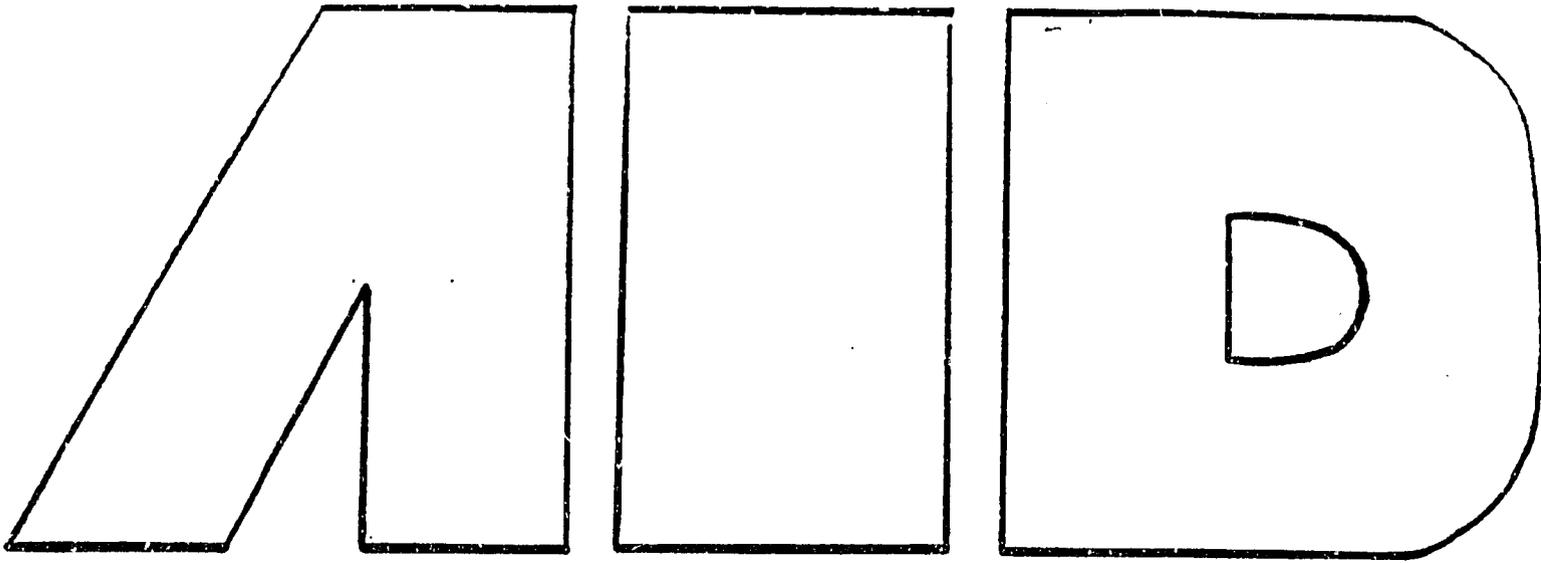


PN-ABP-476



AGENCY FOR INTERNATIONAL DEVELOPMENT

**GENDER CONSIDERATIONS
IN DEVELOPMENT**

Dhaka, Bangladesh
August 1990

Participants Manual

USAID Dhaka Training Workshop

Conducted by
The MayaTech Corporation
in Collaboration with the:
GENESYS Project

DAY ONE

WORKSHOP ORIENTATION **1**

EXPLORING THE ISSUE OF GENDER
CONSIDERATIONS IN DEVELOPMENT ACTIVITIES **2**

CONSIDERING GENDER IN THE
DEVELOPMENT PROCESS **3**

DAY TWO

COLLECTING DATA AND INFORMATION **4**

GENDER CONSIDERATIONS IN PROJECT
PLANNING IMPLEMENTATION, AND EVALUATION **5**

GENDER CONSIDERATIONS IN THE DEVELOPMENT
POLICY ENVIRONMENT **6**

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**GENDER CONSIDERATIONS IN DEVELOPMENT
TRAINING WORKSHOP**

Dhaka, Bangladesh

I. August 26 - August 27, 1990

II. August 28 - August 29, 1990

**Conducted by:
The MayaTech Corporation
in collaboration with the
GENESYS Project**

Agency for International Development
Washington, D.C. 20523

August 1990

Dear Participant:

It is a pleasure to welcome you to A.I.D.'s "Gender Considerations in Development" Workshop. Your participation in this effort further strengthens the commitment to consider women as integral participants in the development process.

The importance of women and gender issues to family income and the overall economy of Bangladesh has been well documented. Women play a critical role in many economic activities, including agricultural wage labor, crop processing, domestic services, microenterprise, and in the burgeoning textile industry.

As the participation of women is crucial to Bangladesh's economic growth, I applaud your efforts to help us better institutionalize the inclusion of women in A.I.D.'s programs and projects.

I appreciate your full participation in this workshop. The trainers and PPC/WID are pleased to have this opportunity to work with you, and we know that these efforts will help all of us in furthering A.I.D.'s development goals.

Sincerely,



Kay Davies
Director
Office of Women in Development

GENDER CONSIDERATIONS IN DEVELOPMENT

USAID/DHAKA

TRAINING WORKSHOP

WORKSHOP GOAL

To increase participants' awareness of the need to and knowledge about how to incorporate gender variables into Bangladesh's development process and activities.

