

FN-ABP-477

AID

AGENCY FOR INTERNATIONAL DEVELOPMENT

**GENDER CONSIDERATIONS  
IN DEVELOPMENT:**

**Training Workshop**

**USAID/Senegal**  
September 24 – October 5, 1990

**Dakar, Senegal**

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

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AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON D C 20523

ASSISTANT  
ADMINISTRATOR

September 12, 1990

Dear Participant:

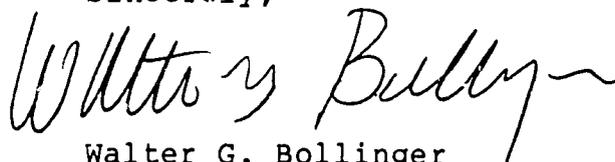
It is a pleasure to welcome you to the Agency for International Development's training workshop on "Gender Considerations in Development." Your participation in this effort furthers the Agency's commitment to the full integration of women in its strategies, programs, and projects.

The importance of women and gender issues to the overall economy of West Africa has been well established. Women play a critical role in all aspects of agricultural production, household farm decision-making, and the agricultural wage labor force. Across the continent, women produce 60% to 80% of the African food supply. In the private sector, women tend to predominate in the areas of services and commerce, and in most African countries, women's participation as entrepreneurs in the formal and informal economy is well recognized.

Since the participation of women is crucial to achieving increased agricultural production and improved performance in private enterprise, I applaud your efforts to help us better institutionalize the inclusion of women and girls in A.I.D.'s strategies, programs, and projects. Working together, we can and will take the critical steps needed to ensure that women's contribution to the Africa Region's economic growth is maximized.

I request your full participation in this workshop knowing that this will lead to greater success in all levels of our development activities.

Sincerely,



Walter G. Bollinger  
Acting Assistant Administrator  
Bureau for Africa

Agency for International Development  
Washington, D.C. 20523

September 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 Senegal has been well documented. As the participation of women is crucial to Senegal'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

DAY ONE

SESSION 1 **1**

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SESSION 2 **2**

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SESSION 3 **3**

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DAY TWO

SESSION 4 **4**

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SESSION 5 **5**

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SESSION 6 **6**

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SESSION 7 **7**

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DAYS THREE - FIVE

SESSION 8 & 9 **8**

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## **GENDER CONSIDERATIONS IN DEVELOPMENT**

### **USAID/SENEGAL WORKSHOP**

**SEPTEMBER 24 - OCTOBER 5**

#### **PURPOSE**

To assist USAID/Senegal policy makers with their sectoral review and strategy planning by examining the implications of gender considerations in development and possible specific program/project options.

#### **OBJECTIVES**

As a result of participating in the workshop, USAID staff will be able to:

- understand and apply AID/WID policy and legislative requirements;
- understand ways that gender considerations can influence the success/failure of development efforts generally, and their portfolio specifically;
- apply the Gender Information Framework to identify specific gender issues and options for integrating gender concerns in their sectors in Senegal;
- assess the strengths of their current drafts and additional work required to incorporate gender considerations in their sector analyses;
- know what gender data sources and information resources are available, generally and in Senegal; and
- develop action plans to refine their sectoral analyses to incorporate gender considerations and options for women's programs as preparation for the MSI-facilitated strategy planning exercise.

**GENDER CONSIDERATIONS IN DEVELOPMENT**

**USAID/SENEGAL WORKSHOP**

**SEPTEMBER 24 - OCTOBER 5**

**WORKSHOP AGENDA AND SCHEDULE**

DAY 1 September 24

- Session 1: Start-Up and Workshop Overview
- Session 2: Gender Considerations in Development (GCID) and Women in Senegal
- Session 3: The Gender Information Framework (GIF)

DAY 2 September 25

- Session 4: Application of Gender Analysis to Sectoral Assessments
- Session 5: Information and Data Resources
- Session 6: AID/WID Policy and Legislative Requirements
- Session 7: Action Planning

Days 3-5 September 26 - September 28

- Session 8: GCID Consultations and Applications to Sectoral Assessments (scheduling to be determined by action plans developed in Session 7)

Day 5 September 28

- Session 9: Evaluation and Closure Celebration

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Days 6 - 10 October 1 - 5 (Tentative)

Training/TA for Project Implementation Teams if indicated and USAID staff time allows.

## **GENDER CONSIDERATIONS IN DEVELOPMENT**

### **USAID/SENEGAL WORKSHOP**

**SEPTEMBER 24 - SEPTEMBER 28**

#### **DAY 1 SEPTEMBER 24, 8:30 A.M. - 4:30 P.M.**

##### Session 1: Start-Up and Workshop Overview (2 hours)

The purpose of this session is to establish the rationale for the workshop and to introduce the goals, expected outcomes, and agenda for the training. Activities include the following: official opening of the workshop, introduction of participants and training staff, and an activity that allows participants to identify issues relevant to the workshop goals that are of concern to them.

##### Session 2: Gender Considerations and Women in Senegal (2 hours)

This session focuses on how gender considerations can influence the success and failure of development efforts generally. Also, it will highlight women's socio-economic issues in Senegal and their implications for development activities here.

