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FINAL REPORT

GENDER STRATEGIES FOR THE 1990'S
A WORKSHOP HELD BY A.I.D.'S OFFICE OF
RURAL AND INSTITUTIONAL DEVELOPMENT
BUREAU FOR SCIENCE AND TECHNOLOGY
NOVEMBER 19-20, 1990

March 1991
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GENESYS

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BUREAU OF SCIENCE AND TECHNOLOGY
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Workshop Report

Submitted to:

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PPC/WID
U.S.A.I.D.

March 1991

GENESYS/MSI

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I. INTRODUCTION

In its FY 1992 Action Plan, A.I.D.'s Office of Rural and Institutional Development (RD), part of the Bureau for Science and Technology, restated its commitment to incorporating gender issues in all of its activities. Key to the RD strategy is the improvement of institutions and policies that make productive resources more accessible to developing country work forces, including women. It is through this dimension of access to resources that women's economic participation becomes a major concern of the RD portfolio.

As one step in translating this renewed commitment to action, the RD requested assistance from the Office of Women in Development, in the Bureau for Program and Policy (PPC/WID) to carry out a portfolio review, followed by a training needs assessment, and design and facilitation of a training workshop for RD staff and its university and contracting community collaborators. The training needs assessment and the training workshop were funded by an ST/RD "buy-in" to PPC/WID's GENESYS Project. These services were provided by Management Systems International (MSI), the training subcontractor under GENESYS.

From the beginning of the training needs assessment process, MSI attempted to make the proposed gender issues training as participatory as possible, so that it really would be designed to meet perceived needs of the RD staff and collaborators, and so as to profit from RD's considerable social science expertise. A number of these collaborators have already profited from buy-ins to their projects from PPC/WID, so that they are already emphasizing gender issues. Others, however, have not yet had much experience either with PPC/WID or with the Agency's gender concerns. PPC/WID, as co-sponsor of the training workshop, wanted to ensure that all the participants would be "starting from a level playing field" in terms of gender awareness, and sought their collaboration to help the Agency meet its objectives in terms of gender. Thus, there were multiple objectives for the workshop, as well as a multiplicity of stakeholders in the outcome.

The workshop agenda is presented in Annex 1. Annex 2 is the participant list; Annex 3 summarizes qualifications of training team members. Annex 4 continues handouts given to the workshop participants. Annex 5 is the participant evaluation form.

II. WORKSHOP DESIGN

The needs assessment was carried out by two MSI staff familiar with ST/RD's portfolio and activities during July and August, 1990. All RD staff were interviewed. At the request of RD, the workshop was planned for one and one-half days. The November dates were selected by RD as a function of other events already scheduled and in consultation with the collaborating institutions.

Discussions of workshop design began in earnest in September, and continued

through October. It became apparent early on in these discussions that various sponsoring Offices and individuals had different hopes for the content and outcome of the workshop. ST/RD was primarily interested in providing for its staff and collaborators high-quality professional insights into methodological questions relating to incorporating gender considerations into their applied research and consulting portfolio. They were eager to profit as much as possible from their own experience as social scientists as well as from the experiences of their collaborators at universities and consulting firms. Their emphasis was on "tools" and how to do the work better. The S&T Bureau WID Coordinator was interested in furthering these Office-specific objectives, but also saw this workshop as the first of a series of three for S&T Offices. This introduced an additional objective, to use this opportunity to "pilot" a training approach for the Bureau. PPC/WID, while supporting these objectives, also hoped that the workshop would generate the beginnings of "guidance" and tools that could be used by other sectoral offices and divisions in the Agency to improve the incorporation of gender considerations. Given the collective expertise of the ST/RD staff and their collaborators, there was a genuine hope that the state of the art would be advanced as a result of the workshop.

In trying to marry these multiple objectives into a coherent and pragmatic workshop running a total of about twelve hours, MSI and its workshop coordinator, Ms. Claudia Leibler, worked closely with ST/RD and PPC/WID staff. There were many planning meetings, and a core planning group was constituted to help MSI to design the workshop. The planning group was instrumental in identifying the resource persons and facilitators, in determining the agenda, selecting the projects from the ST/RD portfolio that would be discussed in the work group sessions, and in suggesting background materials. The PPC/WID Training Coordinator was particularly constant in helping in pre-workshop "play-by-plays" and in suggesting training materials. MSI held a two-day Team Planning Meeting for the resource persons and facilitators in an attempt to ensure that the workshop would be highly participatory, but still coherent and effective.

The workshop design was based on an action training approach, which aims to affect the actual outputs and activities of the participants after the training. It uses real problems as the context for work group sessions. The approach assumes that workshops serve as an integral part of the management process and therefore, emphasizes the importance of decisions and commitments made during the training.

In addition to Ms. Leibler as the workshop coordinator, there were a total of six resource persons, who had been selected because they had relevant sectoral (or multisectoral) experience incorporating gender issues, as well as experience in gender-related training and workshop facilitation. Most of them were familiar with the RD's portfolio. In selecting these resource persons, MSI and the planning group attempted to identify people who would command the respect of the RD's staff and collaborators who are themselves highly accomplished, practicing social scientists.

The final Workshop Objectives were:

- To understand current Agency strategy, initiatives, and resources available to support efforts to integrate women into the national economies of developing countries around the world;
- To share examples, opportunities and challenges ahead for incorporating gender;
- To suggest how gender can be considered in research, design and evaluation of projects; and
- To explore appropriate ways to strengthen gender within specific projects in ST/RD's portfolio.

III. WORKSHOP IMPLEMENTATION

The final workshop agenda is presented as Annex 1. It included an initial, plenary session in which information was provided by S&T and PPC Bureau staff about A.I.D.'s approach to gender issues, and during which a keynote presentation was made by Dr. Uma Lele on turning ideas into action. This session was followed by work group sessions in which existing ST/RD projects were discussed, and which addressed, respectively, gender issues in applied research, project design, and evaluation. The second morning's plenary session included presentation of information from PPC/WID on accessing resources for work on gender issues, reports from the previous day's working groups. Small groups met to discuss the relevance of gender considerations to the RD's portfolio, and a wrap-up session on addressing next steps. Participants were asked to evaluate the workshop. (There were 23 completed participant evaluations, which are analyzed below.)

Handouts given the participants are presented as Annex 4. Here, we will briefly present some of the highlights of the plenary discussions and the final work group on the relevance of gender issues to ST/RD's portfolio of projects. (The flip charted notes from work group sessions can be made available to interested parties).

Principal Themes and Directions: Highlights from the Plenary Discussions:

1. Effective Follow-Through. Participants generally agreed that there is enhanced understanding of the significance of gender-informed research and methods for achieving it than had been the case in the past. They indicated that acceptance of the importance of gender issues is greater than before, at least at the rhetorical level. However, they emphasized that gender issues easily get lost as projects move from identification through the design, negotiation, contracting, implementation and evaluation phases. Ensuring that gender remains a matter of concern throughout the process of research and project work emerged, therefore, as one key area of concern. The following requirements for effective follow-through were suggested:

- a) a committed project management;
- b) a small, strategically located (possibly in-house) taskforce to advise and remind about gender;
- c) a systematic monitoring to ensure that gender is included at all stages of project work, including attention to scopes of work, logical frameworks, annual work plans and evaluation requirements for projects.

There seemed to be a sense among a few of those responsible for projects that focusing on gender was an imposition, which threatened them or the main thrust of their assignment, and that there were two opposing parties to the process. A suggestion would be that all contractors, cooperators and A.I.D. offices take part at various stages in a cooperative negotiation process about what needs to be done to include gender in project work, what is feasible and not feasible, and what the costs would be, what help might be needed, what expertise might be available to those doing the work, and the like.

2. Gender: Always a Key Issue? This point focuses on the question of whether it is valid to conclude that gender will always be a key variable and that, therefore, attention to gender should be required in all projects. Since all development projects take place in a social context and have differential social implications, the assumption should be that gender, like class, will always have some relevance. The onus should be on the researcher or project designer to explain why his/her project need not look at gender issues. Even in such cases, a few questions should be included in the study, or some interviews should be done with women, who may be a minority of the clientele in question. This will be an "add-on" but it may generate some important gender directions or indicative information which may be relevant to follow-on or related projects.

There was also some concern expressed that in a case where one did generate gender-disaggregated data, and it turned out that women were not incorporated in a project or activity, there would be an immediate policy response requiring quotas. In some cases, this might be inappropriate and even counter-productive. This concern should, it was felt, be taken seriously, so that it does not become an embedded reason for avoiding attention to gender concerns.

3. Cost-Effective Research and Projects A number of participants were concerned about the relatively high cost of gathering and analyzing gender-disaggregated data. The point is that "mindless" gender disaggregation is costly in time and financial terms. What is needed is greater refinement of methods and a better ability to determine the circumstances in which the cost of disaggregating all data by gender are prohibitive given the anticipated benefits. Considering that there are already well-recognized constraints to research (in particular, time and money, as well as the need to have research findings that are manageable and immediately useful), it was broadly agreed that ways should be found to make gender-relevant research as cost-effective as any other component of research. For

example, it was mentioned that researchers also had to include environmental concerns in their undertakings and that they were concerned about too many demands being made on too few resources.

In response to these expressed concerns, a number of points were made by participants. First, the point was made that there are a variety of methods available to the researcher to cut down on costs and time. Second, careful sequencing of these methods could point up areas of significance to be further pursued. Third, it was pointed out that the Gender Information Framework (GIF)--which is based on a great deal of empirical work--already indicates some key topics of likely concern. Fourth, the ACCESS project has, as one of its concerns, refining our understanding of cases where gender-related issues are of major concern in resource tenure arrangements. Last, it was pointed out that it should never be assumed that there will be a final, conclusive checklist appropriate for all situations.

The following suggestions were made:

1. Male and female should be mentioned explicitly (e.g., "men and women farmers" rather than merely "farmers") in all research designs and hypotheses.
2. All data should be disaggregated by gender.
3. Both men and women should be interviewed.
4. A pilot study of some kind - relying on some form of rapid rural appraisal, or rapid participatory appraisal, using key (not only elite) informants, group interviews, transecting, visual presentation, etc., -- should be used to determine key issues of relevance to gender.
5. Data that might already be available should be tracked down and used. This would include Government population censuses, data on education, health, and agriculture or journal articles. It might also include "fugitive" or unpublished data available with NGOs, universities, research agencies, chambers of commerce, embassies, etc. In some areas it is very likely that research on gender has already been carried out or some gender disaggregated data collected.
6. Having determined what questions are most pertinent and what data are lacking, a more comprehensive survey should then be designed to respond to the specific needs of the current research.
7. Purposive sampling should be employed to ensure that the different categories of household data (e.g., income, life cycle, household headship and household size are important categories) are included without too large a sample being necessary and so that less "visible" categories are not overlooked. One might

need to increase sample sizes perhaps by 30%, but there would not be a need to double them.

8. Case studies allowing for open-ended interviews and describing case histories which indicate interconnections between causes and over time should be added as these have been found to provide important insights.

In each research project, the researcher needs to respond to the constraints and opportunities of the particular situation -- the research focus, how much disaggregated data is already available, resources, etc., -- by selecting an assortment of methods, a sample size, and a sequency that will allow the key issues to emerge and be studied.

4. The Macro/Micro Connection. A number of points related to the fact that increasingly, A.I.D. is moving toward non-project assistance (NPA), including assistance linked to policy reform. At the same time, it is broadly felt that gender issues and analysis are addressed primarily on the project level, with the household as the central focus. This presents a potential paradox--while the Agency is trying to streamline gender concerns and increase attention to gender issues in development, the type of assistance itself may militate against effective inclusion of gender issues. Creative ways, therefore, should be sought to incorporate gender concerns into policy-level analysis and implementation. A challenge is to design appropriate research in advance of, and so as to inform, policy formulation, rather than simply to monitor gender-related impacts of policy change. It was suggested that there is something to build on, however:

- a) Research has been done on the differential impact on women and men of structural adjustment programs, and in some instances, compensatory programs and projects are being designed to soften the negative impacts of adjustment on the poor, including women e.g., by the World Bank and UNICEF;
- b) Research findings based on household-level studies may also suggest useful hypotheses for testing when it comes to questions such as, removal of subsidies, altering exchange rates, privatization, encouraging informal-sector enterprise and the like at the macro policy-making level;
- c) With careful and imaginative adaptation, points on which to focus for monitoring of policy impact can be identified. This will probably become a priority area for applied research given the directions of official donor assistance.

5. Gender Issues and the ST/RD Project Portfolio. The highlights of this group discussion are presented by project title.

Food Security - Follow-on project will be designed. Cross-cutting gender issues will be studied. Will apply tools used earlier to identify gender issues in new project.

DESFIL - Relevance of gender to DESFIL --to all aspects of fragile lands management (policies, strategies, institutions, technologies);

Need to include gender as a cross-cutting issue for the five aspects of the core project with explicit inclusion in the scope of work of output requirements, target women in training, development and use of research tools, gender expertise required within evaluation teams.

As a contract, it is more incumbent on us to do as Missions request. None of the 17 Missions responded to ST/RD cable asking for their feedback on gender issues. Will consider using core resources to address gender.

Implementing Policy Change (IPC) - This project has not started yet. As part of helping managers to assess their environments, will help them look at women as one group of stakeholders to be addressed.

Decentralization - Can make gender issues more explicit in scope of work and work plans. One specific area in which these issues will be addressed is natural resources (e.g., women's involvement in collecting firewood).

FIRM - When looking at the informal credit mechanisms, will look at women's groups, gender issues (as a possibility).

AMIS - Need to review experience with WID buy-ins so far in order to be able to focus this research better.

ATI - Gender issues are central to ATI. Are addressing these issues by:

- Using a quantitative tool in setting priorities for the next work plan that explicitly gives points for providing significant benefits to women;
- staff person specializing in WID issues;
- staff task force addresses WID issues;
- evaluation and baseline data address gender;
- ATI is increasing collaboration with UNIFEM in working on particular projects.

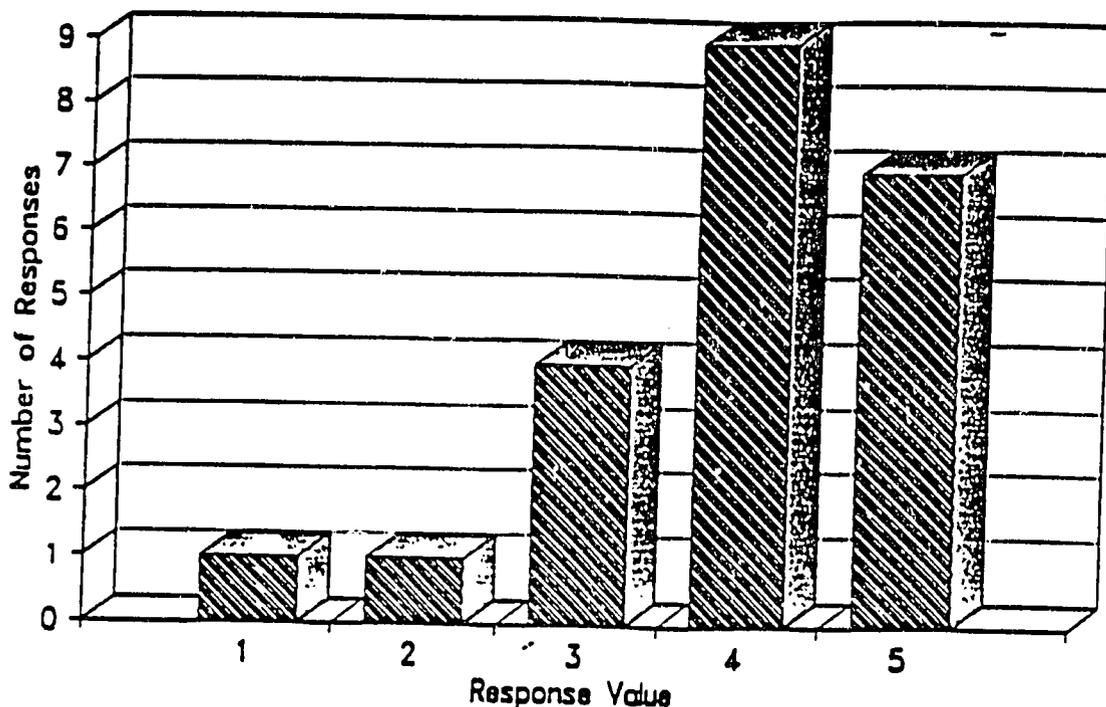
IV. WORKSHOP EVALUATION

Twenty-three participants completed the participant evaluation form. Analysis for the responses is presented in the following bar charts. As may be seen, overall, the evaluation by the participants was quite positive. In addition to the charts, a summary of responses is presented here.

The following graphs depict the participant responses to how well they felt each of the workshop objectives were actually met. They were asked to rate each objective on a scale of 1 to 5, with 1 being low and 5 being high.

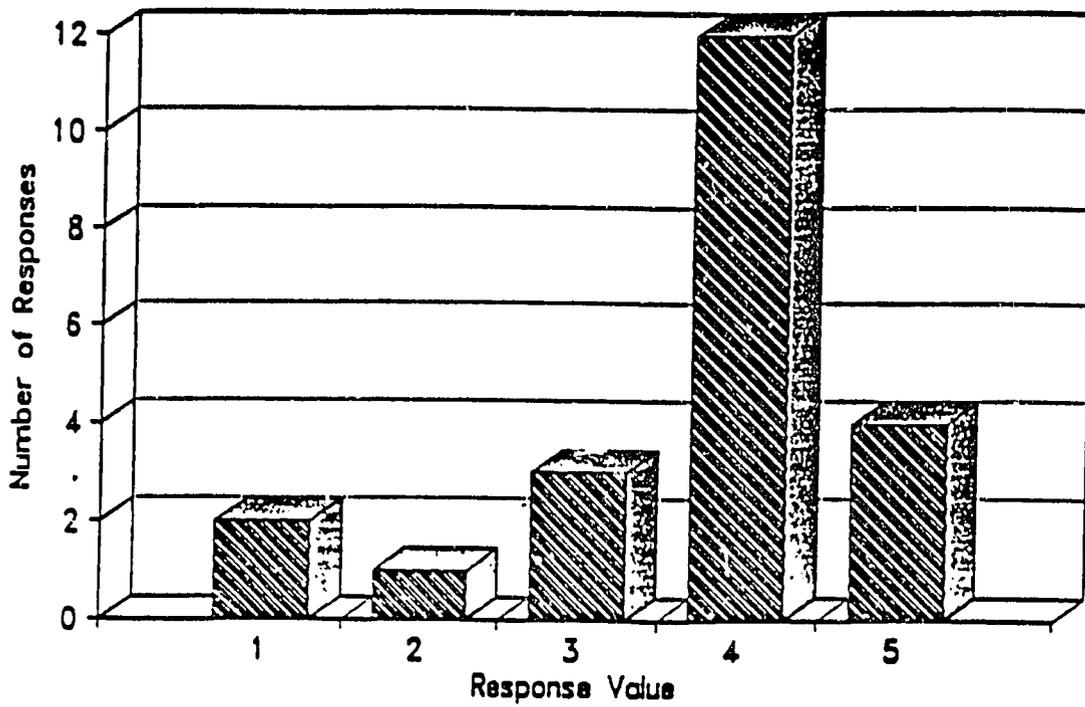
Please rate the objective below for how well it was met during the workshop. A rating of 1 is low and 5 is high.

To understand current agency strategy, initiatives, and resources available to support efforts to integrate women into the national economies of developing countries around the world.



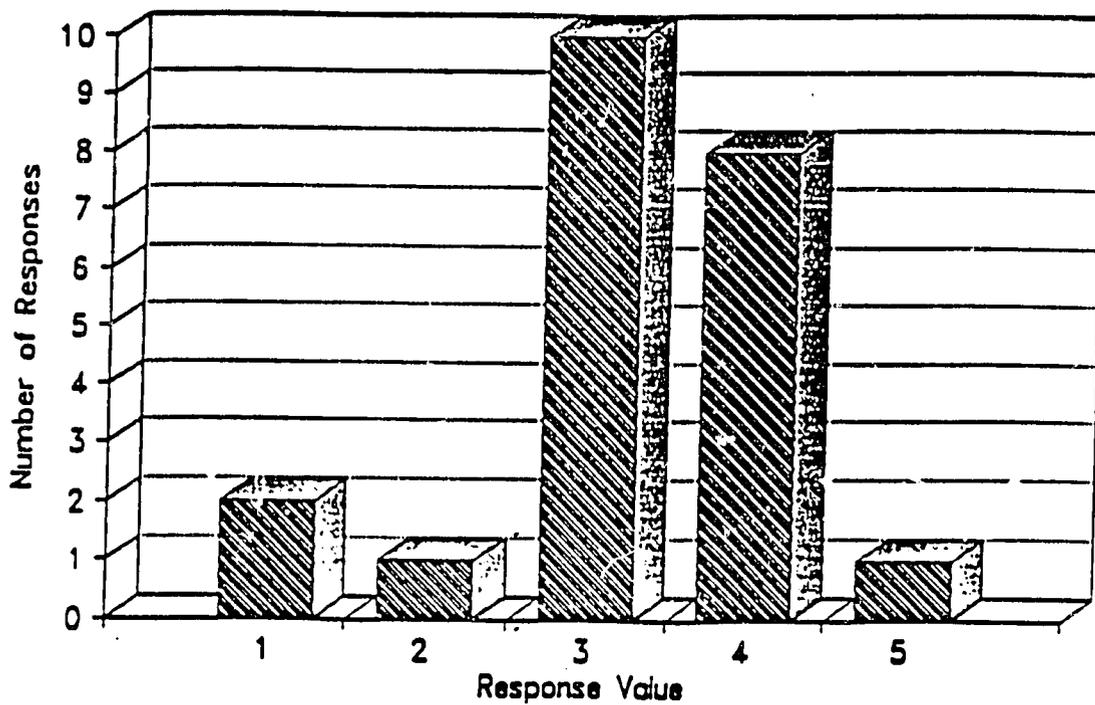
Please rate the objective below for how well it was met during the workshop. A rating of 1 is low and 5 is high.

To share examples, opportunities and challenges ahead for incorporating gender.



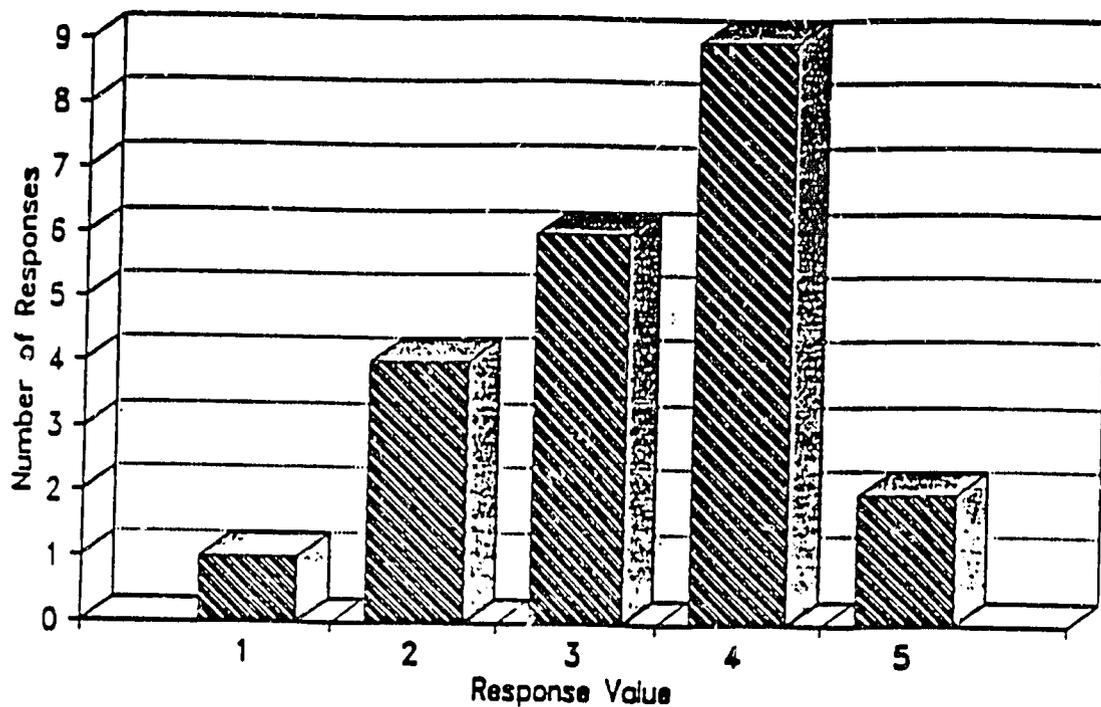
Please rate the objective below for how well it was met during the workshop. A rating of 1 is low and 5 is high.

To suggest how gender can be considered in research, design and evaluation of projects.