WORKSHOP EXPECTED OUTCOMES

By the conclusion of the workshop, participants can expect to:

- be aware of gender as a cross-cutting development issue and the rationale for considering gender when planning and implementing development activities;
- be able to use the Gender Information Framework (GIF) as a tool for identifying and analyzing where and how gender differences are a factor in social and economic production systems to be affected by development activities;
- be aware of where and how to collect data and information needed to assess the relevance of gender to planned development activities;
- be familiar with key concepts and practical techniques for incorporating gender considerations in the planning, implementation, and evaluation of development activities;

- be aware of the implications for development efforts when national and organizational policies do not take gender into consideration; and
- have determined at least one practical step they can take to use the information and tools discussed in the workshop.

**GENDER CONSIDERATIONS IN DEVELOPMENT
TRAINING WORKSHOPS I AND II
DHAKA, BANGLADESH
AMERICAN RECREATION ASSOCIATION**

August 26 - 27, 1990

August 28 - 29, 1990

Workshop Schedule

Day 1

8:30 - 10:00	Session 1:	Opening Remarks and Workshop Orientation
10:00 - 10:15	Break	
10:15 - 12:30	Session 2:	Exploring the Issue of Gender Considerations in Development Activities
12:30 - 1:30	Lunch	
1:30 - 4:15	Session 3:	Considering Gender in the Development Process
4:15 - 4:30	Summary and Closure	

Day 2

8:30 - 8:45	Orientation to the Day's Activities	
8:45 - 10:00	Session 4:	Collecting Data and Information
10:00 - 10:15	Break	
10:15 - 12:30	Session 5:	Gender Considerations in Project Planning, Implementation, and Evaluation
12:30 - 1:30	Lunch	

1:30	-	3:00	Session 6:	Gender Considerations in the Development Policy Environment
3:00	-	3:15	Break	
3:15	-	4:00	Session 7:	Action Planning
4:00	-	4:30	Summary, Evaluation, Closure	

GENDER CONSIDERATIONS IN DEVELOPMENT TRAINING WORKSHOP

DESCRIPTION OF SESSIONS

Day 1 8:30 - 4:30

Session 1: Opening Remarks and Workshop Orientation (1 hour 30 minutes)

The purpose of this session is to welcome participants and familiarize them with the workshop purpose, agenda, schedule, approach to training, and logistics. It also provides an opportunity for participants to become acquainted with others in the group.

Session 2: Exploring the Issue of Gender Considerations in Development Activities (2 hours 15 minutes)

This session provides a framework for addressing gender issues through an historical review of US-related legislation, policy, and programs and then developing an understanding of the Bangladeshi context in which gender initiatives will be undertaken. Addressing the question "Why WID?", it introduces in a general programming context the rationale for incorporating gender considerations into programs. Woven through the session is the introduction of common language by stressing the change from "doing WID" to looking at gender as a cross-cutting development issue.

Session 3: Considering Gender in the Development Process (2 hours 45 minutes)

The Gender Information Framework (GIF), an analytical tool for identifying gender variables in development activities, is introduced in this session. Participants are given the opportunity to practice applying it to a "baseline situation."

Summary/Closure (15 minutes)

Day 2 8:30 - 4:30

Session 4: Collecting Data and Information (1 hour 15 minutes)

This session explores where and how to collect data and information that will enable one to draw informed conclusions about the relevance of gender to a development program or project strategy. It will build on the outcome of activities in Session 3.

Session 5: Gender Considerations in Project Planning, Implementation, and Evaluation (2 hours 15 minutes)

This session familiarizes participants with basic techniques for incorporating gender considerations into day-to-day development operations after they have examined a set of appropriate data and arrived at some conclusions about which aspects of the project affect women and men differently. It also addresses how monitoring and considering specific gender-related factors might increase project effectiveness.

Session 6: Gender Considerations in the Development Policy Environment (1 hour 30 minutes)

This session explores the connections between gender considerations and national, development organization policies in development programming. Through group discussion and an application activity, participants will identify how failure to consider gender differences can impede program success and/or the process of development.

Session 7: Action Planning (1 hour 15 minutes)

In this session, participants are introduced to the concept of action-learning, an individual planning process for using the information and tools acquired in the workshop in their work. Participants are asked to respond to several reflection questions and will have an opportunity to share their responses in small groups.

GENDER CONSIDERATIONS IN DEVELOPMENT TRAINING WORKSHOP

Session 1: Opening and Workshop Orientation

Session Objectives

1. To provide an opportunity and process for helping participants become acquainted with each other and the training staff;
2. To explain the workshop's purpose/goal, expected outcomes, agenda, schedule, and approach to training; and
3. To establish a tone for the workshop that will encourage informality and active participation.

SESSION 2: EXPLORING THE ISSUE OF GENDER CONSIDERATIONS IN DEVELOPMENT ACTIVITIES (2 hours 15 minutes)

Session Objectives:

- To provide the historical, legislative, and policy rationale for addressing gender issues in development programming.
- To enable participants to explore opportunities and constraints confronting them as they consider incorporating gender in the planning and implementation of development activities in Bangladesh.

Key Points:

History of Women in Development (WID) - USA

1. 1973: Percy Amendment to U.S. Foreign Assistance Act that called for "efforts to integrate women into national economies"
2. 1974: Creation of Office of Women in Development
3. 1985: CDIE evaluation of AID's experience with women in development - main findings: programs and projects that match resources to men's and women's roles are more likely to achieve their immediate purpose and long-term goal than are projects which do not.
4. 1988: Amendment to US Foreign Assistance Act earmarking funds for WID and requiring:

- sex-disaggregation of data
- WID Action Plans for all missions
- training for AID senior staff
- increased emphasis on education for young women and girls
- increased numbers of women in AID participant training programs

5. PPC/WID resources: matching funds for training and technical assistance through GENESYS project

SESSION 3: CONSIDERING GENDER IN THE DEVELOPMENT PROCESS (2 hours 45 minutes)

Session Objectives:

1. To introduce and explain six key factors in gender analysis of a baseline situation for a development project or program;
2. To introduce the Gender Information Framework as a resource and tool for addressing gender issues; and
3. To practice gender analysis of a project baseline situation.