##### Session 3: The Gender Information Framework (GIF) (2 1/2 hours)

The purpose of this session is to introduce the Gender Information Framework (GIF) as a useful tool for identifying specific gender issues in project/program design.

#### **DAY 2 SEPTEMBER 25, 8:30 A.M. - 4:30 P.M.**

##### Session 4: Gender Analysis Application to Sectoral Analysis (2 1/2 hours)

This session provides an opportunity for participants to apply the GIF to the draft sector analysis documents. They will (1) begin developing criteria for distinguishing activities and documents which have adequately considered gender from those which have not and (2) assess how their sectoral analyses have incorporated gender considerations and determine what work still needs to be done.

**Gender Considerations in Development**  
**Page Two**

Session 5: Information and Data Resources in Senegal (1 hour)

The purpose of this session is to explore resources for gender-related data and information in Senegal, how these data can be used in planning development activities in general, and in sectoral analyses specifically.

Session 6: AID/WID Policy and Legislative Requirements (1 hour)

In this session, AID/WID policy and legislative requirements for missions are introduced and institutional resources for assistance in meeting agency requirements are discussed.

Session 7: Action Planning (2 hours)

In this session, participants are guided through the development of action plans to refine their sectoral analyses by the inclusion of gender considerations and options for women's programs. The prepared action plans will enable teams to contract for technical assistance/consultation from the trainers over the next 2 1/2 days.

**DAYS 3 - 5 SEPTEMBER 26 - 28, 8:30 A.M. - 4:30 P.M.**

Session 8: GCID Consultations and Applications to Sectoral Assessments  
(2 1/2 days)

Although given a session number and title to demonstrate its position in the flow of activities, this is a set of activities rather than a single session. The trainers will be meeting with teams to provide consultation/advice on questions raised as they refine the sectoral analyses. Schedules for this 2 1/2 days of consultation will be developed from the action plans developed in Session 7.

Session 9: Evaluation and Closure Celebration (2 hours)

## **A.I.D. MISSION STATEMENT**

The Agency for International Development administers economic assistance programs that combine an American tradition of international concern and generosity with the active promotion of America's national interests. A.I.D. assists developing countries to realize their full national potential through the development of open and democratic societies and the dynamism of free markets and individual initiative. A.I.D. assists nations throughout the world to improve the quality of human life and to expand the range of individual opportunities by reducing poverty, ignorance, and malnutrition.

A.I.D. meets these objectives through a worldwide network of country missions which develop and implement programs guided by six principles:

- support for free markets and broad-based economic growth
- concern for individuals and the development of their economic and social well being
- support for democracy
- responsible environmental policies and prudent management of natural resources
- humanitarian assistance to those who suffer from natural or man-made disasters.

A.I.D.'s mission as a foreign affairs agency of the United States Government is to translate into action the conviction of our nation that continued American economic and moral leadership is vital to a peaceful and prosperous world.

## **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).

### **GIOVANNI CAPRIO**

Giovanni Caprio is currently a senior associate with Management Systems International, after having served as the Mission Economist to the A.I.D. Mission in Haiti for several years. In addition to his experience in international development, he has worked in the private sector in Haiti as a financial analyst and as a professor of economics at the University of Quebec. Giovanni is the author of numerous publications and reports on macro-economics, international development economics, and Latin American and African comparative economics.

### **RON GROSZ**

Ron Grosz is an economist and training coordinator for the Office of Women in Development at the U.S. Agency for International Development. He has a Master's degree from the University of Wisconsin with a specialty in the economics of tropical agriculture. Ron has lived, worked, and traveled widely -- in Liberia, Morocco, Zaire, Rwanda, Bangladesh, and Jamaica. His experience is concentrated in human resource development, agricultural extension, training, and economic development, both abroad and in the U.S.

### **BARBARA A. HOWALD**

Barbara Howald is a senior training specialist with The MayaTech Corporation. A specialist in training in private development, she has worked extensively in francophone Africa with A.I.D. and non-governmental organizations, including several years as the Training Specialist for Technoserve, Inc. in Rwanda. She has designed and implemented training programs for the Office of Women in Development in Botswana and Cote d'Ivoire, and for the Private Enterprise Bureau of A.I.D. Washington.

## **GENDER CONSIDERATIONS IN DEVELOPMENT TRAINING WORKSHOP**

### **Session 1: Start-Up and Workshop Overview**

**Time: 2 Hours**

#### **Objectives:**

At the conclusion of this session, USAID Staff will:

1. have been officially welcomed by the Mission Director;
2. know the workshop's purpose and expected outcomes in the context of the Mission's strategic planning and PPC/WID's interests;
3. have been introduced to the training staff and to each other as resources for considering gender issues;
4. know the workshop's schedule and logistic arrangements; and
5. be aware of the workshop's assumptions and the importance of their participation.