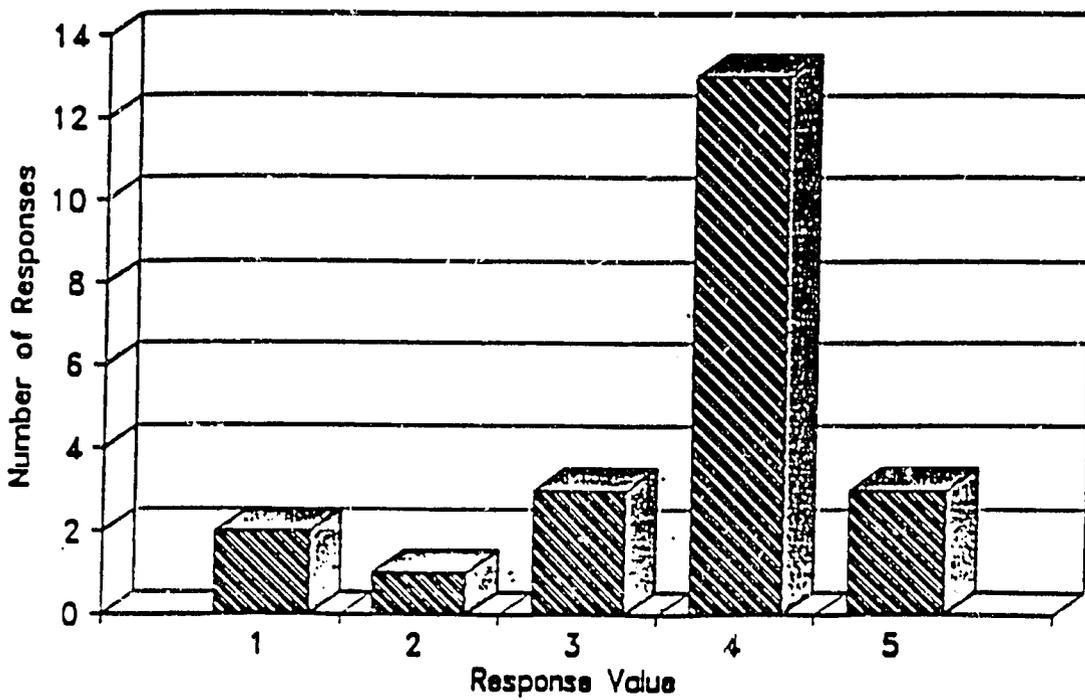


Please rate the objective below for how well it was met during the workshop. A rating of 1 is low and 5 is high.

To explore appropriate ways to strengthen gender within specific projects in S&T/RD's portfolio.



How would you rate the overall workshop in terms of its usefulness to you? A rating of 1 is low and 5 is high.



SUMMARY OF COMMENTS (from 23 evaluations)

More specific/technical	9 times
More time	5 times
More specific to S&T	5 times
Specific research results	3 times
More discussion	2 times

Following is a sampling of specific comments made by participants.

TIME:

More time

Needed another day to really explore incorporation of gender issues in project cycle; good beginning but want more.

SPECIFICITY:

More specific how-to's, e.g., projects, examples, suggestions; more relevant examples; focus tasks of small groups on real cases and then have time to deal with them; tendency in plenary to make general points that are not useful operationally; expected specific tools and methods for data collection, analysis and indicators.

More specific research results/empirical findings needed with discussion of where gender fits (3 x); project objectives used were too general; need more empirically based information on implications for project and program development, and cost effective methodologies for carrying our gender analysis.

More analytic discussion of strategic decisions around methods, feedback, feed-forward from project/research information initiative in A.I.D.

Discuss S&T/RD concerns about responsiveness.

Adaptation or adoption of work plans.

FORMAT AND GENERAL COMMENTS:

Fewer facilitators and resource persons-designate participants to fill these roles (this will cut costs).

Distribute materials before workshop so can read GIF and PPC/WID stuff.

More encouragement for provocative discussion.

Include example and use of GIF.

More proactive approach to gender as a means of strengthening overall *project* objectives - this was not explicitly considered.

Useful to know that A.I.D. has had a hard time grappling with the issue; welcome fact that A.I.D. allowed collaborators to participate in this dialogue.

A.I.D. must discuss gender issues in RFPs and SOWs if they want contractors to pay attention to the issue.

Did get me thinking more systematically re: gender issues and *will* affect how I perform my job and project design.

Audience was pre-sensitized; think workshop would be better suited for the relatively uninitiated.

Success of workshop was due to the collective knowledge of participants; generated useful discussion.

Provide continental breakfast at 8:30 A.M. to encourage informal interaction.

V. LESSONS LEARNED

Based on the participant feedback presented above, and our own observations and discussions with ST/RD and PPC/WID staff, we feel that this workshop was quite successful, although it faced a number of constraints and attempted to satisfy several competing client agendas. Here, it is useful to discuss those aspects that we believe worked well and contributed to success, as well as those we believe were less successful and could be improved upon in future attempts at similar training activities for sophisticated A.I.D. and contractor staff either in Washington or in the field.

What Worked Well:

- The Action Training Approach - Focusing the workshop on the current and planned portfolio of the Office and how participants might learn from each other about strengthening attention to gender considerations worked well. This approach was well-suited to the professional skills of the participants as well as to the goal of PPC/WID and ST/RD to move beyond "awareness training" to training that results in changes in how projects are designed, implemented and evaluated.

- The Overall Workshop Flow - The overall flow of the workshop from setting the context, to identifying ways to incorporate gender into research, project design and evaluation, to applying those strategies to existing projects managed by participants, worked well. This was true even though the agenda was a very crowded one, and there were many actors.
- Establishing a Planning Group - After a number of false starts, establishing a client-contractor workshop planning group helped in design and planning. It was the stated intention of the contractor, MSI, to involve the RD as much as possible in the planning and implementation of the workshop, so that they would "take ownership" of the results as the key stakeholders. We were informed fairly early on, however, that we were taking up too much of the RD's scarce staff time. We then asked for a key person with whom to interact, and that person became part of the planning group. Since this person's work time is also shared with PPC/WID, she provided a good point of linkage.
- Insisting on a Two-Day TPM - The Workshop Coordinator was adamant about the necessity of having a two-day TPM, although this was longer than is usual, and was quite expensive. This turned out to be very useful, however. Early on in the TPM, the PPC/WID Director briefed the training team about the future directions and current strategies of the WID Office. In a follow-up session, the Director of ST/RD briefed the team on their mandate, the current portfolio, the characteristics and expectations of the participants, and their experience in dealing with gender concerns. A major part of the TPM was spent on helping the training teams to understand the workshop design, and to enable them to develop designs for the small group sessions for which they were respectively responsible. Doing this in one place rather than by phone and fax was helpful for coordination and effectiveness.

What Needs Improvement:

- Coordination and Continuity - Until the planning group was finalized, A.I.D. staff input came from the S&T Bureau WID Coordinator's office, the ST/RD Director, Deputy Director, WID Coordinator, and Division Directors. This was aside from individual interviews about training needs of the entire staff during the needs assessment. Staff input from PPC/WID came from the Training Coordinator and the Deputy Director, as well as the Director. MSI continuity and coordination were assured from July through October (with the exception of some interviews during August) by one senior staff member, first with another senior member of the MSI staff, then in collaboration with the workshop coordinator.

With the benefit of hindsight, MSI should perhaps have been less eager to be participatory about the workshop planning process. This was, however, a matter

of principal both with MSI staff and with the workshop coordinator, who is a very experienced facilitator. In the end, however, too many people were involved, and too many had veto authority. As a co-sponsored activity, under a Bureau buy-in to the PPC/WID GENESYS Project, perhaps this one had too many stakeholders, and expectations were very high, and so were apprehensions.

- Objective and Content Setting - Again, since there were competing objectives and multiple stakeholders, there were a number of objectives to be met by a very short training event, and the agenda quickly became crowded. The balance between providing information (to "level the playing field") and to enhance support for the Agency's gender objectives among participants, and to seeking information from participants, was difficult to establish successfully. We wanted a participatory, peer-dominated event as well as a "speaker with sparkle"; we wanted to discuss existing projects and at the same time to develop tools that could be applied elsewhere.
- Selecting Participants - From the outset, there was a question about the wisdom of including both ST/RD staff and their university and contractor collaborators in the same training session. Their needs, while complementary, are different. We tried to balance these needs, as surfaced in the needs assessment, but comments from the RD indicate that we were not entirely successful, and that those who were ahead of the game to begin with were bored. In future such events, it may be more useful to have separate sessions for A.I.D. staff and for contractors, as is done in the field in some gender training. On the other hand, there is some synergy achieved by mixing the staff and the contractors, as seems to have been the case in this instance.
- Selecting the Training Team - Most of the feedback from the A.I.D. participants indicates that there were too many resource people, and that our attempt to mix informed facilitators with "gender experts" is not considered to have been successful. Others point out that there was not enough creative interaction between the speakers and the panels, and between the resource persons as panels and as facilitators. Others feel that the facilitator was not able to keep all the balls in the air all the time while maximizing the use of the resource persons.
- Linking the Needs Assessment with the Training Design - The issue of continuity has been discussed above. A.I.D. respondents feel that MSI should have had the same people involved in both the needs assessment and the training event itself. (The two people who did the assessment were, in fact, involved throughout the workshop design.) If the people who will do the training are involved in the needs assessment, they are able to design the training more appropriately, with less additional effort, and the participants may

be more responsive to them as trainers. If we had identified the workshop coordinator earlier, and been able to involve her from the beginning of the assessment process, there is no doubt that many additional hours of preparation and briefing would have been saved, both for A.I.D. and for MSI staff.

ANNEX 1

A WORKSHOP ON GENDER STRATEGIES FOR THE 1990'S

FOR THE BUREAU OF SCIENCE AND TECHNOLOGY'S

OFFICE OF RURAL AND INSTITUTIONAL DEVELOPMENT AND ITS COOPERATORS

November 19 - 20, 1990

The Club Room of The Westpark Hotel, 1900 N. Ft. Myer Dr., Rosslyn Virginia

Overview of the Workshop:

The Office of Rural and Institutional Development (RD) restated its commitment to incorporate gender issues into all of its activities in its Action Plan for 1992. The first element of the RD strategy deals with improving the institutions and policies that make productive resources more accessible to a country's work force, including women. It is through this element of the program that women's economic participation becomes a major concern.

As part of translating this commitment into action, The Office of Rural and Institutional Development has requested the assistance of PPC/WID's GENESYS Project to conduct a workshop for its own personnel and key staff of its cooperating institutions and contractors. The purpose of the workshop is to further the work of the RD office and its cooperators in incorporating gender into all relevant aspects of development programming and research, thereby enhancing project performance.

The objectives of the workshop are:

1. To understand current agency strategy, initiatives, and resources available to support efforts to integrate women into the national economies of developing countries around the world.
2. To share examples, opportunities and challenges ahead for incorporating gender.
3. To suggest how gender can be considered in research, design and evaluation of projects.
4. To explore appropriate ways to strengthen gender within specific projects in S&T/RD's portfolio.

This workshop will be participatory, practical and action oriented. It will involve work in small groups as well as in large group plenary sessions. It provides us with a significant opportunity to draw on the expertise of a sophisticated and committed group of development practitioners as we strategize and plan our work ahead.

SCHEDULE OF THE WORKSHOP

Monday, November 19, 1990

Morning Sessions:

Session I Introduction and Overview 9:00 - 10:15

The purpose of this session is to set the context for the workshop. It will include a welcome from AID, an overview of the workshop agenda, and an activity to give everyone an opportunity to greet each other and start up the workshop.

- Words of Welcome: - Eugene Chiavaroli,
Deputy Assistant Administrator
Bureau for Science and Technology
- Kay Davies
Director, Office of Women in Development
- William Douglass,
Deputy Director,
Bureau of Science and Technology / Office
of Rural and Institutional Development
- Start-Up Activity - Claudia Liebler
Workshop Coordinator
- Workshop Overview - Claudia Liebler
Workshop Coordinator

Session II Gender Strategies for the 1990s 10:15 - 12:30

The purpose of this session is to share the most up-to-date information about the current thinking of AID on gender issues and to hear about strategies and opportunities for incorporating gender into development projects and programs.

- Presentation:
"The Perspective from
AID's Office of Women
in Development - Chloe O'Gara
Deputy Director,
Office of Women in Development

- Break

- Presentation

"The Challenge: Turning Ideas into Action

- Dr. Uma Lele
Manager, The World Bank
Office of Agriculture Policy
Technical Dept. for the Africa Region

- Discussion Groups

Lunch

On Your Own

Afternoon Sessions:

Session III Gender Issues in Research, Design, and Evaluation 2:00 - 5:30 pm

After an opening panel, three groups will run simultaneously, each with resource persons. Using cases from S&T/RD's portfolio, one group will explore gender considerations in research, another in design, and a third in evaluation. Each group will also develop a product to help guide the work of S&T/RD in incorporating gender into research, design and evaluation. These will be shared the next day.

- Panel: - Dr. Constance McCorkle
 - Hortense Dicker
 - Dr. Barbara Thomas Slayter
 - Dr. David Hirschmann

- Case Discussion Groups:

A: Research: The SARSA Case: Systems Approach to Regional Income and Sustainable Resources

Facilitators/Resource Persons:

- Dr. Martha Gaudreau
- Dr. Barbara Thomas Slayter
- Dr. David Hirschmann

B: Design: The Access Case: Access to Land, Water and Natural Resources

Facilitators/Resource Persons:

- Dr. Andrea Jones Silverman
- Gloria Steele

C: Evaluation: The CTTA Case: Communications for Technology Transfer in Agriculture

Facilitators/Resource Persons:

- Hortense Dicker
- Dr. Constance McCorkle

Tuesday, November 20, 1990

Morning Sessions:

Session IV Practices And Approaches For Increased Success 9:00 - 11:30

The purpose of this session is to apply lessons from the previous day to the other projects in S&T/RD's portfolio and to obtain information about accessing AID support for gender activities..

- Presentation of Products Developed by Research, Design and Evaluation Groups
- Presentation:
Accessing Resources for the Support of Gender Efforts - Chloe O'Gara
Deputy Director,
Office of Women in Development
- Small Group Activity: Groups meet to discuss S&T/RD's portfolio and ways in which gender is relevant or appropriate
- Reports to Plenary

Session V Next Steps and Workshop Closure 11:30 - 12:00

This session will summarize the work accomplished over the past day and a half, explore some immediate next steps, and close out the workshop.

- Workshop Summary/ Evaluation - Claudia Liebler
Workshop Coordinator
- Closing Remarks: - Eugene Chiavaroli,
Deputy Assistant Administrator, Bureau for Science and Technology

ANNEX 2

WID TRAINING WORKSHOP: PARTICIPANTS LIST

Workshop Support

Adams, Norma (Winrock)
Adamson, Nancy (S&T/RD)
Bossi, Richard (AED)
Bauman, Andrea (S&T/RD)
Brinkerhoff, Derick (IDMC)
Brinkerhoff, Meissa (S&T/RD)
Bruce, John (LTC)
Chiavroli, Gene (S&T/PO)
Crawford, Tom (S&T/RD)
Davis, Susan (IDA)
Douglass, Bill (S&T/RD)
Green, David (ARD)
Groenfeldt, David (PPC/WID)
Hardman, Anna (VPI)
Hardt, Terry (S&T/RD)
Hawkins, Steve (Futures Group)
Hyman, Eric (ATI)
Little, Peter (IDA)
Lola, Carlos (ATI)
McClusky, Robert (S&T/HR)
Mead, Rob (S&T/RD)
Mehan, Tom (S&T/RD)
Melcher, Jaye (S&T/RD)
Meyer, Tony (S&T/ED)
Myer, Dick (Ohio State University)
Niblock, Tom (Winrock)
Norem, Rosalee (PPC/WID)
North, Jeanne (S&T/RD)
O'Gara, Chloe (PPC/WID)
Rowland, Sandra (ATI)
Stanbury, Pamela (S&T/RD)
Standrod, Garland (S&T/PO)
Staatz, John (MSU)
Steele, Gloria (S&T/RD)
Ware, Theresa (S&T/RD)
Yates, Mike (S&T/RD)

Amis, Sandra
Bergaust, Jean (AID)
Butler, Rita (Winrock)
Bundy, Bernadette
Dicker, Hortense
Edwards, Joanna
Gadreau, Martha
Hirschman, David
Hollis, Lavern (RD)
Jones, Andrea (Silverman)
Koenen-Grant, Julie
Lele, Uma
Liebler, Claudia
Martin, Gene
McCorkle, Constance
Muirragui, Eileen
Sharnila, Ribero (ATI)
Slater Thomas, Barbara
Tayman, Rosa, (ATI)
Warren, B.J.

ANNEX 3

WORKSHOP RESOURCE PERSONNEL

HORTENSE DICKER is a specialist in human resources and socioeconomic project development with 20 years of international experience in the public and private sectors. She has extensive experience in project design and evaluation, management and organization development, and women in development issues. Included in her work is the co-design of an A.I.D.-funded pilot income-generation project for rural women in El Salvador whose components included literacy programs, training in food processing, business management and marketing, and a community-managed child care center, and the design and implementation of seven management seminars for women in Pakistan.

MARTHA M. GAUDREAU is a soil scientist and trainer whose particular expertise is in the areas of farming systems, research, evaluation and rural development. During 1990 alone, Dr. Gaudreau has served as team leader for a natural resource management assessment in Guinea; as a consultant with INADES-Burundi for UNIFEM advising on research methodology for a training needs assessment for rural women; and trained Moroccan research and extension personnel in farming systems research methods.

DAVID HIRSCHMANN is an associate professor in the International Development Program at The American University. He specializes in rural development, women in development, and development administration and research. Dr. Hirschmann has conducted research for the African Training and Research Center for Women of the United Nations Economic Commission for Africa, and has authored a book on Women Farmers in Malawi and numerous reports, articles and chapters on a variety of aspects of gender and development. He is currently writing reports on the politics, economy and women of Malawi.

UMA LELE manages The World Bank's Office of Agriculture Policy's Technical Department for the Africa Region and will serve next year as a graduate research professor for the Department of Food and Resource Economics at the University of Florida. She also manages The World Bank's Managing Agricultural Development in Africa (MADIA) Project. Dr. Lele has authored numerous books and World Bank discussion papers, including: Aid to African Agriculture: Lessons from Two Decades of Donor Experience (1990), Population Pressure, the Environment, and Agricultural Intensification: Variations on the Boserup Hypothesis, with Steven Stone (1989), and The Design of Rural Development: Lessons from Africa (1979).

CLAUDIA LIEBLER is a training specialist who has designed and developed curriculum and training programs for a variety of international and domestic organizations, including The World Bank, the U.S. Department of Agriculture, the U.S. Agency for International Development, and the Peace Corps. She has designed and delivered training programs in management, program planning and implementation of rural development initiatives, cross-cultural adjustment, and training of trainers for mid- and senior-level officials from sub-Saharan Africa, the Middle East, Asia, the Pacific and the Caribbean.

CONSTANCE McCORKLE has 18 years' experience in international research and development, spanning some 20 countries of Africa, Asia and Latin America, including several long-term assignments in Peru and short-term consultancies in Honduras. Dr. McCorkle is a faculty member in the Department of Rural Sociology at the University of Missouri-Columbia where she coordinates the Sociology Project of the Small Ruminant CRSP. She has conducted research in a variety of topics including, among others, gender and sex-equity issues, agriculture, and farming systems research with an emphasis on livestock.

ANDREA JONES SILVERMAN is a senior management specialist at the International Development Management Center at the University of Maryland. Dr. Silverman specializes in the assessment, design and field application of innovative approaches for improved and sustainable institutional development. She served as project manager for a multi-year A.I.D.-funded institutional development effort with the Center for Research and Education in Tropical Crops (CATIE) in Costa Rica, and assisted the government of Tanzania in the evaluation and development of decentralization policies.

BARBARA THOMAS-SLAYTER is Associate Professor of International Development at Clark University in Massachusetts. In addition to directing the teaching program and involvement in various research activities, such as the Environmental Training and Resource Management in Africa (ETMA) project or the current Ecology Community Organizations and Gender (ECOGEN) Project, Dr. Thomas-Slayter has authored several books, working papers and articles including: Participatory Rural Appraisal Handbook (1990), "Politics, Class and Gender in African Resource Management: Examining the Connections in Rural Kenya," and "Cash, Credit, Cooperation and Community: Responses of Women's Groups to Socio-Economic Change in Rural Kenya."

ANNEX 4

GENERAL HAND-OUTS FOR ALL PARTICIPANTS

**WOMEN IN DEVELOPMENT INFORMATION RESOURCES
AND PUBLICATION LIST**

- The Office of Women in Development offers the documents on this list free of charge to the public. Please mark the items you are requesting and send requests to:

Publication Manager
Office of Women in Development
Agency for International Development
Room 3725A
Washington, DC 20523-0041

- A more extensive collection of WID reference documents is available in open stacks in a reading room in the A.I.D. Library. This collection contains both A.I.D. and non-A.I.D. documents gathered from Agency offices or contributed by the World Bank, the United Nations, and other donor and private organizations and individuals. Reference documents in the WID collection are organized by sector including: agriculture, education, employment and income-generation, energy and natural resources, and health. Other categories cover the A.I.D.-designated geographic regions of Asia, Near East, Africa, and Latin America and the Caribbean. Cheryl Valdivia is the WID specialist at the library. She can be reached at (703)875-4807.

The library is located at 1601 N. Kent St., Rosslyn Plaza, Rm. 105, Arlington, VA, and is open to the public from 10:00 a.m. through 4:00 p.m. Monday through Friday.