GENDER ANALYSIS PRACTICE EXERCISE

You will have a total of 60 minutes to complete the exercise.

Task Instructions

1. Read background information
2. Select group spokesperson
3. Use Exploratory Factors to:
 - Identify what you know about gender roles and responsibilities that would be helpful to this project
 - Identify additional information needed to analyze gender differences in the target population
4. Draw conclusions about gender-related constraints and opportunities for this project

CENTRAL PURPOSE OF PROPOSED PROJECT

To increase self-sufficiency with regard to income and food security for the rural families of Jamalpur.

TIME FRAME - 4 years.

FINANCIAL RESOURCES - \$6 million.

GEOGRAPHIC/DEMOGRAPHIC BOUNDARIES - Marginal farmers and landless people of Jamalpur region.

PROJECT COMPONENTS UNDER CONSIDERATION FOR INCLUSION

- Technical Assistance in vegetable production
- Technical Assistance in marketing
- Credit for Homestead Agro-forestry activities
- Income-generating activities for landless families

SESSION 3: CONSIDERING GENDER IN THE DEVELOPMENT PROCESS

PROJECT AREA BACKGROUND INFORMATION

As with most rural areas in Bangladesh, men's and women's roles in Jamalpur are clearly differentiated by custom. In very broad terms, women have responsibility for activities within the household and within safe limits of its precincts. Men are responsible for activities on the farm, its field and afar. Women are responsible for family provisioning, including collection of food, fuel, fodder and water. In some households, up to 30 hours per week is spent on searching for fuel. While men provide the majority of cash income, women's traditional economic contribution has largely been in-kind, providing cost savings.

Among rural landed households, cultivation, transportation, and marketing are men's work. The plow, broadcast seeds or transplant saplings, weed, irrigate, harvest and market crops. Women are responsible for threshing, drying, husking, winnowing, storing and looking after seed and rice stocks; looking after and marketing what is obtained from owning cattle and poultry; growing fruits, and vegetables; and drying fish and fruits. Women's kitchen gardens are a growing source of income and improved nutrition, especially for the poor and near landless.

Control of income of men's and women's marketed products usually remains with the marketer.

Among the very poor, both men and women work as farm laborers, though typically men receive wages considerably higher than women.

Women's roles have been altered by agricultural development activities. For example, while the introduction of new high yielding seed varieties has increased opportunities for women's employment in labor intensive tasks, the impact on traditional roles of the new seeds – which usually require cash to purchase and reduce the seed selection and storage role of women – is less well known. Further, introduction of mechanized rice mills has eliminated women's traditional rice husking jobs and thus reduced their ability to contribute to family income.

Non-agricultural employment has been the traditional domain of men, who are the primary actors in virtually all sectors of the formal economy, including sales and distribution, education, manufacturing, the service industry, and construction. Women earn income through crop processing, domestic service, midwifery, handicraft production, and even money lending.

Practice of the traditional division of labor is related to economic strata as well as gender. Women among the very poor have always needed to work outside the home. Further, these traditional norms in Jamalpur's rural and urban areas are changing persistently under economic pressure. Families in Jamalpur, as other areas, are experiencing outmigration, growing landlessness, and the need for cash income. In fact, fifteen percent of all rural households in the region are female headed, with the greatest number of female headed households among the landless and women over 45; the numbers of such households are rising.

Unable to survive through practice of the traditional norms, a small number of women have begun to sell directly in the market; others are opening small shops in towns. These include grocery stores, restaurants, and tailoring shops. In the region's more urbanized areas, the growth of small industry, particularly in textiles, electronics, and pharmaceuticals, has provided new jobs for women. Employment under the "putting out system" (home-based piece contract work) is said to be rising. Women have also become involved in construction through donor-funded food for work programs.

Constraints to increasing productivity are significant for both males and females. While more than two thirds of all children are enrolled in primary school (56% male, 44% female), adult literacy is estimated at only 29.2% (39.7% male and 18% female). Access to credit is limited for both men and women; however, the situation is more difficult for women. Although women may inherit land (potential collateral for credit), they often relinquish it to brothers to retain family goodwill and possible future support.

Sources: Women in Local Markets and Commercial Areas, by Raka Rashid and Marcy Vigoda, produced by PACT Bangladesh, 1990; "Revaluation of women's work in Bangladesh", by Nuimuddin Chowdhury. The Bangladesh Journal of Agricultural Economics, Volume IX, June, 1986, Number 1; and Agrarian Social Relations and Rural Development in Bangladesh, by Anwarullah Chowdhury, Allanheld, Osmun Publishers, 1982.