#### **Activities:**

1. The Workshop is Called to Order
2. Welcome and Opening Comments by Mission Director
3. Opening Comments by PPC/WID Representative
4. Staff Team Introductions
5. Workshop Purpose and Objectives
6. Workshop Overview
7. Nature of the Workshop and Assumptions
8. Participant Introductions
9. Close of this Session and Bridge to Session 2

## WHAT WID IS -- WHAT WID IS NOT

### Some Myths and Facts About Women in Development

#### A. WHAT WID IS NOT

- o WID is not a special interest -- It is hard to conceptualize WID as a special interest concern when fifty percent of the world's population is female.
- o WID is not women-only projects -- While there are certain cases when women-only projects are appropriate, approximately 80 percent of all A.I.D. women in development activities are incorporated fully into A.I.D. programs and projects.
- o WID is not subprojects attached to mainline projects -- The ultimate objective is to ensure gender issues are examined, included at the project design stage, and implemented as a total program or project package. "Tacking on" a WID effort is undesirable, often expensive, often irrelevant, and rarely meets the objectives of the activity or the recipient it was intended to serve.
- o WID is not projects linked to "traditional" women's concerns -- Health, population, and nutrition issues are often seen as the "traditional" areas of women's concerns; however, there are other areas that deserve equal or more attention. For example, in Africa, about 40 percent of the population (productive-age women) are responsible for 80 percent of the family food supplies. Therefore, omitting consideration of gender in the design of agriculture projects may have a detrimental impact on Africa food security programs.
- o WID is not an equity issue -- Equity is a humanitarian goal. Economic integration is a development objective. 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 threatened.
- o WID is not simply beneficiary oriented -- Women are actors, producers, and agents of development. To ignore them is to guarantee less than desired results in A.I.D. programs and projects -- as shown in A.I.D.'s own evaluation of its projects.

B. WHAT WID IS

- o WID is a cross-cutting issue -- Gender plays a role in every development sector or activity. Particularly, within agriculture, natural resources, private enterprise, and education, we pay a high price for mistakes made by not including a gender perspective.
- o WID is an economic variable -- In agriculture, for example, if the constraints and opportunities for women's access to inputs, credit, land and markets is different than men's, failure to factor these elements into development activities is simply starting from a weak data base and the odds of project failure are increased. 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.
- o WID is an integrated development approach -- Gender disaggregated data collection is now a requirement for all project and program activities to ensure both men and women are properly factored into programs and projects. This allows design, implementation, monitoring and evaluation to proceed with a clear sense of the relevant human populations affecting and being affected by economic development.
- o WID is 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 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, and women microentrepreneurs are essential to their family's and country's economic growth. Thus, economic growth and consideration of gender are entirely consistent.

WED 001

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

**A USER'S GUIDE TO THE**

**OFFICE OF WOMEN IN DEVELOPMENT**

**FY 1990**

A.I.D. PROGRAM FOR WOMEN IN DEVELOPMENT

A USER'S GUIDE TO THE OFFICE OF WOMEN IN DEVELOPMENT

FY 1990

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

Revised 12/89

## TABLE OF CONTENTS

	PAGE
I. BACKGROUND.....	1
II. PPC/WID STRATEGIC WORKPLAN.....	2
A. Sectors.....	2
B. Primary Focus Areas.....	3
C. Services.....	3
D. Linkages Between Primary Focus Areas and Services.....	4
III. ACCESSING PPC/WID ASSISTANCE.....	5
A. Funding Mechanisms.....	5
B. Project Index.....	7
AWID.....	7a
General Matching Reserve.....	7b
ABEL.....	7c
CAER.....	7d
PEDS II.....	7e
AMIS.....	7f
GEMINI.....	7g
PPC/WID Technical Staff.....	7h
IV. SELECTION CRITERIA FOR ACCESS TO PPC/WID ASSISTANCE.....	9

**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 FIO/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, Ernst & Young, MSI.

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

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  
Room 3725A NS  
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-00-7074-00

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)

## 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.

## **SESSION 2: GENDER CONSIDERATIONS/WOMEN IN SENEGAL**

**Time: 1 Hour 50 Minutes**

### **Objectives:**

At the conclusion of this session, USAID staff will:

1. have increased information on gender considerations and women's issues in Senegal and implications for development; and
2. understand ways that gender considerations can influence the success/failure of development efforts generally, and their portfolio specifically.

### **Activities:**

1. Introduction of Session Rationale, Objectives and Schedule
2. Introduction(s) and Presentation(s) of Senegalese Resource Person(s)
3. Total Group Discussion
4. Wrap-up and Bridge to Session 3: Gender Information Framework

## **FEMMES AU SENEGAL: CONSIDERATIONS**

### **Point I: Visions des Femmes**

Le vécu quotidien

Expression de besoins

Analyse de besoins

Restitution des données

Prioritisation

Programmes d'action

Programmes de formation

Recherche de collaboration

Evaluation

### **Point II: Facteurs de changement**

Législation en faveur de la femme

Code de Famille

Facteurs climatiques (ex. sécheresse conduisant à l'exode rural)

Facteurs concernant les migrations internes et externes (ex. à Tamba counda Kolda des hommes ont émigrés laissant les femmes, chefs de famille avec les conséquences que cela suppose)

### **Pointe III: Inventaire**

#### **Ce qui marche**

##### **1. Acquis juridiques:**

Accès à la terre (domaine national)