The Office of Women in Development will only respond to requests from this list. Other requests for A.I.D. documents should be directed to:

PPC/CDIE/DI
Research and Reference Services
Room 209 SA-18
Washington, D.C. 20523-1802

WID Publication Order Form

Requestor Name _____ **Request Date** _____

_____ **Date Sent** _____

Address

_____ **City/State/Zip/Country**

Special Instructions: _____

Document	Copies	Title
WID-001	_____	<i>User's Guide to the WID Office, 1990</i>
WID-002	_____	<i>Report to Congress, Planning for the Next Decade (PNABD317)</i>
WID-003-	_____	<i>Action Items for WID (Front Lines)</i>
WID-004	_____	<i>WID Items in Administrator Weekly Report Jan-Aug 1989</i>
WID-005	_____	<i>Gender Information Framework - Executive Summary</i>
WID-006	_____	<i>Gender Information Framework - Pocket Guide (PNABC451)</i>
WID-007	_____	<i>Trainer's Manual: Common Problems..Creative Solutions</i>
WID-008	_____	<i>Strategic Planning for Training</i>
WID-009	_____	<i>Girls School Attendance in Developing Countries (PNABE782)</i>
WID-010	_____	<i>Improving Womens Access to Credit in the Third World</i>
WID-011	_____	<i>Making the Case for the Gender Variable (Executive Summary)</i>
WID-012	_____	<i>Women & Structural Adjustment Part I</i>
WID-013	_____	<i>WID Implementation Plan USAID/Bangladesh</i>
WID-014	_____	<i>WID Strategy for USAID/Guatemala (DRAFT)</i>
WID-015	_____	<i>WID Strategy for USAID/Tanzania</i>
WID-016	_____	<i>Community Management of Waste Recycling - SIRDO (PNAAS121)</i>
WID-017	_____	<i>Forest Conservation in Nepal</i>
WID-018	_____	<i>Port Sudan Small Scale Enterprise Program</i>
WID-019	_____	<i>Women in Handicrafts (PNAAN220)</i>
WID-020	_____	<i>Educating Girls & Women (World Bank)</i>
WID-021	_____	<i>WID Publications List</i>
WID-022	_____	<i>Female Education & Socio-Economic Indicators Bibliography</i>
WID-023	_____	<i>Women's Education, Findings from Demographic & Health Surveys</i>
WID-024	_____	<i>Female Education & Infant Mortality, Summary..Bridges & Abcl Projects</i>
WID-025	_____	<i>The Nemow Case</i>
WID-026	_____	<i>Sex Roles in the Nigerian TIV Farm Household</i>
WID-027	_____	<i>The Ilora Farm Settlement in Nigeria</i>
WID-028	_____	<i>The Impact of Agrarian Reform on Women</i>
WID-029	_____	<i>Kano River Irrigation Project</i>
WID-030	_____	<i>Agricultural Policy Implementation: Western Kenya</i>
WID-031	_____	<i>Impact of Male Out-Migration on Women</i>

(over please)

WID Publication Order Form

DAAY404	_____	<i>Evaluation Intl Center Res Women...Final Report</i>
NAAL087	_____	<i>WID: AID'S Experience 1973-1985 V.1</i>
NAAL777	_____	<i>WID Policy Paper</i>
NAAS673	_____	<i>WID: Decade 1975-1984 Rept to Congress</i>
NAAW364	_____	<i>Gender Issues in Basic Education & Voc Rehab</i>
NAAX047	_____	<i>Integrating Women into Dev Programs..Guide for LAC</i>
NAAY219	_____	<i>Gender Issues in Small Scale Enterprise</i>
NAAZ700	_____	<i>Guia para Integracion de la Mujer a los Proyectos...</i>
NABC276	_____	<i>Socio-Econ Effects of Structural Adjustment on Women</i>
NABC450	_____	<i>Gender Issues in Agric & Natural Resource Management</i>
NABC452	_____	<i>Gender Issues in Farming Systems Research...</i>
NABC453	_____	<i>Socio-Econ & Gender Issues...Latin America</i>
NABC454	_____	<i>Making the Case for Gender Variable</i>
NABD453	_____	<i>Womens' Ventures</i>
NABE612	_____	<i>Private Enterprise Development: Gender Considerations</i>

Revised August 28, 1990

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**PUBLICATION ORDER
FORM
APRIL 1990
AID/PPC/WID**

OFFICE HISTORY AND POLICIES

(Orders for ALL will not be filled)

- _____ Publications Listing WID-021
- _____ A User's Guide to the Office of Women in Development FY 1990. 17pp.
WID-001
- _____ A Report To Congress, Planning for the Next Decade: A Perspective of Women in Development. 1989. Office
of Women in Development. 20pp WID-002
- _____ "A.I.D. Action Items for Women in Development" (*Front Lines*, August 1988). 1p
WID-003
- _____ A.I.D. Policy Paper, Women In Development, 1982. 12pp. PN-AAL-777
- _____ Women in Development. The First Decade 1975-1984. A Report to Congress. Office of Women
Development. 59pp PN-AAS-673

TRAINING MATERIALS:

- _____ Gender Information Framework: Gender Considerations in Design. Executive Summary. 1989. 16pp
WID-005
- _____ Gender Information Framework Pocket Guide, 1989. PN-ABC-451
- _____ A Trainer's Manual. Common Problems/Opportunities for Creative Solutions. A. Rollins and V. Caye. no
60pp. WID-007
- _____ Strategic Planning for Training. R. Grosz. A.I.D., Office of Women in Development. 1989. 12pp
WID-008

EVALUATIONS:

- _____ Women in Development: AID's Experience 1973-1985 Vol. I. Synthesis Paper A.I.D. Program Evaluation
Report No. 18. Alice Stewart Carloni, 1987. 94pp PN-AAL-087

AGRICULTURE:

- _____ Gender Issues in Farming Systems Research and Extension: A Survey of Current Projects [Executive
Summary] S. Poats, J. Gearing, S. Russo, August 1989, 9pp. PN-ABC-452

[See Publication Series listing]

PUBLICATIONS ORDER FORM

IMPLEMENTATION PLANS/STRATEGIES:

- _____ A Women in Development: Implementation Plan for USAID/Bangladesh; M. Berger, M. Greeley, 1967 WID-013
- _____ A Women in Development Strategy for USAID/Guatemala, M. Berger, M. Paolisso, 1988 WID-014
- _____ Developing a Women in Development Strategy for USAID/Tanzania. R. Grosz, 1988, 36pp WID-015

SERIES PUBLICATIONS:

Seeds:

- _____ Community Management of Waste Recycling The SIRDO, Marianne Schmink, 1984 PN-AAS-121
- _____ Forest Conservation in Nepal Encouraging Women's Participation Augustal Molnar, 1987 WID-017
- _____ The Port Sudan Small Scale Enterprise Program, Eve Hall, 1988 WID-018
- _____ Women in Handicrafts Myth and Reality Jasleen Dhamija 198: PN-AAN-220

Gender Issues:

- _____ Gender Issues in Small Scale Enterprise Maria Otero, Laurence Semenza et al 1987 74pp PN-AAY-219
- _____ Guia para la Integracion de la Mujer a los Proyectos de Empresas Pequena y Micro Maria Otero Laurence Semenza et al 1987, 74 pp PN-AAZ-700
- _____ Gender Issues in Basic Education and Vocational Training Mary B Anderson, 1986 31pp PN-AAW-364
- _____ Gender Issues in Agriculture and Natural Resources Management S. Russo, J. Bremer-Fox 1989, 80pp PN-ABC-450
- _____ Integrating Women into Development Programs: A Guide for Implementation for Latin America and the Caribbean K. White, M. Otero, et al., 1986, 88pp. PN-AAX-047

Please place your full name and address in the spaces provided, and indicate employer name or type of work for our records

Name _____

Title _____

Organization _____

Address: _____

City: _____ Zip: _____

Country: _____

PUBLICATIONS ORDER FORM

EDUCATION:

- _____ Improving Girls' School Attendance and Achievement in Developing Countries: A Guide to Research Tools. Karin A L. Hyde, October, 1989 PN-ABE-782
- _____ Educating Girls and Women: Investing in Development, Elizabeth King, 1990, 17pp. [Published by the World Bank.] WID-020
- _____ Female Education and Socio-Economic Indicators Bibliography; Faith Knutsen, ABEL, Creative Associates, Bethesda, MD, February, 1990. WID-022
- _____ Women's Education: Findings from Demographics and Health Surveys;* IRD/Macrosystems, Inc., Columbia, MD; 1989. WID-023
- _____ Impacts of Female Education in Developing Countries: A Twenty Year Analysis (summary tables) Research Triangle Institute, North Carolina, 1989. WID-024

[See Publication Series listing]

MICROENTERPRISE/LABOR/EMPLOYMENT:

- _____ Improving Women's Access to Credit in the Third World: Policy and Project Recommendations Margaret A. Lycette, June 1984 WID-O10
- _____ Making the Case for the Gender Variable: Women and the Wealth and Well-Being of Nations [Technical Reports in Gender and Development, No. 1, Executive Summary]. Rae L. Blumberg, 1989 9pp. WID-O11
- _____ Making the Case for the Gender Variable: Women and the Wealth and Well-Being of Nations [Technical Reports in Gender and Development, No. 1, Full Report]. Rae L. Blumberg, 1989 115pp. PN-ABC-454
- _____ Private Enterprise Development: Gender Considerations. Bureau for Private Enterprise - USAID, Arthur and Young, 1988, 58pp. PN-ABE-612

[See Publication Series listing]

STRUCTURAL ADJUSTMENT:

- _____ Socio-Economic Effects of Structural Adjustment on Women. Paper Presented to the OECD, DAC, Paris France. Philip Boyle, 1988, 9pp. PN-ABC-276
- _____ Women and Structural Adjustment. Part I: A Summary of the Issues. S. Joekes, M. Lycette, L. McGowan, and K. Searle, 1988, 53pp. WID-012

September 18, 1990
WOMEN IN DEVELOPMENT (WID) OFFICE, U. S. AGENCY FOR INTERNATIONAL
DEVELOPMENT (A.I.D.)

Guidelines for Unsolicited Proposals

A limited number of unsolicited proposals will be funded by the WID Office during fiscal year 1991. Proposals should include specifics about how the proposed work will contribute to the following:

1. The implementation of the policies and programs of A.I.D. and specifically of the WID office strategy.
2. The knowledge base about gender issues in development related to the WID office priority sectors.
3. Generalizations which can contribute to policy dialogue guidelines in other countries or regions.
4. The development of training materials for PPC/WID.

If proposed activities do not contribute to all of the above, the proposal should present a clear rationale for omission.

The WID Office priority areas of emphasis are Basic Education, Natural Resources and the Environment, Agriculture, and Private Sector Development. Funding decisions will give priority to proposals which focus on these areas.

Proposals which have the support of a USAID Mission will be given priority for funding. No work can be done in a host country without concurrence on the part of the USAID Mission in that country.

PPC/WID does not fund sabbaticals, scholarships, conference attendance, or direct aid to training participants.

Proposals should include the following components:

1. Purpose and goals -- what is/are the basic purpose(s) of the activity(ies) being proposed? What is/are the overall goal(s) of the project?

NOTE: If the proposal is for a WID buy-in to an existing project, the purpose and goals should clearly define how the buy-in will add to the original project goals. The proposal should not request funding to complete WID-related activities included in the original project design.

2. Objectives -- what are the specific objectives to be achieved?

3. Rationale -- how does/do the proposed activity(ies) relate to the policies and programs of your institution and A.I.D. and the WID office strategic priorities? What is the potential for project activities to contribute to the knowledge base about gender issues? What are the potential contributions to policy dialogue guidelines and/or policy reform? How will the project contribute to the development of training materials for PPC/WID?

NOTE: Some projects may not relate to all of the issues identified under "Rationale" (3) above, but proposals should respond carefully to the questions which are relevant. The rationale should also show linkages of project activities to one or more PPC/WID priority areas named in the "guidelines for unsolicited proposals" section above.

4. Background -- this should summarize existing studies and/or project and program experience showing that the activity(ies) is/are an important area of study, training, and/or technical assistance.

5. Institutional capacity -- this should demonstrate the institutional capacity and the WID expertise of the implementing organization to carry out the proposed activity(ies).

6. Deliverables to PPC/WID -- specifically which products, such as reports, training materials, state of the art papers, etc. will be delivered to PPC/WID?

7. Projected time line -- this should include all phases of the proposed project, with dates for completion of all deliverables.

8. Budget -- the budget should be a 2-column budget showing how funds will be allocated, both for PPC/WID matching funds and funds from a project, mission, or bureau which will "trigger" the matching funds. If the proposal is for core rather than matching funds, any support to be provided by the implementing institution should be included (such as clerical support, office space, staff time, etc.).

Funding Mechanisms

Several funding mechanisms are available:

1. Full funding by PPC/WID under existing contracts or services;
 2. Co-financing/buy-ins by USAIDs/Bureaus to existing PPC/WID contracts or services (USAIDs/Bureaus may wish to share co-financing/buy-in costs);*
 3. Matching monies from 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 from 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.*
-

* A PIO/T 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 91 40% USAID/Bureau against 60% PPC/WID monies
FY 92 50% USAID/Bureau against 50% PPC/WID monies

Deadlines for submittal process

Proposals will be reviewed in two cycles. The first review cycle deadline is November 15, 1990.

Proposals received by November 15th will be reviewed by December 15th and placed in 1 of 3 categories:

1. Approved for funding subject to approval by contracts office.
2. Denied funding.
3. Held over for further consideration during the second review cycle.

Applicants will be notified of the results of the first review by January 5, 1991.

The second review cycle deadline is February 15, 1991.

Proposals received by February 15th will be reviewed by March 15th. This review will include proposals held over from the first review cycle. Proposals will be placed in 1 of 3 categories:

1. Approved for funding subject to approval by contracts office.
2. Denied funding.
3. Assigned a priority for funding subject to availability of funds. If funds become available, the proposal will be reassigned to category 1.

Applicants will be notified of the results of the second review by April 5, 1991.

Proposals should be submitted to:

Kay Davies
Women in Development Office
Agency for International Development
Room 3725A NS
Washington, D. C. 20523-0041
(Tel: 202/647-3992)

For additional information about the WID Office, please see " A User's Guide to the Office of Women in Development."

DRAFT

EXECUTIVE SUMMARY

THE GENDER INFORMATION FRAMEWORK:
GENDER CONSIDERATIONS IN DEVELOPMENT

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

8-18-89

GENDER INFORMATION FRAMEWORK: GENDER VARIABLES MATRIX

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

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

COLUMN 1	COLUMN 2	COLUMN 3		
FACTOR	Key Questions	Activities/Responsibilities		
		<table border="1"> <tr> <td data-bbox="1655 386 1871 417">Male</td> <td data-bbox="1871 386 2108 417">Female</td> </tr> </table>	Male	Female
Male	Female			
<p>1. Allocation of labor</p> <ul style="list-style-type: none"> - household activities - agricultural production 	<p>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?</p> <p>What are the activities of household members that contribute to agricultural and livestock production? (Analyze by crop and/or by livestock animal.) How do these activities vary by season? Is shared labor available; if yes, on what basis?</p>			
<p>2. Sources of income</p> <ul style="list-style-type: none"> - farm - non farm 	<p>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?</p> <p>In what kinds of non-farm small scale enterprises (SSE) are men and women engaged (e.g., clothing production, sale of prepared foods, trading)? Who uses tech. assistance, credit, purchased raw material and to what extent? How and where are SSE goods and sves. marketed? What income is derived from wage labor (manufact., contract labor, etc.) What is total income from non-farm employ't? How do male/female incomes vary by season?</p>			
<p>3. Expenditures</p>	<p>Who is responsible for which elements of family expenses and provisioning (e.g., staple grains, vegetables, school fees, medical care, clothing, ceremonies?)</p>			
<p>4. Access/control of resources</p>	<p>What are the resources (e.g., labor, land, credit, technical assistance) required for current productive activities? What is the extent of control over resources and how does that affect ability to increase economic productivity?</p>			
<p>5. Constraints to participation in development</p>	<p>What are the key constraints to the participation of men and women in the major areas of A.I.D. programming? (e.g. labor, access to credit) for major productive activities?</p>			
<p>6. Opportunities to use/expand productivity</p>	<p>What are the special skills and knowledge resulting from gender differences in roles and responsibilities (e.g., specialized agricultural knowledge, marketing skills) that can be used or enhanced to increase economic productivity?</p>			

The Matrix can be used to analyze how gender intervenes in one production situation or to provide an overview of the general patterns of living. Not all factors will be included in all analyses. For example, where the Matrix is used to analyze how gender affects production of one crop the "expenditure" factor in the Matrix would apply only to expenses for that crop. The Matrix can be used for a more general analysis as well.

The level of analysis -- the amount of data to be considered, the depth of inquiry about the factors, the number of ethnic groups to be considered, etc. -- depends on the stage of the programming process. At the CDSS level, a limited analysis would be sufficient to provide the broad overview of living patterns needed to anchor the macroeconomic data usually found in a CDSS.

At the project level, data needs are more extensive. Because consideration of the factors listed in the Matrix may not provide the level of detail appropriate for design of some projects, additional information on identifying gender variables for agriculture and small scale enterprise projects has been provided in Appendix II. These materials were developed by the Farming Systems Support Project at the University of Florida and the Harvard Institute for International Development.

Further explanation of the issues represented in the Key Questions concerning how gender affects the factors in Column 1 follows.

3.3.2 Factor: Labor

In many countries, the division of labor between men and women on tasks to maintain the family unit is very sharp. Women usually carry a double load of both domestic and economically productive activities.

Men's and women's agricultural and other productive labor tasks may be interchangeable but often are not. Rather there is a complementarity between gender roles. Increasing one member's work affects his/her ability to fulfill traditional responsibilities.

Seasonality and its relationship to gender-based division of labor is important to consider in agriculture and natural resource management projects. Projects that have injected additional

THE GENDER INFORMATION FRAMEWORK

INTRODUCTION

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

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

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

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

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

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

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

Gender Variable Guide

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

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

STEPS IN GENDER VARIABLE ASSESSMENT:

STEP ONE: IDENTIFY WHERE GENDER MIGHT INTERVENE in social and economic production systems to be affected by development activities.

Allocation of Labor

Household Tasks

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

Agricultural Tasks

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

Non-Farm Production

- o In what kinds of off- or non-farm small scale enterprises (SSE) are men and women engaged (e.g., craft production, sale of prepared foods, dressmaking, trading?)

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

Sources of Income

Agricultural

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

Non-Farm

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

Financial Responsibilities

- o Who is responsible for which elements of family expenses and provisioning (e.g., staple foods, vegetables, school fees, medical expenses, clothing, ceremonies)?
- o How could changes to individual incomes affect ability to meet family obligations?

Access to and Control of Resources

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

STEP TWO: ANALYZE the implications of significant gender differences for development design.

Constraints

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

Opportunities

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

SUMMARY OF GUIDELINES FOR DOCUMENT REVIEW

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

IN GENERAL:

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

IN PROJECT ASSISTANCE:

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

- o Describe plans to incorporate gender considerations, in explicit terms, in country strategy statements, action plans, project identification, and project design documents. Specifically:
 - Strategies to involve women where gender analysis indicates they are active in program or project sectors.
 - Benefits for women and men.
- o Include decision points in the project implementation schedule, to allow project modification or redirection to incorporate gender considerations as new baseline or project monitoring data become available.

IN NON-PROJECT ASSISTANCE PROGRAMS:

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

IN PROJECT/PROGRAM DESIGN AND EVALUATION TEAMS:

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

IN REQUESTS FOR PROPOSALS:

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

GENDER CONSIDERATIONS

The Gender Considerations explain how to incorporate significant gender differences and their implications in the development of 4 A.I.D. documents: CDSSs, Action Plans, PIDs, and Project Papers. The discussion of each document follows, as much as possible, the format for document preparation presented in Handbook 3 and guidance cables. The headings of the Gender Considerations refer to the headings found in the document reviewed. Key questions follow many of the Gender Considerations, indicating additional detail needed for those issues.

GENDER CONSIDERATIONS: COUNTRY DEVELOPMENT STRATEGY STATEMENT (CDSS)

1. PROBLEM ANALYSIS AND DESCRIPTION

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

economy on sectors and subsectors where men's and women's activities are concentrated?

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

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

1.3 Disaggregate nutrition data by gender.

1.4 Hunger

1.4.1 Disaggregate agricultural data by gender.

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

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

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

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

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

1.6 Education

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

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

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

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

2. STRATEGY

2.1 Problem Specific Strategies (Portfolio Review)

- 2.1.1 Review current and planned projects. In sectors where women or women and men are active include:
 - o Assessment of gender considerations in project descriptions, implementation plans, and impact analyses;
 - o Steps Mission will take to incorporate gender considerations in mainstream projects; and
 - o Objectives, achievements, impacts, and benchmarks disaggregated by gender.
- 2.1.2 Review overall Mission portfolio to assess ways in which projects increase women's and men's economic productivity as well as health and access to social services.
 - o Which projects/programs assist women directly to increase earnings and/or food production? Which assist indirectly? How does this correspond with their economic responsibilities?
 - o What proportion of projects assist women's productive activities compared to those that provide health or other services? How does this compare with assistance to men in these areas?
- 2.2 Mission Programming Strategy: plan or review activities to institutionalize inclusion of gender issues in program and project design, implementation, monitoring, and evaluation.
 - o How do host country men and women participate in the dialogue that leads to problem selection, program and project design, evaluation?
- 2.2.1 Develop strategies for collection of needed data.
 - o What are the systems in the host country and USAID to collect gender-disaggregated data?
- 2.2.2 Establish benchmarks for measuring institutionalization;
- 2.2.3 Conduct training to enhance A.I.D. and host country development planners skills in and awareness of gender issues as appropriate; and
- 2.2.4. Initiate policy dialogue with government on gender issues.

GENDER CONSIDERATIONS: ACTION PLAN

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

2. IMPLICATIONS FOR FUTURE PROGRAM ACTION

Describe modifications planned for existing programs to address gender considerations, where needed.

3. STRATEGIES, OBJECTIVES, TARGETS, AND BENCHMARKS

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

4. MISSION MANAGEMENT AND MONITORING

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

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

GENDER CONSIDERATIONS: PROJECT IDENTIFICATION DOCUMENT (PID)

1. PROJECT DESCRIPTION

- 1.1 Problem Statement: consider how gender affects social and economic aspects of the problem to be addressed.
- o How do men and women participate in activities the project will affect?
 - o How do division of labor, income, expenditure patterns by gender affect the problem?
 - o How do gender-based constraints on access to resources affect the situation?
 - o How do both men and women participate in defining the problem?

- 1.2 Statement of Expected Project Achievements: assess the feasibility of achievement of objectives, given gender differences in roles and responsibilities as well as access to project resources and project benefits.
- o To what extent will participation of both men and women affect project achievement? For example, will achievement of project objectives require contribution of family labor or group self help labor? If yes, does project design enable and encourage participation of and benefits to both men and women?

2. OUTLINE OF THE PROJECT AND HOW IT WILL WORK

2.1 Project Elements

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

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

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

GENDER CONSIDERATIONS: PROJECT PAPER (PP)

1. PROJECT RATIONALE AND DESCRIPTION

- 1.1 Problem: Consider how gender affects the problem to be addressed.
 - o How do men and women participate in the activities the project will affect, directly or indirectly? How is the problem different for men and women? Have both men and women participated in defining the problem and identifying solutions?
- 1.2 Project Elements.
 - 1.2.1 Develop strategies to incorporate women (based on technical, financial, economic, social soundness, and administrative analyses) where women or both women and men play a role(s) in activities.
 - o Where women play a major role in project-related activities, how do proposed strategies utilize and expand women's productive capacities?
 - o What strategies address the constraints to participation that result from gender differences in roles and responsibilities? For example, will outreach strategies, timing, and location, scope and scale of project elements (e.g., size of loans, kind of training, type of equipment) enable the participation of both men and women?
 - 1.2.2 Assess the consistency between project elements, purpose, inputs, outputs, social, and other analyses.
 - o Are actions to be taken consistent with significant gender differences in the organization of activities, income, and expenditure patterns the project will affect?
 - 1.2.3 Indicate strategies to collect gender disaggregated baseline data where they are unavailable.
- 1.3 Cost Estimates: Estimate funds needed for collection of gender disaggregated baseline data, training and 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.
- o Needs Assessment: What provisions are made for local men's and women's participation in selecting technologies?
 - o Access: Does the technical package (technology, information, credit, etc.) take into account gender and class differences in access to labor, cash, land, or other resources that might affect access to the technology?
 - o Suitability: Where women play a major role in project-related activities, how will the project determine whether proposed technological innovations or assistance are acceptable to them? What provisions are made for women's participation in testing technologies and evaluating results?
 - o Impact: Given allocation of tasks by gender:
 - Will the technical package increase labor differentially for women and men?
 - Will it affect male 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.
- o Are there gender-based constraints in ability to pay for project inputs or participate in project? If yes, what are the implications for overall project impact and success?
 - o How will the project affect incomes of both male and female family members?
- 2.3 Economic Analysis: specify costs and benefits for male and female household members in terms of opportunity costs of labor, access to productive resources, status, and ability to meet family expenses.
- o How will the project affect gender-based patterns of income, labor, access to productive resources, and male/female ability to meet family expenses for food, health care, education, etc. and other family expenses?

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

2.5 Administrative Analysis

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

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.

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

· 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

**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;
- o 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.

* 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.

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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
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A.I.D. PROGRAM FOR WOMEN IN DEVELOPMENT

A USER'S GUIDE TO THE

OFFICE OF WOMEN IN DEVELOPMENT

FY 1990

WHEN DO YOU CONSIDER GENDER?

WHEN AN A.I.D./W RESEARCH HYPOTHESIS
IS BEING DEVELOPED?

WHEN FIELD WORK IS BEING PLANNED
IN CONNECTION WITH SEVERAL MISSION
PROJECTS?

OR BOTH?

- participation);
- o availability (eg. data on economic activity may be available only for males)

The data on women are relatively accurate and detailed for:

- o fertility,
- o education,
- o mortality.

The deficiencies are greatest in:

- o economic activities (limited statistical information and research on women's productive activities in different spheres of the economy; differential access to resources at household, community, and national levels by gender, and institutional constraints on women's participation in development.
- o household headship and intrahousehold allocation and control of resources.

Factors That Influence the Quality of Survey Data on Women (in addition to survey design):

- o Survey Organization Factors
 - Sex composition of survey organization team
 - Sponsorship of the survey (nationally and locally)
 - Publicity for the survey
 - Rewards for participation in the survey
 - Timing of the survey during the agricultural cycle
- o Interviewer Effects
 - Sex of interviewer
 - Training of interviewer
 - Previous experience of interviewer (on other surveys)
 - Social background of interviewer
- o Respondent Effects
 - Sex of respondent
 - Use of proxy respondents
 - Perception of the use of the survey
 - Sex differential in language facility of respondents

(from UN and INSTRAW 1988, p.22).

Improving and Using Census Data:

There is a need to:

- o collect relevant information by gender (as well as other relevant characteristics such as age, ethnicity, class);
- o analyze to monitor progress and identify problems;
- o incorporate findings on gender differences in planning and policy making at local and national levels.

Rationale for Improved Gender Disaggregated Data:

Reliable gender disaggregated statistics on economic participation and status are needed because:

- o All officially published data should be as accurate as possible;
- o It is essential to have data on women's situation in relation to that of men in order to give fair, equitable treatment to women;
- o Improvement of methods for collection of data on women will improve the overall quality of data collection, particularly for labor force participation;
- o Policy making must be based on accurate data.

Use of biased economic indicators produces a distorted picture of the nature of the economy and a country's human resources. For example, errors on the size of occupational distribution of the labor force by gender lead to erroneous assumptions about labor trends and inaccurate projections. Inaccurate and contradictory data make it difficult to understand the composition of the labor force or to make cross-country comparisons.

For example, in Egypt, two successive national labor force surveys produced almost identical results for the male labor force and large differences for the female labor force (69 thousand female farm workers in 1982 (2% of total farm labor) and 794 thousand in 1983 (17% of total farm labor)). The difference in results was due to a conscious effort to improve measurement non-productive domestic work done in farm households by women. While the lower 1982 figure for women's farm labor is consistent with the results of earlier censuses, the higher 1983 figure is consistent with a detailed rural labor record survey and recent time-use surveys (Dixon-Mueller and Anker 1988, pp. 27-28).

Comparison of censuses and household surveys in four countries in Latin America indicated that the census data reported a significantly lower rate of female participation. In Sao Paulo Brazil, the census under-enumeration of women's labor varied by age group from 14% to 33% (UN and INSTRAW 1988, p.65).