GENDER ANALYSIS FORMAT

EXPLORATORY FACTORS	MEN	WOMEN
LABOR		
INCOME		
EXPENDITURES		
RESOURCES		

CONCLUSIONS ABOUT

CONSTRAINTS:

OPPORTUNITIES:

Summary of Participant Small Group Discussion of Food Security/Increase Income Project (Gender Analysis on Case Example)

Gender Issues in Project Design

1. Define recipients (men, women, individuals, groups) and gender-based differences in access to resources and service facilities.
2. Consider male and female extensionists and other training staff as appropriate.
3. Establish targets for both male and female participants.
4. Men and women from the same household may be targeted, each receiving extension and working on the project activities at different times of the year.
5. Establish targets for female credit recipients
 - within the household
 - women's groups for income-generating activities
6. Seek non-traditional income-earning opportunities for women.
7. Establish targets for women's technical assistance in marketing to ensure their production results in cash as well as in-kind income.
8. Women as well as men should be involved in project design.
9. If target group includes women, consider both women-headed households and women in men-headed households.
10. Consider if farm equipment needs are different for men and women.
11. Need to look into child care concerns.
12. Where difficult to incorporate women as individuals, form women's groups.
13. Consider preferential credit and technology packages for women.
14. Recognize competing demands for time -- fuel/water collection.

SESSION 4: COLLECTING DATA AND INFORMATION (1 hour 15 minutes)

Session Objectives:

1. To review options for collecting gender-related data, emphasizing rapid, low-cost data collection methods; and
2. To provide information about sector-specific data and information resources available both within and outside of Bangladesh.

PROBLEMS OF DATA*

- Limited # of secondary sources
- Data exists but "sources" uncoordinated
- Field access to women (need for female interviewers)
- Data base not disaggregated (men/women both interviewed)
- Research needs not clearly defined beforehand
- Methodology: design & access to sample
- Methodology: what are term definitions?

*List generated by participants

SESSION 5: GENDER CONSIDERATIONS IN PROJECT PLANNING, IMPLEMENTATION, AND EVALUATION (2 hours 15 minutes)

Session Objectives:

1. To provide information about how gender issues can best be reflected in project plans and activities; and
2. To provide an opportunity for participants to practice incorporating gender variables in a plan for project design, implementation, and evaluation.

Key Points:

- Gender issues may be reflected at all levels of project/program objectives
- Gender considerations need to be built into key mechanisms for monitoring and evaluating projects
- Gender considerations are not automatically included in the process of analyzing project impact
- Inclusion of gender considerations is important for increasing project effectiveness
- It is not useful to analyze the gender considerations in a development situation unless we translate our conclusions into development actions

SUMMARY OF PARTICIPANT SMALL GROUP DISCUSSION

Monitoring and Evaluation Issues

Disaggregate all sampling, specifically:

1. Training attendance/completion for men and women to assess interest and appropriateness of time, venue, content, etc.
2. Performance of participants after training; measure with pre- and post-tests.
3. Male/Female ratios of trainers, extensionists, and outreach staff.
4. Rates of participation by Males/Females in project design.
5. Success in meeting equipment needs of both men and women.
6. Success in adapting course to sex-based roles and responsibilities (e.g., lack of child care may be a constraint to female participation).
7. Credit provided to men and women according to their roles and responsibilities.
8. Repayment rate by gender, individuals, and groups.
9. Return on investment.
10. End use of production technologies, and differential impacts on men and women (e.g., changes in ability to meet "financial responsibilities" within the household, impact on men's and women's income and savings, how credit was used, etc.)
11. Delivery of project inputs (technical assistance, commodities, etc.) in a timely fashion to both men and women.
12. Productivity by gender (e.g. yield per acre, unit cost of production).

13. Participation of both men and women in planning/implementing monitoring and evaluation strategies.
14. Participation of both men and women in disseminating evaluation findings to both men and women.

Information Needs for Further Project Design

1. Identify Male/Female roles and responsibilities all along the food chain -- from production, through harvesting, storing, transporting, marketing, etc., incorporate into project design for maximum efficiency.
2. Identify decision-making patterns among men and women about consumption and savings (do women save for themselves and family? how?)
3. Identify expenditure patterns.
4. Identify household roles: are children in school (or will time be constrained?)
5. What is extent of migration? by whom? long- or short- term? Implications?

SESSION 6: GENDER CONSIDERATIONS IN THE DEVELOPMENT POLICY ENVIRONMENT (1 hour 30 minutes)

Session Objectives:

1. To explore how national and development organization policies, which do not take gender variables into consideration, can inadvertently have an adverse impact on women or men, or can constrain their participation in socio-economic development activities.
2. To identify specific gender-related aspects of key policies and objectives and how they might best be reflected in development programming.

Key Points:

- The rationale for giving greater attention to gender in many development activities is derived from the overall policies and objectives of development organizations.
- Key organizational policies and objectives may contain implicit, rather than explicit, gender-related opportunities and constraints.
- We often lose sight of important policy-level gender considerations by not relating them directly to day-to-day development activities.
- We often fail to analyze and discuss policies in terms of their differential impact on men and women.
- Policies can sometimes be counterproductive to the achievement of gender-sensitive results.

SESSION 7: ACTION PLANNING (1 hour 15 minutes)

Session Objective:

To introduce participants to an action-learning model for planning their gender-related work.

Key Points:

Action Learning to Plan and Manage Change.

Conventional planning assumes we have adequate data about present and desired states, then connects the two by a rational strategy as a way to manage the needed changes, hopefully without "surprises."

However, in many situations, we usually have less than adequate information about present conditions and only a partial vision of a desired goal. As the rate of change in the world is speeding up, we can expect to find the environment "from present to future" unstable and affected by a complex array of interactive forces.

Thus, we need to learn from future experimentation as well as available data and use the additional details both to clarify our ultimate objective and to improve the state of our art and science about how to achieve our goals.

Action-learning is a systematic process for accomplishing intentional change that integrates action and learning as bases each on the other. We act by taking one step at a time and learn more about what to do next by examining the effects of our past actions. Our learning is based on this practical experience as well as our professional knowledge and judgement and then is directly applied to taking our next step(s).