Accès à l'éducation pour les deux sexes

Accès aux droits à la vie politique (peuvent élire ou être élues) (ex. Une présidente de Communauté rurale Maire)

Dans le travail à diplôme égal, chance (les directrices nationales, et chefs d'entreprises)

Code de la Famille qui sécurise la femme dans son statut d'épouse avec option avant le mariage pour ou contre la polygamie

Le Code décourage beaucoup le divorce de la part des hommes

Interdit les mariages précoces et forcés

##### **2. Acquis économiques**

##### **3. Acquis institutionnels**

(ex. organisation des femmes en groupements)

Problèmes:

a. Analphabétisme

b. Manque de formation

c. La grande pénibilité des travaux domestiques

d. Education-soin aux enfants

e. Pas d'accès à la vulgarisation, aux facteurs de production et au crédit

- f. Ne sont impliquées dans processus des lois du marché (fixation des prix, évacuation des produits, commercialisation)
- g. Manque d'informations sur:
  - Soins de santé hygiène, assainissement, santé familiale
  - Les droits au plan juridique
  - Nouvelles politiques initiées par l'Etat (NPI-NPA)
- h. Vide juridique sur le statut des groupements des femmes (existence de reconnaissance politique comme ONG, mais pas encore reconnus juridiquement pour servir de garantie à leurs membres auprès des banquiers)

**Point IV:    Domaine de la Collaboration**

**1. Différents intervenants**

a.    Au plan National

Association villageoise

Groupement de femmes

Groupement de jeunes

Sociétés de l'Etat (sociétés de vulgarisation, sociétés d'Etat)

ONG nationales

b.    Au plan extérieur

Organisations et institutions internationales (Système des Nations Unies - PNUD, FAO, OMS, UNICEF, BIT, Banque Mondiale, etc.)

Organisations bilatérales: USAID, Caisse Centrale de coopération économique, etc.

## ONG

Celles considérées comme bailleurs de fonds (Fondation Ford, CRS)

Celles intervenant sur le terrain dans les différents secteurs

### 2. Points forts/Faiblesses

#### a. Points forts

Volonté d'entraide et de solidarité

Convergence d'intérêts vers les mêmes cibles

Point de départ d'une prise de conscience plus accrue chez les gouvernants et les populations notamment chez les femmes

Appui aux organisations nationales et au gouvernement pour participer aux débats africains et internationaux relatifs à l'intégration de la femme

#### b. Points faibles

Connaissance insuffisante des cultures et traditions réciproques

Méconnaissance chez les nationaux des règlements, en vigueur dans les pays des partenaires extérieurs

Insuffisance de communications (dans les programmes exécutés par les uns et les autres: (ex. risque de duplication)

Insuffisance dans la diffusion et la vulgarisation des données détenues par les uns et les autres

Insuffisance de rencontre et échange entre organisations

Esprit de partenariat à renforcer

## **SESSION 3: THE GENDER INFORMATION FRAMEWORK (GIF)**

**Time: 2 Hours 30 Minutes**

### **Objectives:**

At the conclusion of this Session, USAID Staff will:

1. be able to list and use the 6 key gender factors to be considered in the baseline situation for program/project design;
2. become aware of how the Gender Information Framework (GIF) can be used as a resource in development efforts; and
3. be able to apply the GIF to identify specific gender issues and options for integrating gender concerns in their sectors in Senegal.

### **Activities:**

1. Introduction and Overview
2. Presentation of Six Key Gender Factors in Baseline Situation
3. Basic Skill Practice in Using the 6 Key Factors in Small Groups
4. Small Groups' Report
5. Presentation of Gender Information Framework (GIF)
6. Wrap-Up and Bridge to Session 4: Gender Analysis Application to Sectoral Analyses, with Evaluation of the Day's Sessions.

## **SIX KEY GENDER FACTORS**

- 1. Allocation of Labor**
  - Household production
  - Agricultural production
  - Non-farm labor
  
- 2. Sources of Income**
  - Farm
  - Non-farm
  
- 3. Expenditures**
  
- 4. Access to/Control of Resources**
  
- 5. Constraints to Participation**
  
- 6. Opportunities**

## **SMALL GROUP PRACTICE TASK - GENDER ANALYSIS**

- In sectoral assessment teams, identify one portion of your SA in which you have questions about differential gender impacts which might have been overlooked or inadequately considered. Select one of your team to serve as Recorder/Reporter.
- Using the Key Points: Gender Factors and Gender Analysis of Baseline Situation Handouts, determine the following:
  1. How gender might be an important factor in this portion of your Sectoral Assessment.
  2. Additional information on gender-based roles and responsibilities which might be needed for more effective assessment.
  3. Implications and possible strategies to obtain the gender-disaggregated data needed.
- Record your responses to these three questions on flipchart paper for presentation to the total group.
- You have a total of **60 minutes** for this task.