Historical analysis of changes in questions used to elicit economic activity for the Nigerian census showed a reclassification of women's work from economically active to inactive as their activities were re-labeled as housework. In 1931 men and women were reported as equally economically active. By 1952, only one-tenth of the women were reported as economically active (Nuss 1989, p.18).

Census Data Coverage on Women

Three general types of limitations of census data:

- o subject coverage (eg. rarely include measures of income or wealth);
- o quality (eg. inaccurate measurement of women's labor force

GENDER DISAGGREGATION OF DATA COLLECTION AND ANALYSIS

Mari Clark, Research Coordinator
Office of Women in Development
Agency for International Development

Background

The 1985 Nairobi conference marked the close of the United Nations Decade for Women (1976-1985) with the consensus of 158 countries on the "Forward Looking Strategies for the Advancement of Women." The "Strategies" stress the importance of accurate statistics on women as a means to improve their status by identifying inequalities and providing a means to monitor progress. For example:

Governments should help collect statistics and make periodic assessment in identifying stereotypes and inequalities, in providing concrete evidence concerning many of the harmful consequences of unequal laws and practices and in measuring progress in the elimination of inequities (UN 1985, [1], para.58).

Today in 1990, many governments and international agencies recognize that the full and effective integration of women in the development process is necessary for national and international economic growth and democratic pluralism. For the effective use of a nation's human resources, it is necessary for all social groups to participate in the development effort and to share in the distribution of benefits. Exclusion of one half of the population - women - represents a dramatic loss of human potential.

However, a great deal remains to be done in the statistical documentation of women's economic contributions and women's full integration in the development process. There has been heavy criticism of the most common indicators of economic production - labor force statistics and systems of national accounts - for their under-reporting and under-valuing of women's economic contributions.

There are several reasons for the lack of readily accessible, accurate data on women's economic roles and status:

- o Data have not been collected and/or published in a gender disaggregated form in all cases;
- o The instruments used to collect census and survey data do not accurately measure women's economic inputs;
- o Data are often difficult to access from developing countries;
- o The economic roles of women in most developing countries are changing so quickly that data analyses are outdated before they are completed.

PART IV-D : LOGICAL FRAMEWORK

ARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																								
<p>Object Goal:</p> <p>Increased income within rural areas</p>	<p>Measures of Goal Achievement:</p> <ul style="list-style-type: none"> - Changes in policies of the Agency and of host countries based on project research results - Successful design of projects that will enhance regional income based on increased trade between rural and urban areas and that will increase agricultural productivity on a sustainable basis 	<ul style="list-style-type: none"> - Documentation of policy changes - End of Project Evaluation which will include assessment of the value of the project to the Agency, the regional bureaus, the missions and to other development professionals 	<p>Assumptions for Achieving Goal Targets:</p> <ul style="list-style-type: none"> - Continued Agency interest in increasing income based on sustainable production and marketing within rural regions - Willingness of LDC to adopt policies that will promote income growth through sustainable production and marketing 																								
<p>Object Purpose:</p> <p>To generate and apply knowledge of regional production resource management systems, research order to enhance A.I.D., or donor, and host country knowledge and ability to plan and implement projects, programs and policies resulting in income based, sustainable income growth</p>	<p>Conditions that will indicate Purpose has been Achieved:</p> <ul style="list-style-type: none"> - Number of projects using CA research - Utilization of regional case studies and syntheses by the Agency, the regional bureaus and the missions in development of policy, in design of projects and in preparation of strategies for effecting growth in income - Development of a geographic information system for the storage and manipulation of data in at least three countries - Utilization of the SARSA (professional) networks - Utilization of the SARSA on-line information system 	<ul style="list-style-type: none"> - Inquiries will be made to missions to assess usefulness of the research - Survey of PPC and the regional bureaus - Activity of SARSA (professional) network - Materials and information flowing to missions, regional bureaus and other donors - Project will be reevaluated in the third and sixth year 	<p>Assumptions for Achieving Purpose:</p> <ul style="list-style-type: none"> - A.I.D. and host countries continue to recognize the need to gather and apply knowledge relating to increases in income based on farm productivity linked to urban markets within a region 																								
<p>Output:</p> <p>Regional case studies that contribute directly to the project purpose</p> <p>Thematic syntheses that analyze and disseminate new contributions in data and expanding and explain how they contribute to the project purpose</p> <p>Network of professionals active in applied research in subject area of the project</p> <p>Increased institutional capacity</p> <p>Operational bulletin board</p> <p>Expanded skills of host country scientists and institutions</p>	<p>Magnitude of Outputs:</p> <ul style="list-style-type: none"> - 3 regional case studies - For each specific field activity, a concise summary of all findings, emphasizing their contribution to the project purpose as well as their relevance to A.I.D. program and project objectives - Syntheses of work to date in years 3 and 5 of the project - Improved GIS system with data from two studies - Operational bulletin board - 4-8 major dissemination events, to include workshops, conferences, seminars, and commercial publications - Increased institutional capacity of the cooperators, as measured by the following: <ul style="list-style-type: none"> - size of staff involved in the project - range and depth of substantive expertise - expanded facilities - Links established between cooperating institutions and host country institutions 	<ul style="list-style-type: none"> - Monitoring by project officer of CA, including: <ul style="list-style-type: none"> - Workplans and vouchers - Roster of consultants - Seminars - Workshops - Printed studies - Activity of on-line bulletin board - Evaluation findings 	<p>Assumptions for Achieving Outputs:</p> <ul style="list-style-type: none"> - Resources and researchers can be mobilized to undertake research, consulting and syntheses - Effective collaboration between cooperators - Effective communications with SGT/RD/RDP - Cooperation by host country officials 																								
<p>Input:</p> <p>Agreement with Clark University, and VPI</p> <p>Appropriate annual budget</p> <p>Substantial involvement in CA by SGT/RD/RDP</p> <p>SGT/RD/RDP staff and budget manage the project</p>	<p>Implementation Target (Type and Quantity, 000's):</p> <ul style="list-style-type: none"> - Obligations: <table border="1"> <tr> <td>FY87</td> <td>FY90</td> <td>FY91</td> <td>FY92</td> <td>FY93</td> <td>FY94</td> </tr> <tr> <td>300</td> <td>300</td> <td>330</td> <td>300</td> <td>350</td> <td>200</td> </tr> </table> - Expenditures: <table border="1"> <tr> <td>FY87</td> <td>FY90</td> <td>FY91</td> <td>FY92</td> <td>FY93</td> <td>FY94</td> </tr> <tr> <td>150</td> <td>300</td> <td>330</td> <td>300</td> <td>350</td> <td>350</td> </tr> </table> 	FY87	FY90	FY91	FY92	FY93	FY94	300	300	330	300	350	200	FY87	FY90	FY91	FY92	FY93	FY94	150	300	330	300	350	350	<ul style="list-style-type: none"> - Regular A.I.D. reporting requirements 	<p>Assumptions for Achieving Inputs:</p> <ul style="list-style-type: none"> - Cooperative agreement mechanism will be used and meet the requirements for research by missions, the regional bureaus, and the Agency
FY87	FY90	FY91	FY92	FY93	FY94																						
300	300	330	300	350	200																						
FY87	FY90	FY91	FY92	FY93	FY94																						
150	300	330	300	350	350																						

agricultural sector can help finance urban development and prospering urban enterprises can help finance improved agricultural productivity.

3. Specific Methodologies and Orientation

SARSA II has been designed as part of an overall strategy of the Regional and Rural Development Division of S&T/RD to focus its portfolio in a way that makes the maximum possible contribution to the Agency's growing understanding of, and capacity to respond to, the need for broad-based sustainable economic development. From a social science (socio-economic, socio-institutional and socio-political) perspective, the division's activities are increasingly concentrating on the overall question of access to and efficient use of critical resources (both physical and institutional) on which the majority of the less developed nations' populations depend. With the exception of SARSA, each activity in the division's portfolio seeks to address a major aspect of this concern either from the perspective of a specific resource type (i.e., trees), a specific resource domain (either physical, such as land and water, or institutional, such as financial markets), a specific ecological niche (i.e., fragile lands) or a specific problem focus, (such as food security). By contrast, SARSA II has been designed to provide an analytical and research capacity for identifying the appropriate over-arching action arena within which the above concerns operate, and to define the critical sub-components and operational linkages that should be dealt with in relation to the resource system of immediate interest.

SARSA II has been designed to have a unique capacity to achieve the above goals in several ways. One is by being organized around the conceptual perspective of income generation and application, (income being the major measure, within monetarized economies, of a person or group's ability to access and command limited resources). Equally critical, however, is the predominant disciplinary leadership in SARSA of the two fields of geography and anthropology. These fields, with their emphasis on spatial and social realities, respectively, have unique capacities to create unified frameworks for understanding the interrelationship of more sector-specific perspectives. Moreover, SARSA II seeks to emphasize the capacities of both of these fields to articulate the ecological approach of stressing the dynamic relationship between human populations and their total environments. The need to emphasize the disciplinary role of anthropology and geography in SARSA and their use of ecological perspectives is critical not only for understanding what SARSA II is about but also for appreciating the extent to which it will be the Agency's major (and in some respects only) significant activity for calling upon the capacities of these disciplines in a systematic and knowledge-accumulating fashion.

interventions can lead to unanticipated, and often undesirable, outcomes. An example is provided by the SARSA Contract Farming study of the Jahaly Pacharr rice scheme in Gambia, where failure to recognize women's prior land rights allowed scheme tenancies to be monopolized by male farmers, with deleterious effects both on women's incomes and on the overall farming project.

The need to improve understanding of the impacts of gender issues on natural resource management, rural-urban processes, and income generation represents but one facet of the more over-arching challenge to improve donor and LDC capacity for producing disaggregate data according to social characteristics that might be pertinent in particular situations, such as ethnicity or age. This requires an improvement of our capacity to disaggregate data. The role of the young could be an important factor, for example, in situations where family production strategies are based on children joining the labor force at a very early age. Similarly, aging is an important issue where the aged maintain a role as important information sources and regulators, as they do in many non-literate societies. When the aged lack outside economic security, that too has to be taken into account in a family's overall survival strategy. Other factors such as ethnicity, caste and so on can be crucial to our understanding of local situations as well. The creation of models which explain and predict how individuals at various socioeconomic levels within specific contexts cope with environmental and institutional factors which limit their access to resources and income-generating activities would permit decision-makers a greater understanding of what needs to be done to sustainably improve their situation. SARSA II will play a role in developing methodological and analytical techniques for making such data available in forms easily understandable by and accessible to development decision-makers.

(vi) Rural-Urban Capital Flows: Many studies, including SARSA I's rural-urban exchange studies, have confirmed the phenomenon of prospering farm households investing savings in urban economic activities. SARSA work in Kenya has also documented instances of prospering urban households investing savings in agriculture in nearby areas. These investment decisions are based on perceptions about relative intermediate and long-term marginal returns to capital in agriculture as against urban-based activities, and on household risk management strategies and on local social and individual values (i.e., maintaining local community ties). Such strategies are affected by people's perceptions of anticipated economic trends and government policies, adapted to their individual circumstances through private decision-making processes. SARSA's research framework lends itself to in-depth study of the continuum of rural-urban activities and to identification of interventions and policy reforms that foster an environment in which a prospering

fail to differentiate between the modern urban core and the surrounding areas characterized by impermanent structures, social organization, employment and changing values. Such areas can be dynamic reservoirs of informal agricultural as well as non-agricultural activities. Besides the function they play in supplying the daily needs of their own and the city's population, precisely because of the transient nature of many of the activities and residents, such peri-urban areas may also serve as transfer points for technologies and innovative practices that increase agricultural production, facilitate exchange, stimulate small enterprise development, and increase incomes in other regions and rural areas. Little attention has been paid to this phenomenon which will be of growing importance in the coming decade.

(iv) Labor Flows: In many Third World countries, seasonal as well as permanent migration is a frequent response to changes in the local economic and physical environment and greater economic opportunities in other areas. This movement of people is an important element of rural-urban exchange, both to the extent that one of the multiplier effects resulting from the exchange of agricultural surplus is the creation of employment opportunities in adjacent towns and cities, and because remittances to farm households from household members commuting to or living in urban areas constitute an important share of disposable family income. Having a household member employed in an urban area can also provide valuable exposure to new technologies, enterprises, and management techniques. Long-distance and semi-permanent migration can also be an important mechanism in establishing trade links between regions, since in LDCs trade opportunities are often engendered by and dependent on ties between family members or other group affiliations.

(v) Women and other Disadvantaged Groups in Development: Women and men generally play different roles in the income generation and multiplication processes associated with rural-urban exchange. Research by SARSA and others has shown how, in many instances, women have primary responsibility for certain production, marketing, and consumption activities and how, in many areas and among various ethnic groups and classes, income and expenditure streams for women and men are distinctly separate. Thus, women may not only generate income through separate activities, but the channels of income multiplication associated with their income generating activities can be distinct from those of men.

The implications of such differentiation in gender roles in identifying income-generating interventions are profound. Women face different constraints in responding to economic incentives due to such factors as child care and household responsibilities or legal and cultural restrictions on access to production inputs. Failure to recognize such differences when designing and implementing development

tillers and power tillers in small workshops in town), fertilizers, and machinery servicing and repairs;

- forward linked firms which process agricultural surplus either for local consumption or in preparation for export out of the region (the machinery and packaging inputs to these firms potentially create yet another level of purchasing from local suppliers and manufacturers);
- consumption linked firms which manufacture products substitutable for imported goods. Evidence has shown that as average household incomes rise over time, the proportion of expenditure on urban-produced consumer durables normally increases, creating significant opportunities for local non-agricultural employment.

Pertinent areas of research include investigation of the opportunities for developing rural industries as part of an income generation strategy based on rural-urban exchange, with particular attention paid to the linkages between agriculture and the informal sector.

(ii) Trade Patterns and Policy: Increased international trade, in terms of both imports and exports, can have profound implications for economic growth and development in a region. Imports as well as exports provide increased incomes to those who produce, transport, process and market the goods and services. One result of this trade is that local and regional economic activities may be stimulated and regional incomes multiplied. Depending on how such local trade is structured, the consequences on broad-based participation in its benefits can vary greatly.

International trade is affected by trade and monetary policies. Restrictive import regulations, excessive tariffs, designation of parastatals with exclusive rights to import or export, and import or export licensing are all counterproductive measures that restrict economic development of the country. The result of these measures is often thriving illegal or unreported trade. SARSA preliminary case studies have shown the extent of unreported trade in the East African economic zone, while contract farming studies in eight African countries have shown the export potential of free market activities and their effects on income multiplication and economic development within a region.

Further research on rural-urban exchange processes will examine policies that affect free market relationships and can provide the data useful for policy dialogue aimed at achieving the free exchange of goods.

(iii) Peri-Urban Agriculture and Small Enterprises: When people note the growth of urban areas in LDCs, they often

under SARSA I. Insights concerning income generating processes need to be better integrated with insights concerning the institutional contexts of resource management patterns, in order to clarify how agricultural production and marketing activities are affected by the prevailing social structure. Further research should enable more precise identification of the specific interventions required to enhance resource management practices and income generating opportunities.

b. Priorities for the Rural-Urban Exchange Theme

The main objective of regional economics/rural-urban linkage research is to identify ways of increasing economic multipliers in rural regions. The analysis of commodity flows will be augmented by research on how labor availability, capital investment opportunities, natural resource access and management, and other social, cultural and institutional characteristics of particular regions influence production, marketing and income multiplication. The expanded analysis will ensure that such factors are considered in designing strategies for intervention.

c. Priorities for the Natural Resource Management Theme

The main priority for the natural resource management theme is to clarify the specific mechanisms that link processes of social and economic change to particular patterns of natural resource use. Specific topics are the impacts of planned or unplanned new settlements, large enterprise resource management practices, better assessment of the development potential of indigenous natural resource management practices, and improved methods of measuring resource degradation. Additional effort also will be given to refining techniques (including geographic information systems) that integrate socioeconomic and physical resource data, to assist in analysis of the relationships between the two.

d. Directions for future SARSA Research

To date SARSA research has concentrated on farm households as agricultural production units; urban areas as providers of necessary markets, inputs, and consumer goods and services; income generated as a result of exchanges between the two; and the crucial role of natural resource management and other social and economic factors in influencing agricultural production and exchange. The addition of the following factors in the regional development process will improve the usefulness of the SARSA research model.

(1) Rural Industrialization: The rural-urban exchange framework focuses on regional income growth generated by the multiplier effects of increased agricultural production. One significant aspect of this multiplier effect is the generation of new industries (or the expansion of existing firms) in towns and cities within rural regions. These new firms comprise three classes of activity:

- backward linked firms which produce equipment (for example, those producing small pumps, threshers, hand

HANDOUTS FOR RESEARCH DISCUSSION GROUP



Courtesy of OPE International

■ **Information Dissemination and Communications:**

GENESYS will assist in ensuring that the latest information about techniques, best practices, and success stories will be made available to A.I.D. W. Missions and Bureaus. GENESYS will help create policy dialogue materials and assure effective input from key agencies and individuals. Country-specific data bases will be created and constantly updated. Key findings resulting from all research efforts will be communicated to Bureaus, Missions, and others involved in the development process. These findings will form the basis of the training program and will inform the technical assistance process.

The GENESYS Project Team

The GENESYS Project is being managed by The Futures Group (Futures). Futures has provided custom research studies for a wide range of corporate and government clients since 1971. It has distinguished itself in the international development arena through its work for A.I.D. in the RAPID, SOMARC, and OPTIONS programs, which involve policy development and operational activities in more than 46 countries and field offices throughout the world.

Also on the GENESYS team is Management Systems International (MSI), a Washington-based, women-owned company that specializes in providing gender-related training and technical assistance. MSI has conducted training programs in both management and sectoral areas since its founding in 1981, and has extensive experience in the training of A.I.D. personnel.

The third member of the GENESYS team is Ernst & Young, the internationally known public accounting and management consulting firm. This "Big Eight" company specializes in technical assistance with emphasis on private sector involvement, where its experience is unparalleled. Ernst & Young is the holder of many of A.I.D.'s private sector initiatives, including the Private Enterprise Development Support II Project.

The GENESYS Project also has at its disposal a growing network of consultants, organizations, and institutions. This team is configured to maintain its flexibility and ensure the constant availability of qualified professionals throughout the five year project. All members have experience in working within the A.I.D. structure.

GENESYS Assists in Efforts to Enhance the Contributions of Both Women and Men to Development*.

With the Foreign Assistance Act of 1989, Congress set aside money expressly to promote the key role of women in achieving the development goals of developing countries. The Act stresses the importance of the effective integration of women for sustainable economic and social progress. The GENESYS Project was developed to help Missions and Bureaus accomplish this task while also making compliance with A.I.D. policy guidelines and congressional mandates easier and more thorough.

Gender roles constitute a key variable in the socio-economic condition of any country. Analysis of these roles and strategic planning that uses this analysis can be decisive in the success or failure of development efforts.



GENESYS Can Provide Support for Technical Assistance, Training, Research, and Communications.

The GENESYS staff possesses expertise in the areas of:

■ Technical Assistance:

GENESYS can help A.I.D. Missions and Bureaus design, implement, and evaluate programs, projects, and planned activities to more effectively integrate women into the development process. The GENESYS team can assist with the preparation of strategy and policy documents as well as other activities throughout the full evaluation cycle. GENESYS staff represent significant technical expertise in economic and social sectors, including agriculture, natural resources, education, private enterprise, and micro macroeconomics.

■ Training:

The GENESYS team can train Mission, Bureau, and host country staff to promote the development of an in-house capability for integrating females into development programs. Group and individual training will increase awareness of, knowledge about, and skills and motivation for considering gender in all types of development activities.

■ Research:

GENESYS professionals can provide research skills directly, in addition to training mission and host country staff in the research techniques needed to identify the linkages between development projects and the effective participation of both men and women. Activities can include: analyzing existing information, identifying data gaps, and conducting original research. Findings will form an up-to-date data base for the analysis of overall program effectiveness.

Using and expanding both women's and men's productive capacity is a critical and necessary condition for broad based economic growth and progress. GENESYS supports efforts to increase the effectiveness of development programming that considers the distinct contributions of men and women. Women's contributions, in particular, both actual and potential, are frequently overlooked in the development process. Currently, women are estimated to comprise 32 percent of the measured labor force in developing countries; however, this statistic is believed to undercount their productive activities substantially. Women in these countries play the most significant roles in those sectors of the economy that are poorly measured by national statistics—the urban informal sector, low resource farming and marketing, and unpaid family labor. Indeed, women's significant and expanding role in the economies of developing countries represents a growing resource for national development.

The U.S. Agency for International Development recognizes that the productivity of women is important to national, community, and family well-being. Since 1974, the Office of Women In Development, now within A.I.D.'s Bureau for Program and Policy Coordination (PPC/WID), has administered and supported A.I.D.'s efforts to integrate women more effectively into the economic development process. The administration of these programmatically and geographically wide-ranging activities placed increasing demands on PPC/WID staff, necessitating the creation of the GENESYS Project.

GENESYS (Gender in Economic and Social Systems) is designed to augment PPC/WID's capability to support A.I.D.'s efforts to integrate women into the national economies of developing countries around the world. Assisting missions and bureaus to review, initiate, or expand women's development activities for sustainable economic and social development will be the primary focus of the project's efforts. GENESYS provides for over 2000 person-months of assistance over the five-year length of the project.



GENESYS



*Gender as
a Critical
Variable in
the Economic
and Social
Development
of Nations*

A lengthy scope of work is not required to request assistance from GENESYS, but it is essential to include a clear description of the activity, an estimate of effort level, and budgetary and scheduling parameters. Also specify the skills and background of the team members needed. See the PPC/WID User's Guide for further details.

In FY90, GENESYS will provide three dollars of funding support for every dollar of mission or bureau funding. The following year this will drop to a 60/40 ratio, and to a 50/50 ratio for the final three years of the project.

To discuss the support services that GENESYS can provide to you, please contact:

Agency for International Development

Office of Women in Development

Dept. of State

Washington, D.C. 20523

or

The Future Group
GENESYS
1029 Vermont Avenue, # 300
Washington, DC 20005
Tel. 202/662-1600
FAX. 202/662-1622

Social Soundness Analysis:

- 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.
- Examine prerequisites for participation in project and how gender-based constraints will affect ability of appropriate household members to participate.
- Examine the distribution of benefits to women and men and how benefits affect incentives to participate.
- 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.

Administrative Analysis:

- Describe the implementing institution's ability and experience in reaching both men and women; examine implications for project strategies.
- Indicate what steps might be necessary, if any, to improve agency's ability to provide technical assistance to women.

Gender Considerations: PP

Project Paper

Project Rationale and Description

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

Project Elements:

- 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 in activities.
- Assess the consistency between project elements, purpose, inputs, outputs, social, and other elements.
- Indicate strategies to collect gender-disaggregated baseline data where they are unavailable.

Cost Estimate: 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.

Implementation Plan:

- Identify male and female training participants, criteria for eligibility, and strategy for recruitment, where project analyses indicate female personnel are important.
- Include appropriate project personnel to provide technical assistance to both men and women.

Summaries of Analysis

Technical Assessment: include gender as a variable in technology needs assessment, analysis of cultural suitability, and potential impacts of the technical package.

Financial Analysis: review intra-household differences in incomes and expenditures; examine women's and men's financial ability to participate in project.

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.

- Develop strategies for collection of needed data.
 - Establish benchmarks for measuring institutionalization.
 - Conduct training to enhance A.I.D. and host country development planners' skills in and awareness of gender issues as appropriate.
 - Initiate policy dialogue with government on gender issues.
- Summarize actions taken or planned that will remove constraints or take advantage of opportunities, thereby ensuring the full involvement of the men and women targeted for assistance.

Gender Considerations: CDSS

Country Development Strategy Statement

Problem Analysis and Description

Identify significant gender differences in productivity/income data and analyses in subsectors: where data are insufficient, include specific strategies to obtain them.

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

Disaggregate nutrition data by gender.

Disaggregate agricultural data by gender, considering gender roles and constraints in food self-provisioning; analyze implications for programming.

Describe significant gender differences shown in health, nutrition data and analyses.

Describe significant gender differences shown in education and training data, considering gender-based constraints and their impact on national development policies.

Discuss whether difficulties in reaching women as well as men have affected government and donor project success.

Definition of Mission Assistance Strategy

Portfolio Review:

- Review current and planned projects in sectors where women or women and men are active for gender inclusion in project descriptions, implementation plans, and impact analyses to assess ways in which projects increase women's and men's economic productivity and improve their access to social services.
- Mission Programming Strategy: plan or review activities to institutionalize inclusion of gender issues in program and project design, implementation, monitoring, and evaluation.

- Assess differential impact of project by gender.

Economic Considerations:

- Examine how the proposed approach will affect men's and women's economic roles and improve family well-being.

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.

Budget Considerations:

- Examine budget estimates for consistency with needs and opportunities described in Social and Economic Consideration sections.