In practice, the action-learning model is a cycle of three phases, repeated as often as necessary to clarify and reach our ultimate goal:

- Phase 1: ASSESS (where am I now? What effect did the last action have?)
- Phase 2: PLAN (What did I learn from that, What's my next step?)
- Phase 3: ACT (Take that next step!)

Let's assume we start with a navigational landmark
(the goal seen dimly, partially, from afar-or-a 'star' to steer by)

Phase 1: ASSESS (Where am I now? What effect did the last action have?) Key aspects of my current situation--or what's changed since my last look:

What now are the significant features of the context (setting) of my situation?

What are the main aspects/general patterns/critical issues of this situation?

Who now are the stakeholders--and what do they think their stakes are?

Phase 2: PLAN (What did I learn from that, What's my next step?)

What details can I add about the 'ideal' situation? (clarify long-term goal)

What are my preferred strategy options in the medium and short term?

What next step(s) will I take ... with whom? ... to do what?

Phase 3: ACT (Take that next step!)

(With a sense of exploration)

(With attention to effects)

(With others)

Note: ASSESS often requires a 'long camera shot' to avoid being overwhelmed, PLAN calls for dreaming, and ACT feeds on 'mistakes'.

Session 7 - Presentation

Objectives

- o Help Apply this Workshop to Your Daily Work
- o Introduce an Action-Learning Model for Planning and Managing Change
- o Apply the Model to Choose a Next Step to Take

**GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP**

Dhaka, Bangladesh

August, 1990

EVALUATION:

INTRODUCTION

Each of the day's Workshop Sessions is presented below. Please:

- Rate the sessions in order of the degree to which you perceive them as useful to you in incorporating gender considerations into your work. For each one, please provide an overall rating of your perception of its utility (1 = Lowest, 6 = Highest);
- Comment on your satisfaction with each of the sessions; and
- As appropriate, provide an example of how the session might be helpful to you in incorporating gender considerations into Bangladesh's development process.

Degree of Utility
(1 = Lowest, 6 = Highest)

SESSIONS

Session 1: Workshop Orientation _____

Comment:

**GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP**

Dhaka, Bangladesh

August, 1990

Session 2: Exploring the Issues _____

Comment:

Session 3: Considering Gender in the Development Process _____

Comment:

Session 4: Collecting Data and Information _____

Comment:

Session 5: Gender Considerations in Project Planning,
Implementation, and Evaluation _____

Comment:

**GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP**

Dhaka, Bangladesh

August, 1990

Session 6: Gender Considerations in the Development
Policy Environment _____

Comment:

Session 7: Action Planning _____

Comment:

General Comments on Workshop

Please provide any additional comments.

Workshop Goal and Objectives

Workshop Goal

Please rate the degree to which you believe that the overall Workshop Goal has been achieved, and comment on your rating. For purposes of this rating, the goal has been sub-divided into two parts. Please fill in the number that corresponds to your achievement rating (6 being achieved completely, and 1 being not at all achieved.)

Achievement Rating
(1 = Lowest, 6 = Highest)

To increase awareness of the need to incorporate gender considerations into Bangladesh's development process and activities..... _____

Comment:

To increase knowledge about how to incorporate gender considerations into Bangladesh's development process and activities..... _____

Comment:

Participant Name

STAFF BIOGRAPHIES

CHERYLE A. BUGGS

Cheryle Buggs, technical associate with The MayaTech Corporation, has extensive experience in preparing and editing minutes and in reviewing country economic reports (briefing papers, staff reports, reports on recent economic developments) for distribution worldwide to member governments of U.N. - affiliated organizations. This includes French-English translation. She also has extensive experience in planning and coordinating meetings both locally and abroad (Algeria, Sierra Leone, and Zimbabwe, among others).

VIRGINIA HUBBS

Virginia Hubbs, senior training specialist with The MayaTech Corporation, has worked extensively with A.I.D. and non-governmental organizations on gender issues. She has designed and implemented training programs for the Office of Women in Development in Morocco, Egypt, Peru, Botswana, and Guatemala. She has also been a Foundation Representative for the African Development Foundation, specializing in rural economic development, and has worked as a consultant in program design and review for the Pew Charitable Trusts, the Pennsylvania State University, and the Rodale Research Center.

EUGENE V. MARTIN

Eugene Martin is an adult educator and organizational consultant, a designer and facilitator of planned change and development projects in the U.S. and overseas. His development experience includes work with A.I.D., Peace Corps, the World Bank, and the African Development Bank in Africa, Asia, and the Middle East; he was Director of the Peace Corps in Ghana. His work on gender issues includes related joint labor-management efforts in the U.S., as well as work for PPC/WID with the development aspects of gender. He is a consultant with the GENESYS Project and a senior associate of Management Systems International.

STAFF BIOGRAPHIES (continued)

TULIN PULLEY

Tulin Pulley is an economist on contract with the Labat-Anderson Corporation for A.I.D.'s WID Office. Since May 1988 she has been the Liaison Officer for A.I.D.'s Asia Near East Bureau and Missions, as well as the Technical Officer for the Private Sector. In this capacity she has traveled extensively in the region (Nepal, Yemen, Bangladesh, etc.) for technical assistance and training related particularly to portfolio reviews, as well as project design, WID action plan designs, and evaluations. She was previously a consultant economist with the World Bank, a Program Organizer for the NGO Forum 35 at the World Conference on the UN Decade for Women, and a member of the evaluation team that produced the 1987 report on A.I.D.'s progress in institutionalizing WID.