ENTRY: SENEGAL

### WOMEN IN DEVELOPMENT - COUNTRY PROFILE

<u>Social Indicators</u>	<u>Male</u>	<u>Female</u>		
Literacy rate	37	19	Total fertility rate	6.5
Primary school enrollment rate	66	45	Infant mortality rate	225
Secondary school enrollment rate	18	9	Rural population (% female)	50.5
Third level school enrollment rate	3.9	1.0	Urban population (% female)	50.5
Primary school enrollment (% female)		40	Women living in rural areas (% of total female population)	74.6
Secondary school enrollment (% female)		33	Female-headed households (%)	
Vocational school enrollment (% female)		27		
Life expectancy	46	49		
Population with access to drinking water urban/rural (5)	27	69		

<u>Economic Indicators</u>	<u>Male</u>	<u>Female</u>
Urban activity rate		
Rural activity rate		

#### Labour Force by Sector and Sex

	<u>Total (in 000s)</u>	<u>Female (%)</u>
Agriculture	2128	46.05
Industry	165	15.15
Services	347	24.5
ALL SECTORS	2641	41.3

#### Distribution of Female Labour Force by Sector

	<u>Agriculture</u>	<u>Industry</u>	<u>Services</u>	<u>Total</u>
Percent	89.9	2.3	7.8	100

## REFERENCES FOR STATISTICS

Primary/secondary/vocational/third level school education

- \* Statistical Yearbook UNESCO, 1988 Table 3.4/3.5/3.2 (gross figures)

Literacy rate and population access to drinking water

- \* UNICEF Report - Table 4 "The State of the World's Children"

Life expectancy

- \* Table 33 - World Development Report 1988

Infant mortality (per 1000 under age 5)

- \* UNICEF Report 1988 - Table 1

Total fertility rate

- \* World Population Prospects: Estimates and Projections as assessed in 1982

Urban/rural activity rate and population

- \* Demographic Yearbook 1986

Distribution of female labour force by sector and  
labor force by sex and sector

- \* ILO 1986 estimates and projections of econ. active population

## COUNTRY PROFILE - SENEGAL

### III. Women's Contribution to the Economy

Senegal is an agricultural, multi-ethnic, Islamic (80 percent) society. Its dual economy is divided between a base of food crops for subsistence and cash crops. Peanuts, cotton, and sugar cane are the main cash crops. Millet, sorghum, rice and corn are the primary subsistence crops. Women comprise 70 per cent of the rural population and represent 60 per cent of the agricultural labour force. They are active in both subsistence and cash crop cultivation, stock-raising, and fisheries. Women are solely responsible for condiment production, and also package, process, and sell produce. In addition to their agricultural responsibilities, they also perform labour-intensive domestic tasks such as well-digging.

Women's economic responsibilities vary depending on their ethnic group and the region in which they live. In southern Senegal, rice is cultivated by Diola and Mandingue women. Diola women freely manage their own harvest and feed their families from their personal granaries; however, Mandingue women are subject to ancient Islamic practices and participate in the most labour-intensive aspects of the rice-gathering process, while men work the crops on the dry plateaus. In the peanut basin in Western Senegal, Wolof and Serer women participate in the production of peanuts and millet. The modernization of agriculture techniques has introduced a new division of labour to peanut and millet production. Serer women process their husband's crops, and are independently in charge of minor crops, such as condiments which they themselves sell. The Wolof society is strongly Islamic, and domestic tasks limit the possibility of individual women's peanut or condiment production. Wolof women must also take part in the collective field work of the chief's land. The production of cash crops leads to women's economic independence, while collective field work does not allow for individual gains.

Serer, Leboue, and Niominka women who live on the coast work in the local fishing industries. The principal activity is in the salting, smoking and drying of fish and sea products. Additionally, women pick oysters and mussels for processing into spices and sell fish in the markets and on the beaches. Women's market participation is limited due to competition from men, who have no daily household responsibilities and can freely relocate to new markets. In the river region of Senegal, irrigation farming and animal husbandry are the dominant economic activities by Peuhls and Toucouleur women.

Male out-migration is high due to deteriorating economic conditions. The participation of women in agriculture is increasing as a result, since irrigation farming requires intensive manual labour. Women also milk the animals and produce milk products such as milk curd and butter.

The increase in out-migration has led to an increase in female labour participation in urban areas. The greatest number of city women are employed in the service sector in secretarial, health,

and social services jobs. Women comprise the majority of textile workers, education and cultural workers, and health care workers. Fifteen percent of all female workers are domestic household workers. In industry, women work as temporary or seasonal employees in low-skilled, low-paying jobs in the food and textile industries. Women in urban areas have traditionally been small traders in markets where they sell vegetables and fish. There is a growing trend for women to open new underground markets on a regional and international level. Textiles and other manufacturing goods are less expensive in Senegal than in other neighbouring countries such as Mauritania, Gambia, and Mali, and women are developing regional markets for subsistence products. Women have also discovered markets for luxury goods such as gold, precious stones, and perfume in Europe and the Americas.

### **Access to Resources**

Ethnic and religious traditions limit women's access to land, capital, and technology. In Islamic marriages, the husband is the legal head of the household and a wife cannot own land or inherit property. Senegalese women cannot work outside of the home without their husband's permission. The income from cash crop production is usually paid to the male in the household, although women gain access to money by selling products such as palm wine, condiments and by cultivating their own peanut crops. Urban women have traditionally retained part of the profits from trading vegetables and fish in the markets.