Design Strategy:

- Summarize gender-disaggregated data needs for Project Paper (PP) or pre-PP study.
- Indicate how such data will be collected and analyzed.
- Recommend PP team composition necessary to ensure that gender issues are effectively addressed.

Gender Considerations: PID

Project Identification Document

Project Description

Problem Statement: consider how gender affects social and economic aspects of the problem to be addressed.

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.

Outline of the Project and How it Will Work

Project Elements:

- Identify strategies that are appropriate to male and female roles and responsibilities where the project will affect women's and men's activities.
- Identify technical issues in the project design that will affect or be affected by men's and women's roles and responsibilities.
- 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.
- 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.

Factors Affecting Project Selection and Further Consideration

Social Considerations:

- Include known information about key gender variables in analysis of factors affecting project activities.
- Consider who benefits from the project and how they benefit.
- Identify gender considerations related to ability to participate in project.

Gender Considerations: Action Plan

Review of Progress Toward Achieving A.I.D. Strategy Objectives: Program Impact Assessment

Identify key gender differences by sector

- What are labor force participation rates, rates of productivity, farm and non-farm income sources, intrahousehold expenditure patterns?
- What data are available to assess impact of gender differences on progress toward A.I.D. goals and objectives?

Incorporate gender data in background information and review of current projects and programs (descriptions, implementation plans, and impact analyses).

Assess gender disaggregated data availability

- What are the implications for monitoring and adapting current mainstream programs? How will needed data be collected?

Implications for Future Program Action

Describe modifications planned for existing programs to address gender consideration, where needed.

Strategies, Objectives, Targets, and Benchmarks

Assess how gender variables affect long-term development strategies in sectors where women or women and men are active.

Establish and include gender in short-term targets and benchmarks for progress in meeting objectives.

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?

Further, producers also participate in the broader dissemination of media and information, as they share and discuss materials and broadcasts with peers. Likewise for technology diffusion. Indeed, in radio broadcasts, their voices and views are often incorporated directly into programming. Whether as voices on the radio, demonstration farmers, or merely as enthusiastic practitioners of a new technique, producers themselves are everywhere the single most credible source of agricultural information among their peers (Lionberger et al. 1975, McCorkle et al. 1988). CTA has widely put this principle into practice.

Indeed, in both Honduras and Peru, participating families and communities have been approached by neighbors who want to learn how they, too, can join in and benefit from the CTA process.

Transferring Planting Techniques for Maize in the Andes

CTTA diagnostic work revealed that most Huaraz farmers in the target population did not take advantage of the benefits of controlled spacing and plant densities for maize. Planting is traditionally done by women, who follow along behind the plow, dropping a continuous line of seeds. Researchers and extensionists recommended that farmers instead plant by hand as is done in coastal Peru, dropping three seeds into carefully spaced pockets made with a spade. Some researchers indicated that this technique alone could increase production by 15%.

Participating producers noted a number of drawbacks to this recommendation, however. For one thing, people are unfamiliar with the metric system in which researchers and extensionists measured distance. More serious, the proposed technique entails the back-breaking work of repeatedly gouging out pockets and then bending over to seed them (an estimated total of some 21000 times in order to sow a single hectare). The personpower for this technique simply is not available in Andean, as versus coastal, Peru. In any event, such heavy work would have to be done by men. Yet throughout the Andes, a profound ideological analogy between female fertility and agricultural productivity stipulates that women must sow the seed.

Based on these inputs from participating farmers and further consultations by CTTA personnel with researchers, technology recommendations were revised and a creative compromise was struck. Men continued to plow and women to plant, but with a difference. Women now carry a light staff cut to the exact distance for spacing between plants, which they lay down as they proceed, carefully dropping only three seeds at each interval.

CTTA formative evaluations indicate that this new planting technique has one of the highest adoption rates of all the technologies proposed by CTTA to date.

Once a technology is validated, the next step is to design and test effective and intelligible communications strategies to extend it. Farmers are necessarily key participants in this process, too. Via focus groups, survey, in-depth interviews, consumer panels, etc. they critique every aspect of the print and broadcast media under preparation. Even after CTTA media are put into play, farmer reactions to them are continually monitored and assessed via formative evaluations; and refinements are made to the communications strategies as needed.

CTTA

There have been positive motivational changes among all participants in the CTTA process. These changes seem to relate to the fact that the process increases personal self-esteem for a lot of people. They are given a vision; there are no empty promises; and knowledge transfer produces immediate, tangible results. (see following sections.)

The apparent success of this project and the enthusiasm it has generated among all players in the public agricultural technology system of Honduras and Peru is both explained and illustrated by reference to five key components of the CTTA approach.

- A fundamental emphasis on farmer participation
- Tight integration of researchers, extensionists, and farmers
- Careful and systematic planning and execution of an overall TT approach
- Design and utilization of extremely client-sensitive communications strategies
- Continual attention to monitoring and feedback mechanisms

Farmer Participation

Farmer participation is the core of the CTTA process. While other models give rhetorical recognition to this element, the Honduras and Peru projects have actually operationalized it as both the beginning and iterative endpoint of the technology transfer process.

Farmer participation begins in the developmental investigation where, as members of a *Comite Agricola* interviewed in Honduras pointed out, "For the first time, someone asked us what our problems were; before this, we thought that our government was deaf."

After problems are prioritized with farmers and potentially appropriate technologies have been selected in consultation with researchers, farmers then participate in validating the technologies. This is accomplished through in-depth interviews, focus groups, and collaborative farmer -- or cooperative-managed experiments. This process often leads to innovative adjustments in the application of the technology so as to give it a better "fit" with producers' economic, social, and cultural realities. An instructive case example follows.

Male/Female...

The Bilik Bindik men devoted nearly one hour per week to increased plantain and, especially, banana production in contrast to the Mgbaba men's average of only twenty minutes labor per week on these highly perishable food crops which were difficult transport them from Mgbaba to the market without spoilage. At the same time, the men in Bilik Bindik:

...cut back on the amount of time they spent helping their wives produce food for the family. Women in Bilik Bindik, therefore, were obliged to make up for disappearing male labor in the subsistence sector (Ibid. p. 324, emphasis added).

Given the small male sample size, these data must be seen as merely preliminary. But it seems that men, despite an average work week of under 32 hours, proved less responsive than women, working twice those hours, to fairly lucrative new income opportunities for marketing food crops.

The women, with a crushing work schedule double that of the men, described themselves as overworked. The women devoted 26 hours/week to agriculture and 31 to "domestic" activities, vs. their husbands' 12 hours/week in agriculture and 4 in "domestic" tasks. For both genders, the remaining work time was devoted to other income-producing activities. Clearly, the women's additional labor was approaching physiological limits. Moreover, they ran the risk that their husbands would shift more of the burden of family maintenance costs onto women as female income rose -- a pattern that was occurring, according to Henn's inference from cross-sectional data. The women's response speaks for itself. Their need for income was so strong that it outweighed the constraints of a daunting labor burden.

Given African women's importance as own-account food crop cultivators and the seriousness of the African food crisis, it should be of critical policy importance that these African women farmers, more than men, seem willing to grow additional own-account food crops for the market when their constraints are eased and farmgate prices rise. Thus far, the opacity of the "black box model of the household" seems to have prevented policy makers from recognizing that gender is a crucially important variable vis-a-vis African food production.

Male/Female Farmers' Response to a New Road in Cameroon

Henn (1986), an economist, studied two Beti villages in the cocoa-growing region of southern Cameroon. She found that, even though they already were working over 60 hours a week, women were more responsive to improved marketing conditions and rising prices for food crops than men, who worked only half as many hours. Henn's random samples involved 40 households (21 in one village and 19 in the other).¹

A major new road opened in 1982, which significantly improved marketing access for the village of Bilik Bindik. Farmgate prices also rose. Meanwhile, Mgbaba remained quite isolated. Henn found that both men and women in Bilik Bindik increased output of market food, but women's response was much greater:

Women in Bilik Bindik reported increasing their food production and processing labor after the road opened... (spending) 4.6 more hours a week producing food than women in market-isolated Mgbaba. Women's total work week was nearly sixty eight hours in Bilik Bindik vs. sixty one hours in Mgbaba... (a difference) significant at the 10% confidence level. Women in Mgbaba worked less than five hours a week producing food for the market while women in Bilik Bindik spend 10.75 hours. The effects of the additional labor on women's incomes, enhanced by the lower marketing costs in Bilik Bindik were dramatic: women from Bilik Bindik made an average net income of \$570 from sales of processed and unprocessed food, while women from Mgbaba made only \$225 (p. 323, emphasis added).

The contrast with men is sharp. Men's main source of income was cocoa. Only 24% of the men sold food crops in contrast to 94% of the women. But this small group of men received an exceptionally high rate of return (an average of \$3.80 per hour) for their production of plantains and bananas, the only two food crops grown by males. In contrast, cocoa brought them an average of \$1.70 per hour for the 1984 crop. Women received only \$0.71 per hour for food crops grown on their own account (including peanuts, corn, melons, leafy vegetables, onions, tomatoes, cassava, plantain, banana and cocoyam).

Continued...

¹She surveyed each married adult in both villages. In Bilik Bindik, this involved 21 households representing 23% of total households. In the second village, Mgbaba, her 19 households represented 17% of the village total. She studied 34 men and 47 women. There were more women due to polygyny.

In the following case, the project managed to reach women farmers but, because of a poorly conceived evaluation, failed to document this success.

Evaluation Obscures Project's Success in Reaching Women

The Caribbean Agricultural Extension Project Phase I and II (CAEP) was a large regional project that focused in improving the economic and social wellbeing of small farm households through an increase in agricultural production and generation of agricultural employment. The project papers stated that government targets for increased food production would not be met unless women received more technical assistance in crop production, and specified project components that would reach women farmers. An evaluation that focused on WID concerns found that the project had exceeded the minimal gender-specific requirements established in the project papers, primarily because the project staff recognized and operationalized key gender concerns. The staff emphasized and operationalized key gender concerns. The staff emphasized the creation of linkages with agencies dealing with women and the training of women extension agents. Two subregional training workshops on women and agriculture were held, and a special WID component was added to the Extension Diploma course of the University of the West Indies.

The original AID project evaluation, however, failed to present systematic data on women's participation as extension agents in in-service training or as farmers in extension contacts. It focused almost entirely on women within the farm household and women's traditional, home economic activities. Since the project had successfully incorporated gender concerns into the design and implementation stages, the lack of mechanisms to document its progress was even more regrettable. Future evaluations should include gender-disaggregated data on participation in training and extension and on farmer contacts.

TRANSPORT

In much of the developing world, women, unaided by even a cart or wheelbarrow, transport most of the water and fuelwood and a good deal of the harvest. Women, especially in Africa, often carry crops on their heads from field to home to market. Carr and Sandhu cite two studies where the provision of animal transport enabled women to use this saved time for income-generating activities.

North India

Following the introduction of mules, which freed time women had spent carrying fuel, they began such income-generating activities as knitting and tomato growing (Cecelski 1984, in Carr and Sandhu).

Burkina Faso

This example is particularly relevant for the present paper because both men and women benefitted. Donkey carts were introduced and men, who traditionally would not carry wood, water, or harvested crops, used them to transport water and wood for sale. Women used the freed time to engage in cotton spinning, which is often an income-generating activity, and for rest.

A Successful Project Adaptation to Gender Concerns

The Arid and Semi-Arid Lands project in Kenya intended to improve production and preserve the agricultural resources base in the Semi-Arid highlands by popularizing bench terracing and water conservation. The Social Soundness Analysis pointed out that women are the principal farmers and that, because of high male out-migration, women's self-help groups would be the main source of labor for project works such as construction of terraces and water catchments. The SSA warned that if women were expected to supply free labor for soil and water conservation during the peak agricultural seasons, targets would not be met. The recommendation was for the project to pay for the labor or suspend the work during the peak season.

The original project design ignored the recommendation. Targets were set on the assumption that work would be carried on throughout the entire year. Ultimately, project management recognized that the original targets were not feasible and suspended work during the peak season so that women could finish the plowing and planting. The economic responsibilities and time constraints of women were a critical factor in securing their unpaid labor. Women were willing to work on terracing and water catchments when they could. Gender analysis led to project adaptation which led to achievement of project objectives. The Government of Kenya assessed the value of the women's unpaid labor contribution to the project at US\$1.8 million.

The Gambia - Irrigated Rice:

A project developed by male Taiwanese technicians was targeted to men, even though women were the traditional cultivators and income beneficiaries of swamp rice. In order to assure women's labor on irrigated rice, men blocked women from owning and or cultivating irrigated rice on their own account. As a result, rice production decreased under the project as women held back their labor.

Guatemala

In 1985, Blumberg followed up a 1980 study by Kusterer, et al. (1981) of the impact of an agribusiness enterprise on people in four research sites: three villages of poor, largely Indian, contract growers, and the mainly Ladina women who worked in the firm's processing plant. The villagers grew broccoli, cauliflower, and snowpeas for the subsidiary of a U.S.-based multinational corporation. The female processing plant workers froze and packed the vegetables for export to the U.S. The firm paid these women the minimum wage. During the 8-9 month "high season," shifts of 12-16 hours a day, 6 days a week, were not uncommon. The result was a wage level as high as an urban male blue collar worker (150-300 above female domestics or market traders' earnings). This transformed their lives. The women controlled their earnings and, by 1985, the fertility impact was unmistakable. Among 15 "1980 veterans" in the 1985 sample (median age = 32.5 years) only 13 babies had been born between 1980-1985. These 15 women averaged only 2.2 children each and had taken control of their fertility: 7 said they will not have any more children (at median age = 37, mean = .3 children). In contrast, in 1985, 20 women from the only contract grower village with a substantial Ladina population (Patzicia) averaged 5.2 children at median age 33.5. Even though half of these women helped their husbands in the fields, the company's check was made out to the man. When asked about further fertility, Patzicia women often replied: "I don't want any more but my husband does, so I'll have to continue."

In summary, an increase or decrease of income in the hands of the woman can be expected to have more direct consequences for family fertility.

- If women are responsible for key project activities such as nursery work, tree planting and tending, but do not receive the extension messages and requisite technical know-how, seedlings may not survive and thrive.

3. When women probably fail to benefit?

- When women's access to project activities and outputs is more limited than men's due to their inferior legal and/or traditional rights.
- When women are de facto heads of households in a patriarchal society and are confronting male-oriented public institutions.
- When there is a conflict between the forest products and project benefits women need and want and those that men or the male-dominated communities prefer: e.g., fuelwood and fodder vs. lumber/cash, grazing areas vs. closed-canopy plantations.

4. How women can be harmed?

- If women are expected to provide their labor to an extent that conflicts in quantity and/or timing with their other work responsibilities.
- If project activities interfere with women's supply of, or access to, formerly available facilities and/or products.

KEY ISSUES CONCERNING THE INVOLVEMENT OF WOMEN IN FORESTRY PROJECTS

1. How projects can maximize returns on investment by involving women?

- If women's species and product preferences are taken into consideration, they will be more likely to cooperate in pursuing overall project objectives.
- Women are often a stronger lobby for the protection of common property resources, because they depend on them more heavily than men.
- If activities are planned around women's schedules, they will have more time to devote to these.
- Female-headed households (or households without adult males) may form a large percentage of households in the project areas. If they can participate, project returns will increase.
- Women can generate significant household income if raw materials for home-based industries are available.
- Rural women have been shown to be better loan repayers than men. Ensuring for them access to institutional credit for planting or land improvement may have higher returns and may lead to more family income going directly to meeting subsistence needs and raising household living standards.

2. How project objectives can fail to be achieved?

- If women do not perceive project activities to be in their interest, they will not (or only reluctantly provide labor for tree watering and tending and will not cooperate in recommended resource management practices such as rotational grazing, hand-cutting and stall-feeding, and restrictions on cutting.
- If forest produce from plantations is not channeled to the women who need it, the pressure on existing forest resources from women gathering wood (and sometimes marketing) may increase rather than decrease.
- If forest produce goes primarily to men's (cash-generating) enterprises and exacerbates shortages of products required by women for either subsistence needs or market-oriented activities, the net income accruing to the household may decline rather than increase.

Grameen Bank

The Grameen Bank, started in 1976 by Mohammed Yunus, provides loans to the landless poor in Bangladesh. The Bank successfully reaches its target group by operating branches at the village level and by focusing on group formation amongst borrowers. A week-long course is required prior to loan disbursement, more to ensure proper understanding of the loan repayment process than to upgrade business skills.

From 1981 to 1985, the Bank extended 115,000 loans through 86 branch offices to approximately 58,000 beneficiaries located in 1,250 villages. The repayment rate was 94 percent. By April 1986, the Bank operated nearly 250 branches.

Women account for approximately 69 percent of all members and receive about 55 percent of the total credit. Many women (60-65 percent) had not previously been engaged in income-generating activities.

Project design features that contribute to the Bank's success in reaching women include:

- Group formation and loan extension services at the village level: minimizes the amount of time female borrowers must spend away from their households and income-generating activities. It should also be noted that travel beyond the home village is particularly difficult for women in Bangladesh because of cultural constraints.
- Branch staff members living in the village where the branch is located: provides greater opportunities for interaction between staff and clients. This is especially important for women who often rely on informal contacts for information and technical assistance. In addition, at least two staff members of each branch are women.
- Standard training for all borrowers: increases the self-confidence of women.

Women's Labor/Women's Returns

The Guatemala ALCOSA Agribusiness Project provides insight into the importance of the distinction between increasing women's labor and increasing women's returns. In one of the project sites -- Chimachoy -- the town's (male) farmers heeded the ALCOSA processing company's calls for larger amounts of vegetables by cutting back on traditional food crops to increase the production of cauliflower. Women, who previously had helped in the fields only during planting, were pulled into 2-3 days of horticultural labor each week on top of their normally overburdened schedules. As a result they had to cut back on their marketing trips to town, the source of their only independent income. (ALCOSA payments came in the form of a check made out solely to their husbands.) Women's financial independence was therefore diminished as their workloads increased.

In another project site, San Jose Pinula, the ALCOSA processing plant provided women the opportunity to work for wages paid directly to them. Shifts were long during peak periods -- up to 16 hours -- but female employees made 100 to 300 percent as much as they could have made in market selling and domestic work, their two main alternatives. Women retained ultimate control over their incomes and gained in self-reliance and financial independence from their husbands.

Project Design Inadvertently Includes Women

The microenterprise credit program run by the Association for the Development of Microenterprises (ADEMI) in Santo Domingo, Dominican Republic (D.R.), has two components: a solidarity group credit mechanism for extremely small business, and an individual microenterprise component, which reaches slightly larger businesses. Women were not specifically targeted as beneficiaries, but many aspects of the project design proved to be conducive to women's participation. These were: eligibility requirements that include informal sector work, elimination of collateral requirements, loan sizes and interest rates appropriate for marginal businesses, and opportunities to develop skills.

ADEMI's weaknesses in regard to reaching women entrepreneurs include limited management supervision and business assistance, overly short repayment periods, and a shortage of female field staff for the solidarity group component. Nevertheless, by Spring 1984, women accounted for one-third of the participants in the ADEMI program -- 14 percent of the individual microenterprise component, and 43 percent of the solidarity group members.

During the fall of 1984, ADEMI chose to suspend the solidarity group component, thus eliminating 77 percent of the women participants. In the light of the deteriorating economic situation in the D.R., the staff felt that future loans would be risky, even though defaults were no higher among the solidarity groups than among the individual microentrepreneurs. Fortunately, a 1985 policy review led ADEMI to reinstitute the component.

Jamaica Women's Woodworking and Welding Project

The United Women's Woodworking and Welding Project in Jamaica exemplifies a WID-specific project that can provide lessons for mainstream, integrated development projects. Implemented by the Jamaica Women's Bureau, the project aimed to teach nontraditional skills to low-income women in Kingston.

Why did the project work? First, the Women's Bureau developed the training program in collaboration with the Vocational Training Division of the Ministry of Youth, which had prior experience in providing training in welding and carpentry. Second, the women trainees received management and accounting training which enabled them to form their own production and marketing cooperative. Third, the prerequisites included the attainment of a certain degree of literacy, rather than formal education.

Additional project features that might have strengthened the project include the provision of child care facilities, a better market feasibility study (the original decision to sell daycare furniture proved unmarketable), and more extensive training in bookkeeping and cooperative management.

National Statistics Undercount Women

An experimental population census carried out in the district of San Juan, Costa Rica in 1983 assessed the extent to which the 1973 population census and the national household surveys had underestimated women's economic participation. All women 12 years and over who had been categorized as economically inactive in the experimental population census were reinterviewed. The resulting data showed that 41 percent of the so-called "inactive" rural women had worked for the entire year. With these new figures, rural women's labor force participation rate would be adjusted upward from 23 percent to 45 percent.

Project Eliminates Women's Source of Income

Data from a rural Guatemalan community, where a U.S. agribusiness firm operates with the help of AID loans, show how women's direct access to project benefits affects their standing in the household and the community. Women in the community -- a small mountain village -- had traditionally participated in planting activities and marketed surplus crops in a nearby town. However, when their husbands became contract farmers for the agribusiness firm, women were forced to contribute 2-3 days of agricultural labor a week for the labor-intensive vegetable crops. Moreover, they had to forego their marketing trips, which eliminated their only independently-controlled source of income. Payments from the agribusiness firm went only to the husbands, eroding women's role in household decision making and diminishing their independence.

A Project Success Story: Ecuador

When heads of households, either single, widowed, or divorced mothers of young children, constituted approximately one-fourth of applicants to the Solanda low-income housing project in Quito, Ecuador. Among these women only 26 percent had incomes high enough to qualify them for project financed housing. Even worse, only a small number (15.4 percent) of women with qualifying incomes had enough savings to make the originally required 10 percent housing downpayment. An inexpensive sex-disaggregated survey administered by ICRW in 1983 revealed these problems. The project was subsequently redesigned to require only 5 percent downpayment with low initial monthly payments based on an adjustable rate of interest. These changes in the financing mechanism meant that over 30 percent of income-eligible women heads of households who had applied to the project could actually meet the project's selection criteria.

A Project Success Story: Peru

PROGRESO is a microenterprise credit project run by Accion Comunitaria del Peru in Lima. Like ADEMI, **PROGRESO** has a component for individual microentrepreneurs and another for group credit. The program has been highly successful in reaching women microentrepreneurs and vendors as a result of innovative design features. A 1984 study revealed that 80 percent of the beneficiaries of the group credit component were women; 27 percent of these were the sole adults earning an income in their households. Women also constituted 14 percent of the beneficiaries in the microentrepreneur component. Since receiving loans from **PROGRESO**, women entrepreneurs had experienced a 25 percent average increase in income and had created an average of one job per business.

What project features contributed to this success? First, **PROGRESO** requires very few office visits; 87 percent of the women clients visit the office once a month or less. During the initial meetings, loan application are filled out and accounting and managerial advice is offered. Secondly, no collateral is required. Third, promotion for the program relies on informal networks and word of mouth. In addition, the program offers social supports for women's participation.

A 1984 evaluation observed that **PROGRESO** could reach even more women if it offered courses in literacy and accounting, dropped its two-year requirement for business eligibility, and dropped its literacy requirement.

Link Found Between Women's Inclusion and Project Success

In 1985, the AID Center for Development Information and Evaluation (CDIE) conducted a desk review of a sample of 101 field projects out of 416 AID projects that had referred to women in their documentation.

One of the goals of the review was to examine the relationship between overall project success and the level of women's participation. A preliminary study of agricultural projects found that when women's participation was high, project success was high, and when women's participation was low, project success tended to be moderate or low. The report makes no claims about the causality of this. However, it also points out that the failure to reach women was generally symptomatic of the failure to consider the project's target group and the dynamics of the local farming system.

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**WHAT HAPPENS
WHEN GENDER IS CONSIDERED/WHEN GENDER IS NOT CONSIDERED
IN ECONOMIC DEVELOPMENT ACTIVITIES**

A FEW POSITIVE AND NEGATIVE EXAMPLES

U.S.A.I.D. OFFICE OF WOMEN IN DEVELOPMENT

1990

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.

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

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)

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
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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
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Room 3208 NS
Washington, D.C. 20523-0018
(Tel: 647-7474)

or

Kay Davies
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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
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(Tel: 875-4004)

or

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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
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or

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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
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Room 3673 NS
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or

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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
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Washington, D.C. 20523-0041
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PROJECT INDEX

PROJECT TITLE: PPD/WID General Matching Reserve Account

PROJECT CONTRACT NUMBER: Not applicable

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

DESCRIPTION: Funds are provided to USAIDs as a match in the yearly proportions as described in the User's Guide. Requests will be considered for activities that enhance the integration of WID into USAID activities; provide specific research or data-gathering activities that address the long-term mission goals of its WID Action Plan; train USAID staff; and meet general technical assistance activities. Bureaus may also request matching funds under this category as long as activity is identified as specifically enhancing the integration of gender-related activities in USAID programs and projects.

DURATION: On an annual basis

SCOPE: Worldwide

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

CONTRACTOR: Not applicable

AID/W PROJECT MANAGER: Kay Davies
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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.