DONALD E. SPEARS

Donald Spears is a senior training specialist with The MayaTech Corporation and Management Systems International (MSI), specializing in strategic planning, organizational development, strengthening the private sector, and gender issues. He has worked extensively in rural development program and project design in Asia, Africa, and Latin America. He has designed and conducted gender issues training workshops in Egypt, Guatemala, Peru, and Ecuador.

**USAID/Dhaka Training Workshops
Dhaka, Bangladesh
Workshop I - August 26-27, 1990**

PARTICIPANT LIST

Dr. Malcolm J. Purvis, USAID/Dhaka Mission Director (Acting)

Dr. Tridib K. Mukherjee, USAID/OFA

Dr. Ray Morton, USAID/OFA

Mr. Latifur Rahman, USAID/OFA

Mr. Habibur Rahman, USAID/OFA

Mr. Joseph J.C. Madamba, Team Leader, Agriculture Research Project

Ms. Jinny Sewell, USAID/OPH

Ms. Sheryl Keller, USAID/OPH

Ms. Louisa Gomes, USAID/OPH

Mr. Quasem Bhuyan, USAID/OPH

Ms. Shirin Jahangeer, Bangladesh Government, Deputy Chief, Population Planning Wing, Planning Commission

Mr. N. Paljor, ICDDR, B, Urban Volunteers Project

Ms. Shamima Hsran, NGO, Family Planning Association of Bangladesh (FPAB)

Ms. Claudia Ford, Asia Foundation, Population Program

Dr. William Duncan, USAID/OEE

Ms. Joan S. Walsh, USAID/OEE

PARTICIPANT LIST (Continued)

Workshop I

Dr. Azizur Rahman, USAID/OEE

Mr. Najmul Huda, MIDAS

Ms. S. Bilquis Jahan, Joint Director, Bangladesh Bank

Mr. Monwar Hossain Khan, Deputy General Manager (DGM), Sonali Bank

Mr. K. M. Badrus Salam, DGM, Janata Bank

Mr. M. Siddiqui, USAID/PRO

Ms. Zakia Meraj, USAID/PRO

Ms. Aroma Goon, PACT/PRIP

Ms. Nilufer Karim, Bangladesh Government, Management Development Center (BMDC)

Ms. Deena Huq, BMDC

Mr. Nilan Fernando, Asia Foundation, Civic Participation Project

Mr. Nawshad Ahmed, Asia Foundation

Ms. Hosna Ara Khan, NGO, USHA

Mr. Zachary Hahn, USAID/PDE

Ms. Raka Rashid, USAID/PDE

Mr. M. Masuduzzaman, DGM, Bangladesh Krishi Bank (BKB)

Ms. Ravina Srinivasan, CARE/India

PARTICIPANT LIST (Continued)

Workshop I

Ms. Sashiprava Bindhani, CARE/India

Ms. Susan Loughhead, British High Commission, WID

Ms. Anjali Pradhan, USAID/Kathmandu

Ms. Saniya Hafeez, USAID/Islamabad

Mr. Maniruzzaman, USAID/PDE

TRAINING TEAM AND STAFF

Virginia Hubbs MayaTech

Donald Spears MayaTech

Eugene V. Martin MSI/GENESYS

Tulin Pulley AID/PPC/WID

Cheryle Buggs MayaTech

**USAID/Dhaka Training Workshops
Dhaka, Bangladesh
Workshop II - August 28-29, 1990**

PARTICIPANT LIST

Mr. James A. Franckiewicz, USAID/PDE

Mr. Brad Fujimoto, USAID/PDE

Mr. Golam Kabir, USAID/PDE

Ms. Raka Rashid, USAID/PDE

Ms. Dilara Kibria, Bangladesh Government, Bangladesh Small & Cottage Ind. Corp. (BSCIC), Women's Entrepreneurship Dev. Program (WEDP)

Ms. Rabeya Hussain, Bangladesh Government, BSCIC, WEDP

Mr. Mir Ali Asgar, CARE, Integrated Food for Work (IFFW)

Ms. Ayesha Hossain, CARE, WDP

Ms. Lisa Dean, CARE, Project Coordinator (LIFT)

Mr. Syed Abdullah Al-Muti, USAID/PRO

Dr. J. Garzon, USAID/PRO

Ms. Ann Schwartz, USAID/PRO

Ms. Ayesha Azim, Bangladesh Government, Deputy Director, Public Administration Training Centre (PATC)

PARTICIPANT LIST (Continued)

Workshop II

Ms. Kanka Jamil Khan, Bangladesh Government, Assistant Director, Public Administration Training Centre (PATC)

Ms. Brenda Doe, USAID/OPH

Ms. Katie McDonald, USAID/OPH

Mr. S. K. Ali Noor, USAID/OPH

Dr. Ann Larson, USAID/OPH

Mr. A. Rouf, NGO, Family Planning Services and Training (FPSTC)

Mr. M. A. Samad, General Manager (GM), Rupali Bank Ltd.

Dr. Margaret Ann Smith, USAID/OEE

Mr. Syed Nowsher Ali, DGM, Agrani Bank

Mr. B. R. Khan, MIDAS

Dr. Ray Renfro, USAID/OFA

Mr. Nizam Ahmed, USAID/OFA

Mr. Ibrahim Khalil, USAID/OFA

Dr. Max Senior, Johns Hopkins University

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Ms. Lydia Martinez, USAID/Philippines

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**GENDER CONSIDERATIONS IN DEVELOPMENT
TRAINING WORKSHOP**

Dhaka, Bangladesh

III. August 30, 1990

**Conducted by:
The MayaTech Corporation
in collaboration with the
GENESYS Project**

Agency for International Development
Washington, D.C. 20523

August 1990

Dear Participant:

It is a pleasure to welcome you to A.I.D.'s "Gender Considerations in Development" Workshop. Your participation in this effort further strengthens the commitment to consider women as integral participants in the development process.