#### **IV. Government's Women in Development Policies**

The Senegalese Government adopted a National Plan of Action for Women in 1970 to advance the status of women. Special emphasis was placed on women in rural areas. The National Plan focuses on development with training that will enable women to perform agricultural tasks on their own behalf. Since 1970, rural women's development projects have established 579 millet mills, 76 millet hullers, 64 rice huskers, 22 palm nut crushers, and 14 oil pressers. Twelve food self-sufficiency agricultural projects designed specifically for women have also been implemented.

The Government has adopted a health care and nutritional programme to improve the health of all citizens by the year 2,000. Women have been mobilized in a campaign for mass vaccination, and have benefitted from the provision of facilities such as maternity clinics. The National Plan for Action has been accompanied by a media educational programme encouraging the advancement of women.

In addition, Senegal has contributed, both within Africa and internationally, to advancing the cause of women's integration. The Inter-African Committee was established in Dakar in 1985 to form campaigns of information and solidarity throughout Africa. It has concentrated specifically on improving health care for women and children.

A number of Ministries, including Social Development, Civil Service, and Public Health, have programmes directed to women. The Ministry of Social Development has been working to ensure the effective application of women's rights laws, improvement of women's literacy, and coordination of women's organizations.

### **Women's Political Participation**

Women have the right to vote and may be elected to national, regional, and local political organizations. In the National Assembly, participation by women has increased in the past decade and 11 percent of Senegalese deputies are female. At the municipal level, an increasing number of women are performing the functions of municipal councilors, although only two women have presided over municipal councils in their cities since 1984. Rural councils are over 20 percent female, and three out of 584 rural councils have been presided over by women. Women have held the positions of Minister of Social Development, Public Health, and Emigre Affairs.

### **Legal Position of Women**

The Senegalese Constitution guarantees women rights equal to those of men, and guarantees equality of remuneration for work of equal value, the right to full employment, and equality in education and training. The Family Code of 1972 protects the rights of women and children with respect to divorce and child support. However, a woman must obtain her husband's permission to work outside the home. A wife cannot own land or inherit property but she may retain control over property she owned prior to the marriage. De facto and de jure discrimination continues to affect women due to social and religious laws.

Marriage laws differ for various ethnic and religious communities under Islamic, Christian, Hindu, and Christian law. Dowry is paid in Islamic, Christian, Hindu and Christian law. Under Islamic inheritance law, the husband is the legal head of the household with complete authority over the wife, family, and choice of domicile. All household goods and property are considered to be her property.

### **V. Women's Organizations**

Since the 1950's, women's organizations have promoted education, health, and labour rights for women. There are over 3,300 national, municipal, and rural women's organizations in Senegal which fall into two categories: tontine and caisses populaires. Tontines are traditional, social aid-type organizations that are organized informally in rural villages. Caisses populaires are modern associations made up of professional, middle-class women who focus primarily on improving legal conditions and economic privileges for women. The Federation of Senegalese Women encompasses an umbrella of 40 professional women's rights groups.

In addition, the Centre Social des Femmes in Dakar focuses on hygiene, literacy, and childcare education for women. The Association of African Women for Research and Development (AAWORD) is located in Dakar and is a conglomeration of pan-African women who network with women's organizations throughout Africa to promote women's role in development.

SMALL GROUP EXERCISE GENDER ANALYSIS  
GENDER ANALYSIS OF BASELINE SITUATION

FACTORS	MEN	WOMEN	IMPLICATIONS
1. <u>ALLOCATION OF LABOR</u> , Household Production , Agricultural Production , Non-farm			
2. <u>SOURCES OF INCOME</u> , Farm , Non-farm			
3. <u>EXPENDITURES</u>			
4. <u>ACCESS/CONTROL OF RESOURCES</u>			
5. <u>CONSTRAINTS TO PARTICIPATION</u>			
6. <u>OPPORTUNITIES</u>			

**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 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 analysts 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)

#### I. 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 to 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**

### **I. 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.

## **SESSION 4: APPLICATION OF GENDER ANALYSIS TO SECTOR ASSESSMENTS**

**Time: 2 Hours, 30 Minutes**

### **Objectives:**

At the conclusion of this session, USAID Senegal staff will be able to:

1. identify those areas in their Sector Assessment documents which potentially require additional attention to gender factors, and
2. distinguish activities and documents which adequately consider gender from those which do not.

### **Activities**

1. Introduction and Overview of the Session
2. Sector Assessment Teams' Review of Draft SA Documents for Additional Gender Analysis
3. Reports from the SA Teams and Total Group Discussion
4. Wrap-up and Link to Session 5: Information and Data Resources

## **SESSION 5: INFORMATION AND DATA RESOURCES IN SENEGAL**

**Time:** 1 Hour

**Objective:**

At the conclusion of this session, USAID Senegal staff will be able to:

begin to deal with Gender Data-Gathering difficulties.