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.*

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

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

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

DEVELOPING GENDER SENSITIVE RESEARCH HYPOTHESES

- EXAMINE THE TOPIC SELECTED FOR RESEARCH - IS THE TOPIC ITSELF BIASED? IS IT SO NARROW AS TO EXCLUDE THE PARTICIPATION OF ONE GENDER?
- EXAMINE THE ASSUMPTIONS THE RESEARCH MODEL MAKES ABOUT HOW PEOPLE BEHAVE.
- REVIEW THE RESEARCH HYPOTHESES -- IS THERE ANY REASON TO BELIEVE THAT PEOPLE MIGHT BEHAVE DIFFERENTLY WITH RESPECT TO THESE HYPOTHESES AS A FUNCTION OF GENDER?

THE GENDER INFORMATION FRAMEWORK (GIF) IS A TOOL
THAT CAN HELP RESEARCHERS
EXAMINE ASSUMPTIONS ABOUT A RESEARCH ENVIRONMENT
AND FRAME GENDER SENSITIVE HYPOTHESES

IT FORCES AND EXAMINATION OF FOUR KEY ISSUES -- ISSUES
WHICH OFTEN ILLUMINATE GENDER SPECIFIC DIFFERENCES

ALLOCATION OF LABOR
WHO DOES WHAT?

SOURCES OF INCOME
WHO RECEIVES INCOME?

FINANCIAL RESPONSIBILITIES
WHO PAYS FOR WHAT?

ACCESS TO RESOURCES
WHO CONTROLS WHAT?

Task Definition:

Background/context:

Despite some useful WID outcomes, SARSA I excluded gender as an issue of concern. SARSA II has included women (and other disadvantaged groups) as one of its six research priorities. However, it remains a separate topic. This may result in gender becoming marginalized; it will almost certainly make it more difficult to integrate gender variables into other components of the project and to provide information for policy and AID strategies.

Definition:

Based on your own experience of research and/or supervising research projects, and using the GIF Variables Matrix as a resource, please respond to the following task:

You have been requested by the USAID Office to eliminate research priority 5 (Women and Other Disadvantaged Groups) and ensure that research on gender is constructively integrated into all of the priorities of SARSA II.

- 1) What are the key research questions that need to be raised within the research priority your group has selected?
- 2) What data are needed to address these questions?
- 3) What research methods would you suggest to the cooperating scientists?

HAND-OUTS FOR DESIGN GROUP

**ACCESS TO LAND, WATER, AND OTHER
NATURAL RESOURCES 11**

PROJECT PAPER EXCERPTS

SARSA II
HUMAN SETTLEMENT AND NATURAL RESOURCE
SYSTEMS ANALYSIS

RESEARCH PRIORITIES FOR THE
SARSA FRAMEWORK

series of overlay maps for use by local government development planners.

b. The Regional Economy and Rural-Urban Processes Theme

Research under the regional economy/rural-urban processes theme focuses on the production and exchange directly and indirectly associated with specific regional commodities and on flows of labor and capital within a rural region. In the past, field research has been guided by a model of rural-urban exchange based on the proposition that rural incomes are multiplied when income obtained from the marketing of agricultural surplus is spent on regionally produced or regionally marketed farming inputs and consumer goods and services; and that income is multiplied further when the providers of inputs, goods, and services in turn spend some proportion of their income on agricultural and non-agricultural goods produced or marketed within the region.

SARSA II will further refine and conduct field surveys to document the inputs, expenditures, prices, and subsequent investment and consumption flows associated with each key commodity selected for analysis. Because very few preconceived variables are built into the model, the research emphasis can be adjusted in the field in accordance with emergent findings and with specific host government and mission objectives. The same flexibility also allows the model to be of use in a variety of regions and development situations. The aim of such research is to identify and assess the feasibility and effectiveness of proposed interventions on regional income.

c. The Natural Resource Management Theme

The SARSA natural resource management theme is basic to the goal of sustaining increases in regional income. The objective is the prolonged use of the resource base to produce a marketable surplus. SARSA research conducted under this theme has shown that natural resource management problems generally have social and policy as well as technical causes, and that technological solutions will fail if unaccompanied by changes that address other underlying causes and constraints. SARSA II research will focus on the complex social, institutional, economic and legal causes of existing resource management conditions and on social acceptability, economic efficiency and environmental sustainability in order to develop better resource planning (see Annex).

2. Research Priorities for the SARSA Framework

a. Over-arching Research Priorities

While the SARSA research framework has already yielded valuable insights, evidenced in part by past and on-going Bureau and Mission demands for assistance, research to date has pointed to areas that require further clarification and elaboration. Methodologically, the top priority for SARSA II research is to effect a more complete synthesis of the regional economics approach and the natural resource management approach developed

understanding of relationships between land/resource tenure and sustainable agricultural development, rural income growth, and natural resource management, and to facilitate the application of such understanding to development programs and policies.

C. End-of-Project Status - The project purpose is achieved if, at the end of the ten-year life-of-project, the following conditions apply: (i) The knowledge base on land and resource tenure issues is substantially expanded and improved; (ii) The research findings and other analytical and methodological information generated by the project are being communicated effectively and in a timely manner to host country and donor policy-makers and the broader development community, thereby increasing awareness of the policy and programmatic implications of resource tenure factors; and (iii) Institutional capability exists in participating developing countries to design and implement resource tenure research and to draw policy- and program-relevant conclusions and recommendations.

D. Project Outputs - The ACCESS II project is designed to produce three categories of outputs which directly support the achievement of the project's purpose. These outputs are described below:

Output 1: Expanded and improved theoretical and empirical knowledge base

The ACCESS II project's applied and basic research will expand and improve the knowledge base on land and resource tenure issues. The project's research activities will be undertaken by: (i) senior researchers associated with LTC; (ii) senior researchers and analysts associated with participating developing country institutions; and (iii) U.S. and host country graduate students working under the supervision of the project's senior researchers. Research will revolve around the following common themes: (i) land markets and transactions; (ii) tenure and natural resource management; and (iii) institutional and structural dimensions of tenure change. Two research issues cut across these three common themes: (i) security of tenure; and (ii) the impact of land and resource tenure arrangements on women.

Over the life of the ACCESS II project, the documents outlined below will be produced which will demonstrate that the knowledge base on resource tenure has been expanded. Improvements in the quality of project research will be assessed through peer reviews of selected research outputs by members of the LTC Advisory Board (comprised of non-LTC scholars and development experts), and through the planned

2.2 Project Objectives

A. Project Goal - The goal of the ACCESS II project is to promote broad-based and sustainable economic growth through the improved use and management of land and natural resources.

B. Project Purpose - The purpose of the project is to improve host countries' and the broader development community's

project evaluations:

- A minimum of five (5) book-length manuscripts will be prepared.
- At least 10 articles and comments will be published in refereed journals, as recommended in the project's mid-term evaluation.
- Two synthesis reports on each of the common themes (one to be produced at the midterm of project implementation and another towards the end of the project) which includes cross-country comparisons and regionwide generalizations will be produced.
- At least one working paper, which discusses interim research results, will be produced for each research activity of over one year in duration in order to give A.I.D. and host country officials an opportunity to provide input into the research while it is still in progress.
- A final report will be prepared which provides policy- and program-relevant conclusions and recommended options for implementation by participating host countries.
- A concept paper will be written before initiating full-blown investigation of a new common theme. The concept paper will provide information on the nature and objectives of research to be undertaken, the general hypotheses to be explored, the issues to be investigated, and the types of research methodology to be employed.
- A state-of-the-art paper (SOAP) will be produced when initiating a research activity on a common theme that has not been previously investigated by LTC under the ACCESS I project. For example, should a major research effort be initiated in the ANE region, a SOAP will be prepared for the common theme(s) that will be studied. In the Africa region, a SOAP will be undertaken when research on the institutional and structural dimensions of tenure change is initiated.
- A report discussing field-level impacts and lessons learned from undertaking action research in at least five (5) locations will be prepared. The action research will test, on a limited scale, resource tenure-related recommendations (e.g., cost-effective alternatives for implementing land registration efforts and the planned research to study the effects of controlled changes in forest code on farmer investment in agroforestry in the Fifth Region of Mali).
- A report will be prepared on every assessment or diagnosis of problems associated with resource tenure-related conditions

which the project undertakes. The report will specifically discuss new or additional knowledge gained from carrying out the assessment or diagnosis.

Output 2: Strengthened and increased number of information dissemination and networking activities

The availability of knowledge, in and of itself, is not a sufficient indicator of the achievement of the ACCESS II project purpose. Effective and timely dissemination of information, and the accessibility of available information to users, are crucial to the achievement of this project's primary objective of facilitating the application of project-generated resource tenure information to development programs and policies.

The ACCESS I project's mid-term evaluation noted that shrinking project resources and rising costs translated into a reduction of the project's information dissemination activities. It underscored the importance of providing sufficient resources for dissemination and networking activities if the utility of research is to be maximized. Consequently, the ACCESS II project was designed to ensure that sufficient resources are channeled to specific information dissemination and networking activities which contribute to the achievement of the project's purpose. More specifically, over the life-of-project, the following will be accomplished which will demonstrate successful achievement of Output 2:

-At least one information dissemination and networking seminar will be held each year to discuss the policy and program implications of region-specific research issues and research methodologies. The participants of these seminars could include A.I.D., host country, other donor officials, and interested development practitioners. Under ACCESS I, a seminar of this nature was held when the Africa Bureau hosted a discussion of the policy implications of tenure issues in natural resource management in the Sahel.

-A least one major workshop on each of the common themes will be held. The workshops will, in most likelihood, be held towards the end of the project to synthesize research findings across regions for each of the common themes. Attendance at these workshops will include A.I.D., host country, other donor officials, and interested development practitioners. They will serve both networking, as well as information dissemination functions.

-The LTC library will be strengthened to perform its information repository and dissemination functions effectively.

-The LTC's publication program will be strengthened. This involves the provision of sufficient resources to maintain the services of a technical editor and the provision of funds for the production and reproduction of reports and other project-generated documents.

-The project's document distribution program will be strengthened. Adequate resources will be made available for document mailing. In addition, the project's mailing list will be updated to ensure that appropriate institutions and individuals receive project-generated reports and other documents. Finally, arrangements will be made to distribute project-related documents through the A.I.D. library (PPC/CDIE/DI) in order to reduce the cost of publications distribution.

-The LTC Advisory Board will continue to perform its networking function. The LTC Advisory Board, which consists of scholars and development experts, has been helpful in assisting the project expand its network.

Output 3: Strengthened developing country institutions

A third factor of crucial importance to the achievement of the project's purpose is the heavy involvement of host country institutions and policy-makers in the project's activities. Involving host country institutions in the project's research activities was emphasized under ACCESS I, and will continue under ACCESS II. National institutions which participated heavily in carrying out research under ACCESS I include: Dominican Agrarian Institute, the Technological Institute of Santo Domingo, and the Superior Institute of Agriculture in the Dominican Republic; the Latin American Faculty of Social Sciences and the San Carlos University in Guatemala; Central American University in El Salvador; Institute for Peruvian Studies in Peru; Agrarian Research Group in Chile; the Makerere Institute for Social Research in Uganda; the Applied Research Unit of Botswana's Ministry of Local Government and Lands; and the Research and Planning Division of Swaziland's Ministry of Agriculture and Cooperatives.

In many cases, serious host country collaboration requires an active institution-strengthening program, a major thrust of this third project output. The experience of ACCESS I and of other reform-oriented projects in the Agency is that the adoption of policy, program, and technical changes is most likely to occur and to be sustained in situations where host government policy-makers and technicians understand and fully support the recommendations. ACCESS II will therefore conduct its policy- and program-oriented applied research in such a way

that host country nationals are major participants in the research process. Their participation will give the research results and recommendations greater credibility and will begin to create a constituency of host country nationals who support and understand the need for project recommended policy, program, or technical changes. Equally important, closer host country collaboration will mean strengthened host country institutional capability to undertake resource tenure research and to draw program- and policy-relevant conclusions and recommendations on a long-term basis.

In many cases, host country involvement in the project research will mean bigger but fewer applied research activities. Enough time and resources will be required to ensure substantive and in-depth collaboration. The ACCESS II project will build on earlier activities in the LAC and AFR regions, and identify a limited number of countries and missions where large, multi-year policy analysis and applied research involving host country nationals will be possible. In the ANE region, where little work has been done under ACCESS I, the first few years of the project will probably see short-term activities with only limited resources and time for host country collaboration. It is expected that once missions begin to have more "hands on" experience with the project and the cooperator, however, they will be willing to make longer-term commitments to applied resource tenure research.

Over the life-of-project, the following will be accomplished which will demonstrate successful achievement of Output 3:

-Every applied research activity of the project will involve serious participation (both in data collection and analysis) by individual(s) from host country institutions. To the extent feasible, preliminary data analysis will be done in-country, and research budgets will reflect this emphasis. In addition, whenever practical, ACCESS II will use individuals from the host country as the lead field investigators, though with appropriate "back-stopping" support from the LTC staff. Finally, as indicated in the discussion of Output 1 above, working papers will be submitted for comments by host country officials while the research is in progress as a means of involving host country officials in the research process. All these are expected to yield major dividends in terms of strengthening local institutional capability to undertake resource tenure research and analysis.

-A minimum of ten (10) host country analysts enrolled in graduate degree programs in the University of Wisconsin, the LTC's Ph.D. in Development Program, or in other universities, will receive research assistantships over the life-of-project.

Every effort will be made to ensure that at least half of the recipients of the project's research assistantships are women. While the project in itself, does not have the resources to fund graduate degree training programs, it will provide assistantships to develop host country students' capability to design, implement, and analyze resource tenure problems.

-A short course will be conducted by LTC at least four times over the life-of-project. The University of Wisconsin has indicated willingness to provide the seed funds to develop the training modules for a short course on resource tenure. Host country analysts, technicians, and policy-makers are expected to comprise the majority of the short course participants. The short course will be designed to improve the participants' understanding and capability to analyze the program, policy, and technical implications of resource tenure factors. Limited resources preclude project funding of the costs associated with sponsoring host country nationals to attend the short courses (e.g., travel, per diem, and acquisition of course materials). Thus, the number of host country participants will depend largely on the availability of funds from sources other than the ACCESS II project (e.g., from USAIDs and other donors). As with the research assistantships, the project will encourage sponsoring agencies and participating host countries to nominate female participants to the short courses.

E. Project Inputs - The impressive level of outputs obtained under ACCESS I could not have been achieved without substantial funding of essential project inputs by the S&T Bureau, the AFR and LAC regional bureaus, field missions, and the University of Wisconsin. S&T core funding has played the critical role in building and maintaining the ACCESS I project staff capability and in initiating research activities. It has been leveraged most effectively throughout the current cooperative agreement to secure additional core and research support from the regional bureaus and the field missions for applied research and consulting. Recent regional bureau and mission contribution levels strongly suggest that this model can indeed be replicated under the ACCESS II project. The S&T-regional bureau-field mission-and University of Wisconsin joint support of the project costs significantly expands returns to the S&T Bureau and LTC, while at the same time helping LAC, AFR and ANE Bureaus meet their emerging priorities.

The following is a brief discussion of projected project inputs:

S&T Contributions (\$6.0 million) - The S&T Bureau's contributions will provide salary support for a core group of research and administrative personnel, equivalent to approximately 96 person-months of faculty time, 30 person-years

of senior research personnel time, 40 person-years of administrative and support staff time, and 20 person-years of research assistant staff time. In addition, S&T contributions will provide partial support for the travel costs associated with developing theme research programs (total of \$144,000), and partial support for publishing and disseminating research documents, maintaining the LTC library, and conducting workshops and seminars (total of \$270,000). Table 1 (page 30) provides an annual breakdown of projected S&T contributions over the 10-year life of ACCESS II.

Regional Bureau and Mission Contributions (total of \$12.0 million) - Estimated contributions from the regional bureaus and field missions will be used to augment the S&T Bureau's support for the development of theme research programs and the synthesis and dissemination of research documents. In addition, the regional bureaus and field missions will bear the full cost of undertaking country-specific field research and analysis work. More specifically, it is projected that regional bureaus and field missions will fund an estimated 110 person-years of senior and junior research personnel time to augment the S&T Bureau's contribution to the project's theme research program to and fully fund country-specific applied research activities. Based on the level of regional bureau and mission contributions to ACCESS I and expressions of interest received by S&T/RD to date, it is also estimated that regional bureaus and field missions will provide approximately \$1.3 million to cover the costs of research personnel's international travel and over \$2.0 million to partially underwrite the costs associated with conducting field research (e.g., computers and local transportation), publishing and disseminating research documents, holding workshops, seminars, and training courses, and supporting the LTC library. Table 2 on page 31 provides an annual breakdown of estimated regional bureau and field mission contributions over the 10-year life of ACCESS II.

University of Wisconsin Contributions (total of \$2.15 million) - It is anticipated that the University of Wisconsin will continue to augment the support which the S&T Bureau provides to maintain a core capability within LTC. More specifically, it is estimated that the University of Wisconsin will provide \$1.5 million to purchase and maintain capital equipment and telephones for LTC, to fully fund the LTC library's acquisition budget, to partially fund LTC's supplies requirement, and to pay for the full salary and benefits of a student specialist whose main responsibility is to support LTC's Ph. D. in Development program. In addition, it is estimated that the University of Wisconsin will provide another \$600,000 to support the operation of LTC's Advisory Board and Executive Committee (see Section 5.2) and to cover the salary

and benefits of faculty who serve as advisors to students enrolled in LTC's Ph. D. in Development program and who assist in the design of LTC research activities. Finally, the University of Wisconsin has indicated interest in underwriting the costs of designing the curriculum of a training course in tenure and natural resource management. Table 3 (page 32) provides an annual breakdown of projected contributions from the University of Wisconsin over the 10-year life of ACCESS II.

2.3 The ACCESS II Project's Research Agenda

Consistent with the findings of the 1987 mid-term evaluation, the ACCESS II project's research will continue to be conducted using the "common themes" format. The ACCESS II project will build on what has already been learned in ACCESS I, taking full advantage of the advances in knowledge made under the ACCESS I project. However, ACCESS II will take the common theme approach one step further by consolidating the regional common themes (of which there are five each for the LAC and AFR regions) into three cross-regional or worldwide themes. These worldwide common themes are: (i) land markets and transactions; (ii) tenure and natural resource management; and (iii) institutional and structural dimensions of tenure change. While the common themes are now going to be the same across regions (including the ANE region), the research issues under each theme may differ regionally. However, two concerns are common to all the three themes and regions -- (i) security of tenure, including a comparative in-depth analysis of the investment, production, and income effects of enhanced tenure security vis-a-vis associated costs; and (ii) impact of tenure arrangements on women. With regard to the latter, all information that will be generated by the project will be disaggregated by gender, as appropriate. In addition, the ACCESS II project research will investigate specific gender-related research issues, such as:

-What are women's legal rights and status vis-a-vis land acquisition in different country situations? Are women legally permitted to own and inherit land?

-What is the relationship among women's ownership of land, their access to credit, and food/agricultural production?

-To what extent is women's access (ownership and use) to land and other natural resources (e.g., trees) important in terms of increasing household income streams, achieving household food security, improving household nutrition levels, and promoting investment in sustainable natural resource management and conservation practices?

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-What are the implications of women owning land versus having some guaranteed use rights? Are women more likely to participate more actively in development when they own and have control over their own land?

It is anticipated that little or no change in the common themes will be made over the life-of-project. What is expected to change, over time, are the research issues that will be investigated under each common theme. Progress in examining research issues under each common theme will be assessed at annual workplan reviews (in A.I.D./Washington) and as part of the scheduled project evaluations. These reviews will indicate what additional research issues need to be investigated and when. The review process will ensure that the project maintains the flexibility necessary to respond to evolving central and regional bureau and mission priorities.

During project design, the LAC Bureau indicated that in the first year of ACCESS II, it would like to assess the research results generated from the LAC region's five common themes (investigated in ACCESS I) rather than start immediately on major new research initiatives. This assessment will determine the direction of the LAC Bureau's future research on land and resource tenure issues. The LAC Bureau's preferred approach is reflected in Annex 3, which discusses the implementation and schedule of ACCESS II's research. Pending completion of the LAC Bureau's assessment, the following sections present proposed common themes and provide an illustrative list of research issues for investigation in the ACCESS II project. A clearer definition of research issues will be made upon completion of pre-research-implementation visits to specific research sites.

COMMON THEME 1: LAND MARKETS AND TRANSACTIONS

There is now growing awareness that a free land market can be a powerful mechanism for peacefully distributing land to land-poor farmers, unleashing their productive potential and encouraging entrepreneurial drive. At the same time, the importance of land reform through expropriation may be diminishing, as host country governments grow disillusioned with results and become increasingly concerned with attendant political problems and high financial costs. Yet evidence mounts suggesting that more equitable land distribution can mean important increases in rural incomes and rural demand, and help foster sustainable economic growth. These are urgent concerns that need further research and analysis.

Land Markets is the major theme of A.I.D.'s PD 13 on land tenure, and has been an important research theme under the

ACCESS I project in LAC region. The LAC Bureau's Tenure Security and Land Market Research has played a key role in the evolution of this now worldwide common theme, and has provided vital technical input and an important regional bureau contribution to the centrally-funded ACCESS I project. This support has enabled ACCESS I to document policy distortions caused by government laws on land markets, and to examine initial indicators of impact of a new generation of land market activities in Central America (e.g. through support to the U.S.A.I.D./Guatemala program with the Penny Foundation). U.S.A.I.D. support to this effort recently attracted the attention of the Senate Committee on Appropriations (in an addendum to the Foreign Assistance and Related Programs Appropriation Bill, 1988, Calendar No. 463). It wrote "The Committee commends A.I.D. for expanding its pilot open market land purchase project in Guatemala into a full scale effort, even if modest in size. Evidence to date for this small land distribution program, through the Penny Foundation, indicates dramatic increases in income, productivity and job creation for the small farmer purchasers who are beneficiaries". ACCESS II will continue to provide critical support to this important effort.

The ACCESS II project's research on land markets and transactions will: (i) examine how existing land ownership patterns, market policies, property institutions, and land transfers affect resource use efficiency, equity, investment patterns, and output; (ii) identify potential policy and technical interventions for improving the functioning of land markets to promote rural development and economic growth; (iii) study the policy and program implications of experiences gained by countries which have attempted to resolve land market imperfections; (iv) evaluate the social and economic impact of policies aimed at promoting or liberalizing land markets; (v) study the function and operation of rural and peri-urban land markets and determinants of market structure; and (vi) investigate the impact of land markets on subdivision and fragmentation of holdings, and consequently upon efficiency and risk management.

An illustrative list of proposed research issues for investigation in the LAC and ANE regions include the following:

-What are the means for acquiring land, the characteristics of households involved in land transactions, and the motives for land transfers?

-How do prevailing inheritance laws, national price levels, income trends, and trade policies affect demand for land, land transfers, land prices, and land use and distribution?

-How does tax policy affect the demand for land and land prices? Can land tax policy lead to more efficient land distribution, and how?

-What and how strong are the linkages among market transfers, mortgageability of land, and increased credit supply and demand?

-To what extent do bureaucratic procedures and transaction costs impede land transfers, mortgageability, land access and land registrations?

-How adequate are cadasters and registration systems for increasing tenure security, managing land transfers, identifying land holding patterns, and facilitating land use planning?

-How do the structure, conduct, and performance of land markets affect land distribution by size of holding, tenure type, and gender? How do these aspects of land markets affect farm size and issues of land concentration, uneconomical holdings, fragmentation of holdings, and landlessness?

An illustrative list of issues proposed for investigation in the Africa region includes the following:

-How effective are traditional tenure systems at providing the tenure security necessary to encourage investments in improved agricultural technologies?

-How do land markets and other types of land transactions operate to facilitate or impede secure and equitable land tenure arrangements in areas where customary tenure still prevails?

-How do transactions develop and expand under customary tenure arrangements, and how do land "markets" under customary tenure arrangements differ from markets in individualized tenure areas?

-How viable is tenure evolution (as opposed to reform) as a means of achieving more efficient land utilization?

-What kinds of land and resource tenure arrangements are most conducive to effective market town development?

-How well are land markets functioning in urban and peri-urban areas, and what is the impact of tenure on urban sprawl and farmland conversion?

-Can appropriate intermediate tenure arrangements be defined for secondary centers, like market towns, which are often the

major poles of growth, yet ones which frequently remain under customary tenure long after the national capital has shifted to registered land holdings?

-In areas where the value of land is rising due to the development of market towns, what policy and institutional interventions can be used to protect or promote tenure security?

-Where formal land markets exist, how do the structure, conduct, and performance of land markets affect land distribution by size of holding, tenure type, and gender? How do these aspects of land markets affect farm size and issues of land concentration, uneconomical holdings, fragmentation of holdings, and landlessness?

