs. Nine PPC/WID staff members are available for such technical assistance.

DURATION: Present until September 30, 1992

SCOPE: Worldwide

FUNDING MECHANISM: Through PPC/WID core funding, OE funds, or USAID may request buy-ins to assist with travel/per diem/daily rates for contract staff under the Labat-Anderson technical services contract.

CONTRACTOR: PPC/WID

AID/W PROJECT MANAGER: Kay Davies  
AID/PPC/WID  
Room 3725A NS  
Washington, D.C. 20523-0041  
(Tel: 647-3992)

**IV. SELECTION CRITERIA FOR ACCESS TO PPC/WID ASSISTANCE**

A. Using the A.I.D./WID Strategic Workplan as a guideline, the proposed activities must:

1. Support the goals and objectives of the Strategic Workplan:

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

2. Be categorized under one or more of the following sectors:

- o agriculture
- o private enterprise, including both formal and informal, small- and micro-scale enterprises
- o education
- o environment and natural resources
- o other\*

3. 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. Be encompassed within one or more of the following types of services:

- o research and analysis
- o technical assistance
- o training
- o information dissemination and management

B. Proposals must be initiated and/or supported by USAIDs, regional offices, and/or A.I.D./W Bureaus.

C. Low priority will be given to activities that are most appropriately supported through existing project funds; i.e, activities that should not require an infusion of supplemental PPC/WID monies.

- D. Proposals should provide information that will allow them to be evaluated on the basis of the following criteria:
1. Will enhance integration of WID into USAID activities;
  2. Will indicate that USAIDs, Regional offices and/or AID/W Bureaus 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.

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

## GENDER CONSIDERATIONS IN DEVELOPMENT

### RESOURCE MATERIALS

An Approach to Evaluating the Impact of AID Projects. AID Program Design and Methodology Report No. 5. March 1986.

Assessing the Impact of Development Projects on Women. AID Program Evaluation Discussion Paper No. 8. Bureau for Program and Policy Coordination, USAID. May 1980.

Current Practice and Immediate Needs for Collection and Presentation of Performance and Impact Data. Submitted to PPC/CDIE/PPE, USAID. April 1988.

Evaluation Guidelines for Non-Project Assistance (CIPs) and CIP-Like Activities. AID Program Design and Evaluation Methodology Report No. 4. August 1985.

Gender Information Framework, Pocket Guide. Office of Women in Development, USAID.

Gender Issues in Latin America and the Caribbean. Bureau for Latin America and the Caribbean, USAID. May 1986.

Gender Issues in Small Scale Enterprise. Bureau for Program and Policy Coordination, USAID. July 1987.

Guidelines for Data Collection, Monitoring and Evaluation Plans for Asia Bureau Projects.

H. R. 2655, June 16, 1989.

Improving Women's Access to Credit. International Center for Research on Women. Occasional Paper, No. 1. June 1984.

Integrating WID or Restructuring Development? Mary B. Anderson and Marty Chen. Paper prepared for the AWID Conference, April 1988.

Making the Case for the Gender Variable: Women and the Wealth and Well-Being of Nations. Rae Lesser Blumberg. Office of Women in Development, USAID. October 1989.

A Manual to Evaluate Small-Scale Enterprise Development Projects. AID Program Design and Evaluation Methods Report No. 6. November 1985.

Planning for the Next Decade: A Perspective of Women in Development. A Report to Congress by the Office of Women in Development, USAID. March 1, 1989.

Selecting Data Collection Methods and Preparing Contractor Scopes of Work. AID Program Design and Evaluation Methodology Report No. 3. August 1985.

Socio-Economic and Gender Issues in Policy Based Development Assistance. Philip Boyle. Paper for the LAC Bureau Regional Workshop on "Gender Considerations in Development." November 1988.

The Socio-Economic Effects of Structural Adjustment on Women. Philip Boyle. Paper Presented to the OECD/DAC. October 1988.

What Happens When Gender Is Considered/When Gender is Not Considered In Economic Development Activities: A Few Positive and Negative Examples.

Women and Agribusiness: A Review of AID Projects. Office of Women in Development, USAID. October 1986.

Women and Export Manufacturing: A Review of Issues and AID Policy. Office of Women in Development, USAID. July 1987.

Women and Structural Adjustment. Susan Joekes, Margaret Lycette, et al. International Center for Research on Women. April 1988.

Women in Development: AID's Experience, 1973-1985. AID Program Evaluation Report No. 18. April 1987.