**Activities:**

1. Overview of the Session
2. Identify Difficulties
3. Explore Formal/Informal Ways to Overcome Those Difficulties
4. Discussion of Available Resources

## **SESSION 6: AID/WID POLICY AND LEGISLATIVE REQUIREMENTS**

**Time:** 1 Hour

### **Objectives:**

At the conclusion of this session, participants will be able to:

1. understand AID/WID policy and legislative requirements;
2. understand how to access and use PPC/WID and Genesys resources;
3. identify some implications for their own work from the Agency's mandates and the legislative requirements.

### **Activities:**

- Overview of Session Rationale, Objectives and Schedule
- Presentation by PPC/WID Representative
- Questions and Answers
- Wrap-Up and Link to Session 7: Action Planning

## SECTOR ANALYSIS TEAM SMALL GROUP TASK

In Sector Assessment Teams, apply the factors of gender analysis to study your draft Sector Assessments:

1. Scan the document to see where it has taken gender into consideration, and discuss how this strengthens the document.
2. Identify those areas in your Sector Assessment document which will require additional attention to gender factors. Use the GIF factors in reviewing the documents. If your team has not yet had the opportunity, incorporate questions raised in recent Senegal WID studies (if they are available) for your sector.
3. List two of the most notable responses to each question on large paper for presentation to the total group.

TIME ALLOTTED FOR THIS TASK: 1 HOUR, 30 MINUTES.

## **SESSION 7: ACTION PLANNING**

**Time: 2 Hours**

### **Objectives:**

At the conclusion of this session, participants will:

1. have identified specific concerns for more thorough gender considerations in their sector assessments, and developed action plans for using workshop staff in Technical Assistance Consultations;
2. have developed action plans to refine their sector analyses to incorporate gender considerations and options for women's programs as preparation for the MSI-facilitated strategic planning exercise; and
3. have identified the data needed for implementing their action plans, and sources or methods for obtaining those data.

### **Activities:**

1. Introduction and Overview of the Session
2. Individual and Sector Assessment Teams' Action Planning
3. Reports from SA Team
4. Wrap-Up and Link to Session 8

## **ACTION PLANNING TASK**

Individually, reflect on the previous sessions and on portions of your Sectoral Assessment which could be improved with additional attention to gender considerations. Note any specific concerns which emerge for inclusion in your team's action planning.

In teams, select a Recorder/Reporter who will keep notes on your team's discussion and record the results of your work on flipchart paper for presentation to the total group.

Each team will have three products to report out from its action planning work.

1. Identification of specific, solvable problems needing additional attention in order to refine their sectoral assessment with regard to gender considerations, and to prepare further for the MSI-facilitated strategic planning exercise scheduled for the end of this month.
2. Identification of additional data needed to define further the specific nature of the problems, and some initial strategies to obtain those data.
3. Specific requests for Technical Assistance Consultation with the workshop staff.

**SESSION 8: GENDER CONSIDERATIONS IN DEVELOPMENT CONSULTATIONS  
AND APPLICATIONS TO SECTOR ASSESSMENTS**

**SCHEDULING TO BE DETERMINED FROM SESSION 7 ACTION PLANS AND  
FOLLOW-UP DECISIONS BY USAID/SENEGAL AND TRAINING STAFF.**

**INDIVIDUAL AND TEAM CONSULTATIONS WILL BE IN THE MISSION OFFICES.**

## **SESSION 9: EVALUATION AND CLOSURE**

**Time: 2 Hours**

### **Objectives:**

At the close of this session, USAID staff will have:

1. completed a final evaluation of the training workshop and the technical assistance consultations on gender considerations in their sector assessments; and
2. formally closed the training and consultation workshop with appropriate appreciations and farewells.

**EVALUATION**  
**Gender Considerations in Development Workshop**  
**September 24 - 27, 1990**

Your considered responses to the following can help us prepare and deliver future training and will help achieve AID's development objectives. In each of the following, mark the selections with which you most agree:

1. The training achieved the intended objectives:

"GIF is introduced and practiced"

- completely
- substantially
- reasonably
- partially
- inadequately

"Senegal's development situation is explored with respect to women's issues and gender considerations"

- completely
- substantially
- reasonably
- partially
- inadequately

"further work needed on women's issues is identified"

- completely
- substantially
- reasonably
- partially
- inadequately

"integration of GCID into mission has begun"

- completely
- substantially
- reasonably
- partially
- inadequately

2. In general, I thought the pace of training activities was:

	Monday	Tuesday	Wednesday	Thursday
too fast	_____	_____	_____	_____
about right	_____	_____	_____	_____
too slow	_____	_____	_____	_____

3. In general, I thought the logistics were handled:

	Monday	Tuesday	Wednesday	Thursday
excellently	_____	_____	_____	_____
well	_____	_____	_____	_____
adequately	_____	_____	_____	_____
barely	_____	_____	_____	_____
poorly	_____	_____	_____	_____

4. In general, I thought the presentations were:

	resource people	GIF	data collection	policy/ legislation	action planning
excellent	_____	_____	_____	_____	_____
good	_____	_____	_____	_____	_____
adequate	_____	_____	_____	_____	_____
poor	_____	_____	_____	_____	_____

5. For me, the most helpful aspects of the workshop were:

6. For me, the least helpful aspects of the workshops were:

Use "A" to select the answer you would have chosen on Monday at the beginning of the Workshop and use "B" to mark your selection now.