COMMON THEME 2: TENURE AND NATURAL RESOURCE MANAGEMENT

-The critical relationships between land/resource tenure arrangements and effective and sustainable natural resource management are rapidly becoming more apparent to host country governments and the international donor community. Projects and programs designed to enhance the natural resource base have been encountering major and costly difficulties where inadequate attention has been devoted to tenure issues. Many of the new and emerging technologies for sustainable agriculture will have only limited impact if the incentives that come with unambiguous tenure are not assured. Lack of clear tenure in trees and tree products is now recognized as an important constraint to increased tree planting in regions as far ranging as the Sahel and South Asia. It is also becoming increasingly recognized that soil conservation technologies stand little chance of adoption on fragile hillsides in Haiti or Thailand if tenure uncertainties remain unresolved. The ACCESS I project research has made major, pioneering strides in this important field, though far more work needs to be done worldwide. Each of A.I.D.'s three regional bureaus identified tenure issues in natural resource management as a "priority theme" during the last ACCESS I Annual Workplan Review (July 1988).

Research in this area will be designed to help orient A.I.D. field missions and host governments to the ways in which tenure strategies can be used to enhance sustainable natural resource management and conservation. Tenure arrangements promise to be a critical component of effective programming in this area, because they offer a proven policy mechanism for increasing user incentives for sound land and resource use. This is especially important in Africa, where most governments have only limited capacity to enforce prescriptions concerning sound land use and conservation. As research under ACCESS I has

suggested, the answer may not lie with increased state control, but rather with the development of effective strategies to alter the existing incentive structures in ways which support sound resource use and management.

Research under this theme will consider how tenure of agricultural holdings affects adoption of new technologies such as agroforestry, and how it influences farmer decision-making regarding long-term investments in soil management and conservation. It will review problems associated with management of resources used in common, such as grazing land, woodlands, fisheries, and wildlife. It will also summarize special tenure issues involved in management or preservation of rare and endangered species or resources, contributing in an important way to Agency efforts to preserve and protect biological diversity.

By and large, there is less variation across regions in the nature of research issues regarding tenure and natural resource management than is the case with the other two common themes. With some exceptions, the following illustrative list of research issues is valid for all three regions:

-What role does government policy play in influencing the land and natural resource use of small farmers and the poorer segments of the population? How does it relate to on-going degradation of the resource base? How does state ownership of natural resources affect farmer and community management of natural resources (e.g., in the Sahel)?

-What is the relationship between tenure security and farmers' adoption of soil and water conserving technologies (including terracing, agroforestry and irrigation) and their use of such practices as fallow, crop rotations, soil erosion controls, and commercial pesticide application?

-How can tenure security be enhanced in a cost-effective way in marginal areas to provide the incentives required for investment in soil conservation and sustainable agricultural practices?

-To what extent is the clearing of tropical rainforests, particularly in frontier areas, the result of unwise government policies. More generally, how can an improved understanding of resource tenure help arrest the problem of accelerating deforestation?

-What is the role of resource tenure in slash-and-burn cultivation, and how do tenure arrangements relate to sustainable forest management?

-How do state ownership and management of irrigation schemes affect farmer incentives and investments?

-How effectively does the market function to determine the size of land holdings, and how consistent is this holding size with the technical and managerial requirements of irrigation schemes?

-Where irrigation disrupts customary patterns of land use in a river basin, how can/should the government reconstitute ethnic or traditional group rights over redefined land areas?

-What are the relationships between tenure security and farmers' participation in watershed development and management programs?

-What policy and institutional mechanisms can be adopted to enhance tenure security and promote farmer investment in areas where the values of land have risen due to improvements, such as the development of irrigation schemes?

-What are the social and economic factors affecting the management of common property resources, such as grazing land and forests?

-What tenure-related issues affect the use and management of biological reserves, special habitats, and rare or endangered plants and animal species?

-What are the tenure factors leading to the concentration of small farmers and landless people on hillsides and other fragile environments?

Substantial and increasing resources will undoubtedly be devoted over the next decade to addressing the major natural resources problems of A.I.D.-assisted countries worldwide. The tenure rules that govern people's access to land, water, and other natural resources will, in many ways, condition the effectiveness of these programs, and therefore should not be ignored. Investments in this important field of research through the ACCESS II project can be expected to have major pay-offs for generations to come, and should enhance the efficiency of numerous Agency policies, programs and projects.

COMMON THEME 3: INSTITUTIONAL AND STRUCTURAL DIMENSIONS OF TENURE CHANGE

Most of the ACCESS project's research has dealt with property institutions which provide the legal basis for land and resource tenure systems. The ways in which farmers and governments organize themselves to deal with property

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institutions, however, constitute another set of institutions which deserve attention. It is these institutions that will be examined in this common theme's research.

There are three sets of institutional forms which affect land/resource tenure systems, their evolution, and their relationship with agricultural development and resource management. These institutional forms are discussed below:

First, there are varied institutional forms for private and community resource management. These institutional forms tend to be correlated with different scales of operation and are a determinant of agrarian structure. Agrarian structure, in turn, affects agricultural and economic development patterns. Inter-regional variability in agrarian structure and scale of operation is common in the LAC and ANE regions, and less so in the heavily smallholder-dominated structures of African countries.

Second, there are institutional forms for resource administration. Institutions responsible for resource administration include public agencies and customary groups. The latter includes institutions which range from being quasi-public to being clearly private (tribes, villages, clans, lineages, and extended families). These institutions commonly regulate the use of farm, pasture, forest land, and water resources. Their effectiveness in resource management is critical to resource conservation efforts in the AFR, LAC, and ANE regions.

Third, there are auxiliary institutions which neither manage nor administer public or communal resources, but affect people's access to and use of such resources. Groups belonging to the land survey profession, whose competence and size can constrain or facilitate tenure change, are an example of this type of institution.

Research under this common theme will involve different emphases in different regions. In the LAC region, the project will seek opportunities to examine several important institutional developments which are affecting changes in agrarian structure. Examples are institutional adjustments involved in: the decollectivization of agriculture; the disintegration of plantation agriculture in the Caribbean; the growth of a more highly capitalized family farm sector; and the growing vertical integration within agriculture through a range of institutional forms. Examples of research issues for investigation in the LAC region include the following:

-What is the role of the capitalizing family farm in relation to the "decollectivization" of agriculture?

-How is the capitalizing family farm affected by the gradual break-up of larger haciendas and plantations?

-How will the capitalizing family farm adjust to growing pressures brought about by fragmentation of holdings, as the market operates to consolidate smaller holdings for greater efficiency?

-How do land and resource tenure systems affect the establishment and development of agro-industrial enterprises?

-How do these enterprises affect a region's agricultural production, land prices, wage levels, and labor availability, and what are the relationships of these to broad-based economic growth?

-What is the most productive tenure status for enterprise workers, and what happens to these workers when enterprises fail (e.g., public and private sugar estates in the Caribbean)?

In Africa, ACCESS I's on-going research points to the difficulty and costliness of state-managed, comprehensive tenure reform. More cost-effective alternatives deserve consideration and ACCESS II will examine these alternatives. Research will focus on institutional arrangements for land administration and on formal and informal dispute settlement mechanisms as a medium through which customary tenure rules evolve to meet the populations' "new" resource needs. Examples of research issues which will be investigated include:

-What is the role of courts and informal dispute settlement institutions in the evolution of customary tenure systems? How effective are these institutions in protecting user rights and providing tenure security?

-Do legal systems which explicitly recognize a role for courts in the development of legal norms permit more rapid tenure evolution?

-Do the different legal cultures inherited from the colonial period have differential effects and offer different opportunities to encourage tenure evolution?

-Are there other cost-effective means to facilitate tenure evolution, such as the phenomenon of local communities "legislating" customary tenure arrangements?

In the ANE region, there is a need to review and synthesize the substantial literature on institutional forms and agrarian structure. The ACCESS II project will seek opportunities to

examine institutional impacts on tenure evolution, similar to the project's research focus in Africa. In addition, it will investigate the relationships between agrarian structure and the development of the agricultural sector, similar to the project's research thrust in the LAC region. Examples of issues which will be investigated include the following:

-How do agricultural policies influence the role and evolution of different types of production units within the overall agrarian structure?

-To what extent does land fragmentation constrain the creation of a modern, commercial agriculture? What are the policy implications of the current trend of land fragmentation?

-What are the employment, income, investment, and productivity implications of the different institutional forms within the agrarian structure, and what is the impact on economic growth of the overall agrarian structure?

-What key institutions are involved in tenure evolution? What are the characteristic tenure change processes of different institutions?

Finally, as part of this common theme's synthesis report, an investigation will be made of the relationships and linkages which exist among the three institutional forms discussed above (i.e., institutions for resource management; institutions for resource administration; and ancillary institutions).

PURPOSE

END-OF-PROJECT STATUS

thereby increasing awareness of the policy and programmatic implications of resource tenure factors.

3) Institutional capability exists in participating countries to design and implement resource tenure research and to draw policy- and program-relevant conclusions and recommendations.

- Project evaluations,
- Site visits
- Project records
- Host country records

3.1) Host country institutions make counterparts available to participate in research and training.

3.2) Sufficient funds are available for host country participation in project's research and training activities.

OUTPUTS

MAGNITUDE OF OUTPUTS

1) Expanded and improved theoretical and empirical knowledge of land and resource tenure issues, specifically pertaining to three major common themes: (a) land markets/transactions; (b) tenure and natural resource management; and (c) institutional and structural dimensions of tenure change.

-At least one working paper for every research activity undertaken.

-One policy options paper for every research activity undertaken.

-One concept paper for every new common theme and sub-theme initiated.

-One state-of-the-art paper for each new common theme initiated.

-Five book-length manuscripts over LOP.

-One report each on at least 5 limited-scale testing of research recommendations.

-One report on every assessment or appraisal undertaken by project.

-Synthesis reports on each of the common themes.

- Project evaluations
- Project records
- Review of publications
- Annual workplans
- Project reports
- LTC Advisory Board peer review of selected project research outputs

1.1) Host countries and A.I.D. continue to have interest and political will to investigate land/resource tenure issues.

1.2) Financial and human resources are available and adequate to expand and improve knowledge base.

1.3) Funds are available and adequate to support LTC's basic core activities.

OUTPUTS

MAGNITUDE OF OUTPUTS

3.5) University of Wisconsin provides adequate seed funds to initiate short course.

3.6) USAID and other sources fund attendance of host country personnel in short courses.

INPUTS

SLT (in \$000)

-Salaries/Benefits	3,667
-Travel	144
-Other Direct Costs	270
-Overhead	1,754
-Evaluations/Audits	165
-Total	<u>6,000</u>

Regional Bureaus/Missions (\$000)

-Salaries/Benefits	5,939
-Travel	1,301
-Other Direct Costs	2,283
-Overhead	2,477
-Total	<u>12,000</u>

University of Wisconsin (\$000)

-Direct Support	1,546
-Indirect Support	604
-Total	<u>2,150</u>

TOTAL (\$000) 20,150

-Project records
-Annual Workplans
-LTC records

-Cooperative agreement with LTC will be approved.

-Adequate regional bureau/mission participation will be generated through the buy-in mechanism.

OUTPUTS

2) Strengthened and increased number of information dissemination and networking activities.

3) Strengthened developing country institutions conducting resource tenure research and drawing policy- and program-relevant conclusions and recommendations.

MAGNITUDE OF OUTPUTS

-At least 10 articles and comments published in refereed journals over LOP.

-At least one seminar per year to discuss findings on region-specific research topics.

-At least one major workshop on each of the common themes.

-A fully functioning LTC library.

-A strengthened publication program.

-A strengthened document distribution program.

-LTC Advisory Board continues to perform its networking function.

-A host country institution participates in every project research activity.

-Minimum of 10 host country analysts receive research assistantship over the LOP.

-A short course conducted by LTC at least four times over the LOP.

-Workshop/seminar reports
-Annual workplans
-LTC and A.I.D. records
-Project evaluations
-Site visits

-LTC and A.I.D. records
-Project evaluations

2.1) A.I.D. resources are available and adequate to organize workshops/seminars.

2.2) A.I.D. and University of Wisconsin provide adequate and continuous support for the LTC library.

2.3) Sufficient resources are available for publications and document distribution.

3.1) Host country institutions are interested in collaborating in the project's research.

3.2) Host country counterparts are available to participate in the project's research and training activities.

3.3) Adequate resources are available for other costs of degree training outside of CA.

3.4) Adequate resources are available to accommodate host country participation in the project's research (on-the-job training).

HAND-OUTS FOR EVALUATION GROUP

PROJECT DATA SHEET

1. TRANSACTION CODE

A
A = Add
C = Change
D = Delete

Amendment Number

DOCUMENT CODE

3

CATEGORY

WORLDWIDE

2. PROJECT NUMBER

936-5826

FIELD/OFFICE

3. PROJECT TITLE (maximum 40 characters)

S&T/ED

COMMUNICATION FOR TECH. TRANSFER IN AGR.

4. PROJECT ASSISTANCE COMPLETION DATE (FISCAL)

MM DD YY
01 9 310 912

7. ESTIMATED DATE OF OBLIGATION
(Under "E" below, use 1, 2, 3, or 4)

A. Initial FY 815 B. Quarter 3 C. Final FY 912

8. COSTS (\$000 OR EQUIVALENT \$1 = 1,000)

A. FUNDING SOURCE	FIRST FY 85			LIFE OF PROJECT		
	B. FY	C. L/C	D. Total	E. FY	F. L/C	G. Total
Appropriation Total	400			7,295		7,295
(Grant)	(400)	()	()	(7,295)	()	(7,295)
(Loan)	()	()	()	()	()	()
L. A.I.D. Missions	500			12,136		12,138
2.						
Country						
Donor(s)						
TOTALS	900			19,433		19,433

9. SCHEDULE OF AID FUNDING (\$000)

3. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE	D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
240	070	0		200		5,795	
600	070	0		200		1,500	
TOTALS		0		400		7,295	

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)

640 790

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

Code

Amount

13. PROJECT PURPOSE (maximum 40 characters)

To develop and demonstrate a more effective communication support system for technology transfer in agriculture.

14. DATED EVALUATIONS

MM YY MM YY
01 8 817 01 8 819

Final MM YY
01 8 911

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. COMMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of 6 page of Amendment)

APPROVED BY

Signature

David Sprague

Title

Acting Director, S&T/ED

Date Signed

MM DD YY
14 11 815

17. DATE DOCUMENT RECEIVED BY AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

PROJECT PAPER
COMMUNICATION FOR TECHNOLOGY TRANSFER IN AGRICULTURE (CTTA)
(PROJECT 936-586)

SUMMARY

Project Purpose.

To develop and demonstrate a more effective communications support system for technology transfer in agriculture.

Statement of the Problem.

Traditional extension programs are recognized to have serious limitations with respect to:

- o The flexibility of recommended technology packages, particularly where land quality, water supply, credit availability, the optimum mix of purchased inputs, and individual farm practices vary within a region and from season to season;
- o Comprehensive and timely coverage of the target population;
- o The ability to gather, continuously, information from farmers to provide a basis for adapting recommendations and meeting farmer needs;
- o Adequate collaboration with research in the development of messages and communication strategies aimed at the adoption of recommended technologies;
- o Adequate collaboration with providers of inputs and marketing services in the development of messages and communication strategies aimed at promoting the appropriate purchase and application of inputs and the efficient marketing of produce.

Project Description.

The Communication for Technology Transfer in Agriculture Project (CTTA) will develop and demonstrate a more effective communication support system for technology transfer in agriculture. This system will depend on:

- o Investigative procedures for studying farmer behavior and motivation related to the transfer of specific technology;
- o The development and implementation of effective messages and mass communication strategies focused on the transfer of technology in the context of the problem of variability;

- o Networking procedures to improve linkages among research, extension, other providers, and the farmer as they relate to the technology transfer process.

While agricultural technology is most appropriate within specific geographical boundaries, often an area the size of a county, the transfer technology developed by this project is to be applicable, with minor adaptation, worldwide. Thus CTTA objectives require that it work with a variety of high and low input agricultural technology in diverse settings. To this end, CTTA will conduct pilot projects at one primary site (FY 85: Honduras) and eight collaborating sites (FY 86: Ecuador, Peru, and Swaziland), estimated at two per region, to support specific technology transfer objectives. The pilot projects will involve the collaboration of national and local research, extension, and provider institutions.

The procedures developed across sites and across regions will stabilize as a methodology that can be introduced at future sites, worldwide. CTTA will institutionalize these procedures in each participating country within existing organizations through in-service training and management decisions to modify on-going operations. Diffusion activities will also be authorized.

Outputs.

- 1) This project's impact will be evident in five areas: 1) in the development of effective procedures for providing communication support for technology transfer; 2) in the production performance of the farmers in the pilot sites; 3) in the organizational changes induced in the collaborating institutions; 4) in the diffusion of the communication methodology to additional sites; and 5) in modification of the accepted norms for conducting extension among the international community.

The project's effects will be visible within the eight-year life of project, but the stream of production benefits initiated by this project is expected to continue for many years into the future. The specific outputs required during the life of project include:

1. Pilot activities at one primary site and eight collaborating sites to develop communication support methodology with:
 - o developmental procedures pertaining to message and communication strategy development and implementation;
 - o networking procedures pertaining to farmer/research/extension/provider linkages.

2. Summative evaluation of each pilot activity.
3. In-service training and institutionalization of the procedures at each site.
4. Significant technology transfer at each site.
5. Diffusion seminars and technical assistance missions, estimated at four per region.
6. Instructional manual and videotape series for AID field officers and development professionals about project procedures.
7. Reports, publications, and papers.

Timing and project duration.

This will be an eight-year project beginning in FY 85 and terminating in FY 92. The project will be organized in two, overlapping phases:

- o Phase I: Development of Communication Procedures;
- o Phase II: Diffusion of the Methodology.

The timing of project activities for each phase is described in Figure 1, p. 57.

Cost

CTTA will require \$7,295,000 of S&T funding. An additional \$12,138,000 of Mission project funds will be obligated for CTTA activities through the CTTA contract or cooperative agreement.

Implementation Arrangements

A single contract or cooperative agreement will be competitively awarded in FY 85 and managed by S&T/ED in coordination with S&T/RD, S&T/AGR, and involved Mission officers as described in Sections 3.5 and 4.1. If feasible, small cooperative agreements will be made with International Research Centers to sponsor three of the diffusion seminars.

EXCERPTS FROM CITA PROJECT PAPER:

Section on "Pilot Site Descriptions"

E. Role of women

PERU

Women are active participants in the Peruvian agricultural sector. Among the many roles which women play, perhaps the most important is that of general manager of the basic economic unit, the household. In the role of manager, women have an important input in determining cropping patterns, as well as disposal of cash income.

CTTA through its formative evaluation process, will determine more about the role of women in the agricultural context and utilize the results in designing and implementing appropriate strategies.

HONDURAS

VIII. Role of Women

Women play an important role in rural Honduras, particularly in the coastal areas and in regions such as Danli. It is estimated that as many as 30 percent of the farming families are headed by women, and that women maintain the household accounts in rural areas. In this role, they make decisions as to what will be purchased from family funds, including agricultural inputs such as fertilizer. Most farming operations are performed by the men, although women participate in some activities such as corn shelling which is a family activity.

The Honduras Extension Service is placing increased emphasis on work with women. Conventionally, such activities are related to topics such as homeworking, gardening, and swine and poultry production. Some agricultural topics are now included in the women's program as well. This will be reinforced and expanded in the CITA pilot project, recognizing the important role of Honduran women in agricultural decision-making. At present, all extensionistas (who work primarily with men) in the Danli region are men, and most of the promotores (who work primarily with women and youth) are women. The extension coordinator indicated, however, that women trained in agriculture can be appointed to extensionista positions.

ECUADOR

G. Role of women

Seasonal migration of men in the central and western parts of the Salcedo region was cited by SEDRI and INCCA as a major factor in designing appropriate training and information dissemination programs. In some areas, the men customarily return home on weekends and retain major decision-making prerogatives. In such cases, training events are arranged on weekends as possible to take advantage of the men's presence. In other areas, the men may be away for several months or longer, returning home only at the critical crop production stages such as seeding and harvest. In these cases, the women have a much more significant decision-making role.

The impression gained from Salcedo SEDRI and INCCA staff was that agricultural training and information events are strongly oriented toward men. However, review of attendance figures at visits to field trials organized through SEDRI reveals that a significant number of women, nearly one-half of total attendance in some instances, have attended such events.

CTTA will, through its formative evaluation determine more about the role of Salcedo women in an agricultural context and utilize the results in designing and implementing appropriate strategies.

H. Ecuador pilot project evaluation

The summative evaluation of this CTTA pilot project, although less detailed and in-depth than in Honduras, will be substantive and provide valid estimates of project impact. As indicated earlier, a case study methodology will be the basic approach used for collaborating site evaluations.

5.2 Social Soundness Analysis.

The role of women. Each pilot project section of the Project Paper includes a brief description of the role of women in local agriculture. This role apparently shifts from minimal physical involvement in farming tasks, coupled with significant influence on household budget and expenditures, to more complete involvement in all aspects of farming, including physical tasks, in areas of high male migration due to seasonal off-farm employment.

CTTA methodology is particularly appropriate for dealing with this variability in the role of women, as it is attempting to accommodate variability across all major factors in the local environment. It is expected that the procedures introduced by CTTA to investigate on-farm conditions and to understand the exact nature of the target audience in relation to technology transfer will increase the level of local knowledge about the role of women in agriculture and increase the effectiveness with which such knowledge is applied.

ANNEX A
PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Line of Project:
From FY 85 to FY 92
Total U.S. Funding \$M: 17,295,000
Missions 12,130,000
Date Prepared: March, 1985

Project Title & Number: Communication for Technology Transfer in Agriculture (CITA): 936-6026

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																											
<p>Program or Sector Goal: The broad objective to which this project contributes: To develop the use of educational technology and communications to support development objectives across sectors.</p>	<p>Message of Goal Achievement: 1. Implementation of the approach and procedures developed under this project to LDCs not originally included in this project. 2. The acceptance of the approach by other donor agencies and development professionals.</p>	<p>1. Requests for IA resulting from project publications and seminars. 2. Incorporation of the approach in Mission projects and in recommendations by other donor agencies to their field reps.</p>	<p>Assumptions for achieving objectives: 1. The availability of appropriate agricultural technology and collaborating institutions at participating sites. 2. Continued interest on the part of development professionals in the use of communications to support tech. transfer in agriculture. 3. That the use of improved communication support can make a difference in technology transfer at the sites selected.</p>																											
<p>Project Purpose: To develop and demonstrate a more effective communication support system for technology transfer in agriculture.</p> <p>Outputs:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. The development of procedures for the effective use of communication for technology transfer in agriculture. 2. The integration of these procedures in the on-going research/extension systems of participating LDCs. 3. The completion of diffusion activities and distribution of publications/manuals/videotapes.</p>	<p>1. Program management data. 2. Evaluations at each site which include in-depth interviews with members of the target audience and agricultural workers to assess project implementation knowledge, practices and yields and to assess institutionalization of the procedures.</p>	<p>Assumptions for achieving purpose: 1. That the commitment and ability to participate in the project and provide collaborating professionals and equipment remains constant. 2. That natural disasters, economic failure, or war to not prevent the conduct of project interventions and evaluations. 3. That the R&D produces successful procedures. 4. That proj. impact is successfully measured.</p>																											
<p>Impact will be evident: 1) in the development of effective procedures for providing communication support for technology transfer; 2) in the production performance of the farmers in the pilot sites; 3) in organizational changes in the collaborating institutions; 4) in the diffusion of the communication methodology to additional sites; and 5) in modification of the accepted norms for conducting extension among the international community. Specific outputs include:</p>	<p>1. The development of procedures for the effective use of communication for technology transfer in agriculture. 2. The integration of these procedures in the on-going research/extension systems of participating LDCs. 3. The completion of diffusion activities and distribution of publications/manuals/videotapes.</p>	<p>Same as above.</p>	<p>Assumptions for achieving outputs: 1. Full-time participation of key IC counterpart personnel. 2. Cooperation of line personnel of collaborating organizational units. 3. Availability of IC media production and distribution facilities; radio air time.</p>																											
<p>1. Pilot activities at 9 sites to develop a more effective communication support system for tech. transfer. "Developmental" and "networking" procedures will be produced. 2. Summative evaluations of these 9 activities. 3. In-service training and institutionalization of procedures at each site. 4. Significant technology transfer at each site. 5. Diffusion seminars and IA Mission. 6. Instructional manual and videotape series. 7. Reports, publications and papers.</p>	<p>1. The development of procedures for the effective use of communication for technology transfer in agriculture. 2. The integration of these procedures in the on-going research/extension systems of participating LDCs. 3. The completion of diffusion activities and distribution of publications/manuals/videotapes.</p>	<p>Same as above.</p>	<p>Assumptions for achieving outputs: 1. The obligation of A.I.D. funding according to plan. 2. The selection and continued functioning of competent contractors and IA staff.</p>																											
<p>Inputs: Funding and IA to conduct and evaluate interventions in 9 LDCs and provide in-service training required. Funding to conduct the diffusion activities.</p>	<p>Implementation Budget (Type and Quantity)</p> <table border="1"> <thead> <tr> <th></th> <th>\$M</th> <th>Missions</th> </tr> </thead> <tbody> <tr> <td>FY 85:</td> <td>700</td> <td>500</td> </tr> <tr> <td>FY 86:</td> <td>1300</td> <td>1500</td> </tr> <tr> <td>FY 87:</td> <td>1300</td> <td>2000</td> </tr> <tr> <td>FY 88:</td> <td>1300</td> <td>3000</td> </tr> <tr> <td>FY 89:</td> <td>1200</td> <td>3500</td> </tr> <tr> <td>FY 90:</td> <td>800</td> <td>1500</td> </tr> <tr> <td>FY 91:</td> <td>700</td> <td>138</td> </tr> <tr> <td>FY 92:</td> <td>295</td> <td>---</td> </tr> </tbody> </table>		\$M	Missions	FY 85:	700	500	FY 86:	1300	1500	FY 87:	1300	2000	FY 88:	1300	3000	FY 89:	1200	3500	FY 90:	800	1500	FY 91:	700	138	FY 92:	295	---	<p>Same as above.</p>	<p>Assumptions for achieving outputs: 1. The obligation of A.I.D. funding according to plan. 2. The selection and continued functioning of competent contractors and IA staff.</p>
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PROJECT PAPER
COMMUNICATION FOR TECHNOLOGY TRANSFER IN AGRICULTURE (CTTA)
(PROJECT 936-586)

SUMMARY

Project Purpose.