The importance of women and gender issues to family income and the overall economy of Bangladesh has been well documented. Women play a critical role in many economic activities, including agricultural wage labor, crop processing, domestic services, microenterprise, and in the burgeoning textile industry.

As the participation of women is crucial to Bangladesh's economic growth, I applaud your efforts to help us better institutionalize the inclusion of women in A.I.D.'s programs and projects.

I appreciate your full participation in this workshop. The trainers and PPC/WID are pleased to have this opportunity to work with you, and we know that these efforts will help all of us in furthering A.I.D.'s development goals.

Sincerely,



Kay Davies
Director
Office of Women in Development

WORKSHOP III

GENDER CONSIDERATIONS IN DEVELOPMENT: AN OVERVIEW

(1/2 day workshop: August 30, 1990)

SCHEDULE

- 8:45 **SESSION 1:** INTRODUCTIONS
- 9:15 **SESSION 2:** HISTORICAL, POLICY AND LEGISLATIVE
CONTEXT FOR CONSIDERING GENDER IN
DEVELOPMENT PROGRAMS
- 10:15 BREAK
- 10:30 **SESSION 3:** GENDER INFORMATION FRAMEWORK IN
PROJECTS
- 12:15 SUMMARY AND CLOSURE
- 12:30 LUNCH

GENDER CONSIDERATIONS IN DEVELOPMENT TRAINING WORKSHOP

Session 1: Introductions

Session Objectives:

1. To provide an opportunity and process for helping participants become acquainted with each other and the training staff;
2. To explain the workshop's purpose/goal, expected outcomes, agenda, schedule, and approach to training; and
3. To establish a tone for the workshop that will encourage informality and active participation.

Session 2: Historical, Policy, and Legislative Context for Considering Gender in Development Programs

Session Objectives:

1. To provide the historical, legislative, and policy rationale for addressing gender issues in development programming.
2. To enable participants to explore opportunities and constraints confronting them as they consider incorporating gender in the planning and implementation of development activities in Bangladesh.

Key Points:

History of Women in Development (WID) - USA

1. 1973: Percy Amendment to U.S. Foreign Assistance Act that called for "efforts to integrate women into national economies"
2. 1974: Creation of Office of Women in Development

3. 1985: CDIE evaluation of AID's experience with women in development - main findings: programs and projects that match resources to men's and women's roles are more likely to achieve their immediate purpose and long-term goal than are projects which do not.

4. 1988: Amendment to US Foreign Assistance Act earmarking funds for WID and requiring:
 - sex-disaggregation of data
 - WID Action Plans for all missions
 - training for AID senior staff
 - increased emphasis on education for young women and girls
 - increased numbers of women in AID participant training programs

5. PPC/WID resources: matching funds for training and technical assistance through GENESYS project

Session 3: Gender Information Framework in Projects

Session Objectives:

1. To introduce and explain six key factors in gender analysis of a baseline situation for a development project or program;
2. To introduce the Gender Information Framework as a resource and tool for addressing gender issues; and
3. To practice gender analysis of a project baseline situation.

GENDER ANALYSIS PRACTICE EXERCISE

You will have a total of 60 minutes to complete the exercise.

Task Instructions

15 minutes Individually read the project area background information.

- 45 minutes
- Select a group spokesperson
 - Using the 6 factors for guidance, discuss the following questions and record your conclusions on a chart following the trainer's model.

Questions

1. Given this baseline situation, how might gender be a factor in the design of a project to improve food security and increase income?
2. What are the implications for design of the project?
3. What additional information do you need to assure that the project will appropriately address gender differences in the target population?

CENTRAL PURPOSE OF PROPOSED PROJECT

To increase self-sufficiency with regard to income and food security for the rural families of Jamalpur.

TIME FRAME - 4 years.

FINANCIAL RESOURCES - \$6 million.

GEOGRAPHIC/DEMOGRAPHIC BOUNDARIES - Marginal farmers and landless people of Jamalpur region.

PROJECT COMPONENTS UNDER CONSIDERATION FOR INCLUSION

- Technical Assistance in vegetable production
- Technical Assistance in marketing
- Credit for Homestead Agro-forestry activities
- Income-generating activities for landless families

SESSION 3: CONSIDERING GENDER IN THE DEVELOPMENT PROCESS

PROJECT AREA BACKGROUND INFORMATION

As with most rural areas in Bangladesh, men's and women's roles in Jamalpur are clearly differentiated by custom. In very broad terms, women have responsibility for activities within the household and within safe limits of its precincts. Men are responsible for activities on the farm, its field and afar. Women are responsible for family provisioning, including collection of food, fuel, fodder and water. In some households, up to 30 hours per week is spent on searching for fuel. While men provide the majority of cash income, women's traditional economic contribution has largely been in-kind, providing cost savings.

Among rural landed households, cultivation, transportation, and marketing are men's work. The plow, broadcast seeds or transplant saplings, weed, irrigate, harvest and market crops. Women are responsible for threshing, drying, husking, winnowing, storing and looking after seed and rice stocks; looking after and marketing what is obtained from owning cattle and poultry; growing fruits, and vegetables; and drying fish and fruits. Women's kitchen gardens are a growing source of income and improved nutrition, especially for the poor and near landless.