7. In my view as a development professional, gender considerations are:
- \_\_\_\_\_ (1) essential for planning and implementing all development activities.
  - \_\_\_\_\_ (2) often but not always relevant to planning and implementation.
  - \_\_\_\_\_ (3) an issue whose significance is not clear to me.
  - \_\_\_\_\_ (4) a rarely significant issue for planning and implementation.
  - \_\_\_\_\_ (5) an insignificant issue for planning and implementation.
8. The relevance of gender issues to the development situation in Senegal is:
- \_\_\_\_\_ (1) very high
  - \_\_\_\_\_ (2) somewhat relevant
  - \_\_\_\_\_ (3) occasionally relevant
  - \_\_\_\_\_ (4) rarely relevant
  - \_\_\_\_\_ (5) never relevant
9. The relevance of gender issues to my work on development is:
- \_\_\_\_\_ (1) very high
  - \_\_\_\_\_ (2) somewhat relevant
  - \_\_\_\_\_ (3) occasionally relevant
  - \_\_\_\_\_ (4) rarely relevant
  - \_\_\_\_\_ (5) never relevant
10. This mission is dealing adequately and appropriately with gender issues:
- \_\_\_\_\_ (1) strongly agree
  - \_\_\_\_\_ (2) agree
  - \_\_\_\_\_ (3) unsure
  - \_\_\_\_\_ (4) disagree
  - \_\_\_\_\_ (5) strongly disagree

11. I adequately understand the relevance of gender issues:

- \_\_\_\_\_ (1) strongly agree
- \_\_\_\_\_ (2) agree
- \_\_\_\_\_ (3) unsure
- \_\_\_\_\_ (4) disagree
- \_\_\_\_\_ (5) strongly disagree

12. My colleagues adequately understand the relevance of gender issues:

- \_\_\_\_\_ (1) strongly agree
- \_\_\_\_\_ (2) agree
- \_\_\_\_\_ (3) unsure
- \_\_\_\_\_ (4) disagree
- \_\_\_\_\_ (5) strongly disagree

**Please add additional comments or suggestions below.**

## **RESOURCE PERSONNEL BIOGRAPHIES**

**Mme. Aminata Ndiaye Mbengue** is presently counsellor in the Office of the President of the Republic of Senegal in charge of Women and Development. She also serves as Maitresse d'Economie Familiale. She was formerly director of the Office de la Condition Feminine and of the Programme d'Equipement des Nations Unies.

**Alioune Ndiaye** is presently Associate Peace Corps Director in charge of Program Support and Public Affairs. He served for 12 years as Director of Rural Program Development for the Peace Corps. He has 30 years experience in rural development. He is President -Director of the NGO in charge of the development of savings banks in Senegal. He is also the Secretary Elect of the African Confederation Cooperative Saving and Credit, Nairobi, Kenya.

**Demba Balde** is presently Associate Director of the Peace Corps in charge of small enterprise development and has served in that capacity for the past two years. He was formerly a RIG auditor and project officer with SOMIVAC (Societe pour la Mise en Valeur Agricole de la Casamance). He earned an M.A. in Agricultural Economics from Washington State University and a B.S. in Agricultural Economics from West Texas State University.

**Mme. Souede Hilal Ndiaye** is the Administrative and Financial Manager and Regional Coordinator for the National Council of Negro Women (NCNW). She was formerly in charge of social affairs in the Cabinet of the Minister (of Social Affairs of the Republic of Guinea) responsible for coordination with the directors of 36 women's centers. She also served as personnel director and as liaison with the UN on WID matters.

**Yousseph Ba** currently serves as African Development Foundation Director in Senegal. He was formerly Country Director of the Overseas Education Fund, International (OEFI). He is an agronomist with extensive private sector experience and community enterprise development expertise.

**STAFF BIOGRAPHIES  
PAGE TWO**

**ANDREA D. LUERY**

Andrea D. Luery, an agricultural economist, is a Research Associate with The Futures Group. Her specialty is the role of women in the agriculture sector. She has conducted field research on rural women's economic activities and credit opportunities in West Africa. Andrea has co-performed training workshops for Foster Parents Plan and Peace Corps.

**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.

**ALISON MAYAS**

Alison Mayas is Director of Administrative Services Division for The MayaTech Corporation and coordinates meeting/conference/training logistics and support functions. She has extensive experience in the administration of educational and training programs, particularly those designed for secondary, post-secondary, and other adult student populations. She provided logistics and administrative support for A.I.D. Gender Considerations in Development training in Abidjan, Cote d'Ivoire.

**ALFRED W. ROLLINS**

"Al" Rollins, senior training and materials development specialist with The MayaTech Corporation, has worked extensively with A.I.D. and non-governmental and voluntary systems on gender issues in development. He has designed and conducted Gender Considerations in Development Training Workshops for U.S.A.I.D. in the LAC and ANE Regions, in Cote d'Ivoire, Botswana, Egypt, Morocco, and Peru. He also works as a consultant in training program design and implementation for the ISPAN and WASH Projects.

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