Control of income of men's and women's marketed products usually remains with the marketer.

Among the very poor, both men and women work as farm laborers, though typically men receive wages considerably higher than women.

Women's roles have been altered by agricultural development activities. For example, while the introduction of new high yielding seed varieties has increased opportunities for women's employment in labor intensive tasks, the impact on traditional roles of the new seeds -- which usually require cash to purchase and reduce the seed selection and storage role of women -- is less well known. Further, introduction of mechanized rice mills has eliminated women's traditional rice husking jobs and thus reduced their ability to contribute to family income.

Non-agricultural employment has been the traditional domain of men, who are the primary actors in virtually all sectors of the formal economy, including sales and distribution, education, manufacturing, the service industry, and construction. Women earn income through crop processing, domestic service, midwifery, handicraft production, and even money lending.

Practice of the traditional division of labor is related to economic strata as well as gender. Women among the very poor have always needed to work outside the home. Further, these traditional norms in Jamalpur's rural and urban areas are changing persistently under economic pressure. Families in Jamalpur, as other areas, are experiencing outmigration, growing landlessness, and the need for cash income. In fact, fifteen percent of all rural households in the region are female headed, with the greatest number of female headed households among the landless and women over 45; the numbers of such households are rising.

Unable to survive through practice of the traditional norms, a small number of women have begun to sell directly in the market; others are opening small shops in towns. These include grocery stores, restaurants, and tailoring shops. In the region's more urbanized areas, the growth of small industry, particularly in textiles, electronics, and pharmaceuticals, has provided new jobs for women. Employment under the "putting out system" (home-based piece contract work) is said to be rising. Women have also become involved in construction through donor-funded food for work programs.

Constraints to increasing productivity are significant for both males and females. While more than two thirds of all children are enrolled in primary school (56% male, 44% female), adult literacy is estimated at only 29.2% (39.7% male and 18% female). Access to credit is limited for both men and women; however, the situation is more difficult for women. Although women may inherit land (potential collateral for credit), they often relinquish it to brothers to retain family goodwill and possible future support.

Sources: Women in Local Markets and Commercial Areas, by Raka Rashid and Marcy Vigoda, produced by PACT Bangladesh, 1990; "Revaluation of women's work in Bangladesh", by Nuimuddin Chowdhury. The Bangladesh Journal of Agricultural Economics, Volume IX, June, 1986, Number 1; and Agrarian Social Relations and Rural Development in Bangladesh, by Anwarullah Chowdhury, Allandheld, Osmun Publishers, 1982.

GENDER ANALYSIS FORMAT

EXPLORATORY FACTORS	MEN	WOMEN
LABOR		
INCOME		
EXPENDITURES		
RESOURCES		

CONCLUSIONS ABOUT

CONSTRAINTS:

OPPORTUNITIES:

Summary of Participant Small Group Discussion of Food Security/Increase Income Project (Gender Analysis on Case Example)

Gender Issues in Project Design

1. Define recipients (men, women, individuals, groups) and gender-based differences in access to resources and service facilities.
2. Consider male and female extensionists and other training staff as appropriate.
3. Establish targets for both male and female participants.
4. Men and women from the same household may be targeted, each receiving extension and working on the project activities at different times of the year.
5. Establish targets for female credit recipients
 - within the household
 - women's groups for income-generating activities
6. Seek non-traditional income-earning opportunities for women.
7. Establish targets for women's technical assistance in marketing to ensure their production results in cash as well as in-kind income.
8. Women as well as men should be involved in project design.
9. If target group includes women, consider both women-headed households and women in men-headed households.
10. Consider if farm equipment needs are different for men and women.
11. Need to look into child care concerns.
12. Where difficult to incorporate women as individuals, form women's groups.
13. Consider preferential credit and technology packages for women.
14. Recognize competing demands for time -- fuel/water collection.

**GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP**

Dhaka, Bangladesh

August, 1990

EVALUATION: WORKSHOP III

INTRODUCTION

Each of the day's Workshop Sessions is presented below. Please:

- Rate the sessions in order of the degree to which you perceive them as useful to you in incorporating gender considerations into your work. For each one, please provide an overall rating of your perception of its utility (1 = Lowest, 6 = Highest);
- Comment on your satisfaction with each of the sessions; and
- As appropriate, provide an example of how the session might be helpful to you in incorporating gender considerations into Bangladesh's development process.

Degree of Utility
(1 = Lowest, 6 = Highest)

SESSIONS

Session 1: Workshop Orientation _____

Comment:

**GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP**

Dhaka, Bangladesh

August, 1990

Session 2: Exploring the Issues _____

Comment:

Session 3: Considering Gender in the Development Process _____

Comment:

Workshop Goal and Objectives

Workshop Goal

Please rate the degree to which you believe that the overall Workshop Goal has been achieved, and comment on your rating. For purposes of this rating, the goal has been sub-divided into two parts. Please fill in the number that corresponds to your achievement rating (6 being achieved completely, and 1 being not at all achieved.)

Achievement Rating
(1 = Lowest, 6 = Highest)

To increase awareness of the need to incorporate gender considerations into Bangladesh's development process and activities..... _____

Comment:

To increase knowledge about how to incorporate gender considerations into Bangladesh's development process and activities..... _____

Comment:

Participant Name

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Dhaka, Bangladesh
Workshop III - August 30, 1990**

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Mr. Fazlul Karim, USAID/CONT

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Mr. Michael Walsh, USAID/CONT

Mr. Jack Gunther, USAID/MGT

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