To develop and demonstrate a more effective communications support system for technology transfer in agriculture.

Statement of the Problem.

Traditional extension programs are recognized to have serious limitations with respect to:

- o The flexibility of recommended technology packages, particularly where land quality, water supply, credit availability, the optimum mix of purchased inputs, and individual farm practices vary within a region and from season to season;
- o Comprehensive and timely coverage of the target population;
- o The ability to gather, continuously, information from farmers to provide a basis for adapting recommendations and meeting farmer needs;
- o Adequate collaboration with research in the development of messages and communication strategies aimed at the adoption of recommended technologies;
- o Adequate collaboration with providers of inputs and marketing services in the development of messages and communication strategies aimed at promoting the appropriate purchase and application of inputs and the efficient marketing of produce.

Project Description.

The Communication for Technology Transfer in Agriculture Project (CTTA) will develop and demonstrate a more effective communication support system for technology transfer in agriculture. This system will depend on:

- o Investigative procedures for studying farmer behavior and motivation related to the transfer of specific technology;
- o The development and implementation of effective messages and mass communication strategies focused on the transfer of technology in the context of the problem of variability;

- o Networking procedures to improve linkages among research, extension, other providers, and the farmer as they relate to the technology transfer process.

While agricultural technology is most appropriate within specific geographical boundaries, often an area the size of a county, the transfer technology developed by this project is to be applicable, with minor adaptation, worldwide. Thus CTTA objectives require that it work with a variety of high and low input agricultural technology in diverse settings. To this end, CTTA will conduct pilot projects at one primary site (FY 85: Honduras) and eight collaborating sites (FY 86: Ecuador, Peru, and Swaziland), estimated at two per region, to support specific technology transfer objectives. The pilot projects will involve the collaboration of national and local research, extension, and provider institutions.

The procedures developed across sites and across regions will stabilize as a methodology that can be introduced at future sites, worldwide. CTTA will institutionalize these procedures in each participating country within existing organizations through in-service training and management decisions to modify on-going operations. Diffusion activities will also be authorized.

Outputs.

This project's impact will be evident in five areas: 1) in the development of effective procedures for providing communication support for technology transfer; 2) in the production performance of the farmers in the pilot sites; 3) in the organizational changes induced in the collaborating institutions; 4) in the diffusion of the communication methodology to additional sites; and 5) in modification of the accepted norms for conducting extension among the international community.

The project's effects will be visible within the eight-year life of project, but the stream of production benefits initiated by this project is expected to continue for many years into the future. The specific outputs required during the life of project include:

1. Pilot activities at one primary site and eight collaborating sites to develop communication support methodology with:
 - o developmental procedures pertaining to message and communication strategy development and implementation;
 - o networking procedures pertaining to farmer/research/extension/provider linkages.

2. Summative evaluation of each pilot activity.
3. In-service training and institutionalization of the procedures at each site.
4. Significant technology transfer at each site.
5. Diffusion seminars and technical assistance missions, estimated at four per region.
6. Instructional manual and videotape series for AID field officers and development professionals about project procedures.
7. Reports, publications, and papers.

Timing and project duration.

This will be an eight-year project beginning in FY 85 and terminating in FY 92. The project will be organized in two, overlapping phases:

- o Phase I: Development of Communication Procedures;
- o Phase II: Diffusion of the Methodology.

The timing of project activities for each phase is described in Figure 1, p. 57.

Cost

CTTA will require \$7,295,000 of S&T funding. An additional \$12,138,000 of Mission project funds will be obligated for CTTA activities through the CTTA contract or cooperative agreement.

Implementation Arrangements

A single contract or cooperative agreement will be competitively awarded in FY 85 and managed by S&T/ED in coordination with S&T/RD, S&T/AGR, and involved Mission officers as described in Sections 3.5 and 4.1. If feasible, small cooperative agreements will be made with International Research Centers to sponsor three of the diffusion seminars.

EXCERPTS FROM CTTA PROJECT PAPER:

Section on "Pilot Site Descriptions"

E. Role of women

PERU

Women are active participants in the Peruvian agricultural sector. Among the many roles which women play, perhaps the most important is that of general manager of the basic economic unit, the household. In the role of manager, women have an important input in determining cropping patterns, as well as disposal of cash income.

CTTA through its formative evaluation process, will determine more about the role of women in the agricultural context and utilize the results in designing and implementing appropriate strategies.

HONDURAS

VIII. Role of Women

Women play an important role in rural Honduras, particularly in the coastal areas and in regions such as Danli. It is estimated that as many as 30 percent of the farming families are headed by women, and that women maintain the household accounts in rural areas. In this role, they make decisions as to what will be purchased from family funds, including agricultural inputs such as fertilizer. Most farming operations are performed by the men, although women participate in some activities such as corn shelling which is a family activity.

The Honduras Extension Service is placing increased emphasis on work with women. Conventionally, such activities are related to topics such as homeworking, gardening, and swine and poultry production. Some agricultural topics are now included in the women's program as well. This will be reinforced and expanded in the CTTA pilot project, recognizing the important role of Honduran women in agricultural decision-making. At present, all extensionistas (who work primarily with men) in the Danli region are men, and most of the promotores (who work primarily with women and youth) are women. The extension coordinator indicated, however, that women trained in agriculture can be appointed to extensionista positions.

ECUADOR

G. Role of women

Seasonal migration of men in the central and western parts of the Salcedo region was cited by SEDRI and INCCA as a major factor in designing appropriate training and information dissemination programs. In some areas, the men customarily return home on weekends and retain major decision-making prerogatives. In such cases, training events are arranged on weekends as possible to take advantage of the men's presence. In other areas, the men may be away for several months or longer, returning home only at the critical crop production stages such as seeding and harvest. In these cases, the women have a much more significant decision-making role.

The impression gained from Salcedo SEDRI and INCCA staff was that agricultural training and information events are strongly oriented toward men. However, review of attendance figures at visits to field trials organized through SEDRI reveals that a significant number of women, nearly one-half of total attendance in some instances, have attended such events.

CTTA will, through its formative evaluation determine more about the role of Salcedo women in an agricultural context and utilize the results in designing and implementing appropriate strategies.

H. Ecuador pilot project evaluation

The summative evaluation of this CTTA pilot project, although less detailed and in-depth than in Honduras, will be substantive and provide valid estimates of project impact. As indicated earlier, a case study methodology will be the basic approach used for collaborating site evaluations.

5.2 Social Soundness Analysis.

The role of women. Each pilot project section of the Project Paper includes a brief description of the role of women in local agriculture. This role apparently shifts from minimal physical involvement in farming tasks, coupled with significant influence on household budget and expenditures, to more complete involvement in all aspects of farming, including physical tasks, in areas of high male migration due to seasonal off-farm employment.

CTTA methodology is particularly appropriate for dealing with this variability in the role of women, as it is attempting to accommodate variability across all major factors in the local environment. It is expected that the procedures introduced by CTTA to investigate on-farm conditions and to understand the exact nature of the target audience in relation to technology transfer will increase the level of local knowledge about the role of women in agriculture and increase the effectiveness with which such knowledge is applied.

Scope of Work

Mid-Term Evaluation Team, 26 March-15 May 1989

I. Activity to be Evaluated

Communication for Technology Transfer in Agriculture (Contract No. 936-5826-C-00-5054-00)

Total Project Cost: \$19,433,000

(\$7,295,000 S&T Central, \$12,138,000 A.I.D. Missions)

Total Contract Cost: \$16,804,016

Initial FY: 85

Final Contract Year: 90

PACD: 9/30/92

II. Purpose of the Evaluation

This interim evaluation will give information for two different yet related purposes:

A. to analyze project progress toward the objectives set forth in the Project Paper (PP) (as defined by the output, purpose and goal statement of the projects logical framework); and, if appropriate, to A.I.D. to improve management and utilization of remaining project resources; and

B. to look beyond the LOP and assess Office, Directorate and Bureau needs and capabilities for supporting more effective technology transfer in agriculture, especially through the use of enhanced communication. Analysis of these broader programming issues (see A.I.D. Evaluation Handbook April 1987) will be available to help shape future program development and planning in technology transfer and related initiatives.

III. Background

The Communication for Technology Transfer in Agriculture (CTTA) Project was authorized as an eight-year activity to be managed jointly by the Bureau for Science and Technology's Offices of Education, Rural and Institutional Development, and Agriculture. The project purpose as presented in the PP is to "develop and demonstrate a more effective communication support system for technology transfer in agriculture".

CTTA uses an innovative extension approach to transfer technology to farmers. This approach, which is based on social marketing techniques, is characterized by:

a) the analysis of farmer needs and the "feed forward" of this information to Research and Extension to help shape their priorities;

- b) the identification of communication channels used by farmers to become informed of appropriate available technologies, and the informed and targeted use of multiple media to transfer appropriate technologies to farmers; and
- c. the permanent monitoring and frequent evaluation of activities to determine the efficiency and effectiveness of the media utilized. Theoretically, this insures a dynamic flow of information from the "bottom-up" to help shape implementation.

The intent of CTTA is basically twofold: 1) to increase the impact of new technologies on the farmer in an efficient and cost-effective manner, and 2) to institutionalize the CTTA approach to technology transfer in agriculture. Only through institutionalization can activities initiated by the project be sustained beyond the life-of-project funding, and this will be an important concern of the evaluation.

Project outputs (as set forth in the PP, pp. ii-iii) are expected to include evident impact in five key areas:

- 1) development of effective procedures for providing communication support for technology transfer;
- 2) production performance of the farmers in the pilot sites;
- 3) organizational changes induced in the collaborating institutions;
- 4) diffusion of the communication methodology to additional sites; and
- 5) modification of the accepted norms for conducting extension among the international community.

To achieve these outputs the PP calls for \$7,295,000 of S&T funding and substantial complementary funds from field missions. However, Central funding constraints have made actual funding less than half that originally anticipated. This must be taken into careful account by the evaluation team, especially as related to purpose A of this evaluation.

Two interim evaluations were scheduled in the PP (8/87 and 8/89). However, this evaluation is expected to adequately address all the interim evaluation information needs of project management. This is especially true given the strong communications channels that exist between A.I.D./W project management and the cooperating missions, and given their strong endorsements of CTTA.

The timing of this evaluation is appropriate for several reasons. The A.I.D. Evaluation Handbook (April 1987, p. 15) notes that a "major factor in determining when to evaluate is the contribution of the evaluation process itself to improved communication and policy dialogue with A.I.D. recipients during key junctures in implementation and program

development." The project does indeed appear to be at "key junctures" in at least two project sites (Honduras and Peru) especially as regards the institutionalization of CTTA procedures and methodologies. The evaluation process at this time, and the written report that will follow, could contribute substantially to attainment of long-term project objectives.

The recent and innovative CTTA research activity in Niger has also generated a great deal of interest in the academic and the development communities. Requests for the research report "A Case Study on Farmer Innovations and Communication in Niger" have exceeded all expectations, with over 500 copies distributed internationally to a broad audience of scholars and development specialists. Interest in this research continues to grow, and the contractor for CTTA, the Academy for Educational Development, has put increasing emphasis on developing expertise in indigenous agricultural knowledge and their applications to rural development. The evaluation team should assess possible implications of this research, and of AED's apparent commitment to continue to analyze these kind of issues, for the larger CTTA Project.

This is also an appropriate time to assess project performance toward provision of the five kinds of outputs envisioned in the PP, and help disseminate information through the Agency (and the donor community) on the progress that has been achieved. The Agency needs to know why the collaborating missions feel this new approach to technology transfer in agriculture has proven successful, and an evaluation will allow project management to disseminate these conclusions widely. This will also help address purpose B of the evaluation, looking beyond the LOP to assess future Office and Bureau needs and capabilities for supporting more effective technology transfer in agriculture.

IV. Statement of Work

A.I.D. (Evaluation Handbook, p. 23) requires that all evaluations examine several broad concerns "that are applicable to virtually any type of development assistance." These are:

- **Relevance.** Are the development constraints the project was initially designed to address major problems that are germane to the current development strategies supported by A.I.D.?
- **Effectiveness.** Is the project achieving satisfactory progress toward its stated objectives?
- **Efficiency.** Are the effects of the project being produced at an acceptable cost compared with alternative approaches to accomplishing the same objectives?
- **Impact.** What positive and negative effects are resulting from the project?
- **Sustainability.** Are the effects of the project likely to become sustainable development impacts – that is, will they continue after A.I.D. funding has stopped?"

The evaluation team is expected to go beyond a simple examination of inputs and outputs to address these larger issues, and in particular, to assess the utility of the CTTA model. This can make the evaluation process especially useful in promoting policy dialogue, and help address the longer-term issues of purpose B.

Specific questions to be addressed are:

Program areas:

1. What do the primary stake holders say about both the actual and potential utility of the project? (e.g. farmers, nationals in relevant public and private sector institutions, researchers, A.I.D. and USAID staff, project staff [present and former]).
2. What does the CTTA methodology actually look like "on the ground"? What are the operational priorities, e.g. how are staff and budget resources allocated? What is the role of host country counterparts in this process?
3. How is reality stacking up against the theoretical models presented in project documents? Specifically, how appropriate is the social marketing model for agriculture? How has the implementation plan been changed or adapted and why?
4. How important a model is it for the transfer of agricultural technologies (of marginal utility? of great potential?)? Does CTTA's field experience suggest ways it can be improved?
5. Can mass media serve farmer needs under variable production conditions? What needs to be adapted to variable circumstances? How universal is the methodology?
6. How appropriate/effective/tested/adapted to local circumstances are the agricultural technologies CTTA is working with? How were they/should they be selected?
7. What, if anything, can CTTA do in situation where the technologies to recommend to local farmers are not yet apparent? How useful can the methodology be to the process of technology selection?
8. How effectively has CTTA used mass _____ to encourage adoption of new technologies?
9. What has been the actual role of evaluation in the project, and how has it related to implementation?
10. How is farm-level data collected and analyzed? What criteria are used for selection of regions? variables? target crops? Has CTTA's field methodology (e.g. sampling techniques, controlled comparisons) met accepted scientific standards?

11. How much project emphasis has been placed on measuring actual project impact on productivity, rather than simple message reception? Should more/less emphasis be given to this issue in the future?
12. Are effective procedures for providing communication support for technology transfer being developed? Are they cost-effective?
13. Are client needs being addressed (i.e. has production performance in the pilot areas been affected? better extension service? greater coverage?)?
14. Are there signs of diffusion of the communication methodologies?
15. What evaluation data should be given priority for analysis and reporting? What are the needs of different audiences (AID/W, USAID's, host-country governments, etc.)?

Management areas:

1. Have the appropriate people, finances and commodities been in the right place, at the right time, operating under the right incentives to insure effective implementation?
2. How effective is management by A.I.D., AED, sub-contractors? What about the three office funding model? Should this model be continued or encouraged in future S&T projects?
3. How is CTTA understood and supported within A.I.D.? What are the main obstacles to securing more interest and buy-ins from USAID Missions and REgional Bureaus? What implications might this have for future of the project, and for any potential follow-on activities, projects or initiatives in technology transfer in agriculture?
4. How effective has been the technical assistance (short and long-term, contractors and subcontractors, etc.) provided to Missions? How can it be improved?
5. How has the project interacted with organizations involved in the technology transfer process in the private sector? public sector? PVO community?
6. How effectively are the project's findings being disseminated/marketed to potential users?

Institutional areas:

1. What aspects of the CTTA approach have received attention in the institutionalization process?

2. Explore the ACT methodology for documenting and analyzing the institutionalization process. Should this be given priority?
3. How has motivation for acceptance and commitment to change been generated and/or raised in order to allow for project inception to take place?
4. What has been the political will and absorptive capacity, both technically and financially, to accept and implement the CTTA approach?
5. What has been the attitude within the concerned agencies, the pilot regions and the national level towards the extension approach proposed by CTTA? To what extent is this approach satisfying the government's extension philosophy, needs, and concerns?
6. In Honduras, what has been CTTA's contribution to the definition of MNR's Unified Extension Methodology?
7. Is institutional capacity in cooperating institutions being developed? (i.e. is there any change in the way extension services are being carried out that can be attributed to CTTA?). What evidence is there that any changes will be lasting?
8. Do research administrators better understand and consider the point of view/situation of the farmer thanks to CTTA?
9. What aspects of the project will be sustainable?
10. To what extent has CTTA had access to agricultural technologies proven to be economically feasible for farmers?
11. What training has been given at the agency, national and regional levels to implement the CTTA approach? In what area has this training taken place? How effective has it been in laying the ground work for CTTA activities within and outside the pilot region? How has this training been followed up?
12. What capacity has been developed within the government to better manage an extension approach based on the use of multiple media? What technical expertise has been developed to produce more and better quality media?
13. What incentives for change and adoption of CTTA perspective exists at the agency, regional and national levels? To what extent has an incentive system been utilized to encourage adoption of the CTTA approach?
14. What linkages between extension and research has CTTA strengthened at the agency, regional and national levels? To what extent has farmer involvement in farm research proposed by CTTA been adopted?

15. Within current budgetary constraints of the GOH and GOP, what financial support for CTTA related activities can be expected in the future? Has enough local support been given to date?

16. Is CTTA profitably addressing the full range of potential S&T and Agency needs for assistance in technology transfer in agriculture, or should the project be modified? If so, how?

17. Should the S&T Bureau begin planning a new initiative in technology transfer in agriculture, to begin after the PACD of CTTA? Should this new initiative be a "follow-on" to CTTA, or a completely discrete activity? How would it differ from the current CTTA project?

18. CTTA works to improve technology transfer through enhanced communications between farmers, research and extension. It has not, however, directly addressed improving communications between these actors and other elements of the broader technology development and transfer system, e.g. private sector research and input provision entities, agricultural policy makers, faculties of agriculture, etc. Should CTTA or a future S&T project address this broader technology system, and if so, how?

V. Methods and Procedures

The evaluation team will review available project documents and conduct key informant interviews with project staff, A.I.D./W and mission staff, and project counterparts in Honduras and Peru. It will also make field observations and interview intended beneficiaries in these countries. In addition, in collaboration with A.I.D./W project management, it will help prepare a cable soliciting evaluation information from those missions not visited by the CTTA team (Indonesia, Jordan, and perhaps Niger), and incorporate that information into the evaluation report.

The evaluation must assess the progress that has been made with respect to the institutionalization of the CTTA approach within (but not limited to) the project's pilot regions. It should specify factors that have contributed to or hindered progress towards that goal. This information will be used in planning the initiation of the institutionalization activities in other countries where the CTTA Project can be implemented.

As regards project implementation, the team's emphasis will be on providing project management with sound and useful judgments to help maximize project outputs to the Project Assistance Completion Date. They will also help A.I.D. to assess future needs, capabilities and priorities for technology transfer in agriculture.

Institutionalization should be assessed at three different levels: agency, regional and national. Data will be collected mainly through interviews with concerned parties at each

level. Agencies to be visited within the pilot regions will be sampled. The sampling will be intentional. The purpose of this sampling will be to select, through key informants' insights, those agencies where institutionalization activities are expected to show most and least progress. The same approach will be adopted in the selection of regions, projects and programs which may have manifested interest and involvement in CTTA activities. The evaluation team will consider the sustainability of observed institutional change.

In addition to assessing institutionalization at an organizational level, the evaluation team will assess the actual impact of this institutionalization on technology transfer priorities and strategies. This will include specification on what is not being done differently after institutionalization, and how this may relate to changes in technology transfer processes in the two countries visited.

VI. Evaluation Team Composition

The evaluation team of three persons should be interdisciplinary, with expertise in both social and agricultural sciences, and in communication theory. Given the dual purposes of this evaluation (and especially purpose B) the team should have substantial first-hand experience in working with the broad technology development and transfer system, including agricultural research and extension, private sector input suppliers, faculties of agriculture, etc.

Language proficiency in Spanish is required for at least two team members, and team composition should include both men and women, to avoid gender-based constraints to effective communication.

As recommended in the A.I.D. Evaluation Handbook (April 1987, pp. 25-26), "wherever possible" one team member should be an A.I.D. direct-hire staff not directly associated with the project. He/she must also have the necessary skills and experience to perform all the required evaluation functions. The Handbook notes that "their participation serves as a direct link to Agency operations, expediting the transfer of experience and lessons learned from the evaluation" (p. 260).

VII. Reporting Requirements

A.I.D.'s required format for evaluation reports includes an Executive Summary, Body of the Report, and relevant Annexes.

The executive summary states the development objectives of the activity evaluated; purpose of the evaluation; study method; findings, conclusions and recommendations; and lessons learned about the design and implementation of this type of development activity.

The body of the report should include discussion of (1) the purpose and study questions of the evaluation; (2) the economic, political and social context of the project; (3) team

composition and study methods; (4) evidence/findings of the study concerning the evaluation questions (5) conclusions drawn from the findings; (6) recommendations based on the study findings and conclusions, stated as actions to be taken to improve project performance. Ideally, the report should not exceed 40 pages length.

Appendices should include a copy of the evaluation scope of work, the most current Logical Framework, a list of documents consulted, and individuals and agencies contacted. Additional appendices may include a brief discussion of study methodology and technical topics if necessary.

A complete draft of the evaluation report must be delivered to A.I.D. project management no later than June 15. The final draft should be delivered within 30 days of receipt of comments on the first draft from A.I.D. project management.

**GENDER ISSUES AND
PROJECT EVALUATION**

EVALUATION

Design Phase
for a
Project

Project
Implementation
Phase

After
Project
Completion

- Define Project Objectives and Performance Indicators
- Develop M&E Plan
- Collect Baseline Data

- Routinely collect basic data on project performance, all levels, i.e., monitor project
- Midterm evaluations examine project

- Post project evaluations of impact
- Post project assessments of long term sustainability

EVALUATION IS NOT A ONE SHOT ACTIVITY

DURING THE DESIGN PHASE
THE LOGICAL FRAMEWORK

IS A
BASIC TOOL

THAT HELPS TEAMS IDENTIFY HOW
GENDER CONSIDERATIONS SHOULD
BE INCORPORATED INTO A

PROJECT'S MONITORING AND
EVALUATION PLAN

DEFINE PROJECT OBJECTIVES AND
ESTABLISH PERFORMANCE INDICATORS

AT THIS STAGE OF THE DESIGN PROCES
IT IS IMPORTANT TO ENSURE THAT GENDER
IS CONSIDERED AS THE PROJECT'S
LOGICAL FRAMEWORK IS DEVELOPED.

REVIEW THE NARRATIVE SUMMARY AND THE
OBJECTIVELY VERIFIABLE INDICATORS

ARE SEPARATE INDICATORS OR TARGETS ON
A GENDER SPECIFIC BASIS WARRANTED?

DEVELOP A MONITORING AND EVALUATION PLAN

THE MEANS OF VERIFICATION COLUMN
IN A PROJECT'S LOGICAL FRAMEWORK
SHOULD AGREE WITH
WHAT IS SAID IN A FORMAL
MONITORING AND EVALUATION PLAN

PLANS TO DISAGGREGATE DATA BY GENDER
SHOULD BE SPECIFIC.

THEY SHOULD BE TIED TO INDICATORS WHERE WE
ANTICIPATE DIFFERENT RESULTS ON THE BASIS
OF GENDER

THE GENDER INFORMATION FRAMEWORK (GIF)
IS A TOOL THAT CAN BE USED TO
FRAME MONITORING AND EVALUATION QUESTIONS

ALLOCATION OF LABOR

ARE CHANGES IN GENDER ROLES WITH RESPECT TO SPECIFIC KINDS
OF WORK EXPECTED TO RESULT FROM THE PROJECT?

WHAT KINDS OF M&E MEASURES WOULD CAPTURE
INFORMATION ON SUCH CHANGES?

SOURCES OF INCOME

ARE WOMEN EXPECTED TO BENEFIT FROM THE PROJECT
IN INCOME TERMS?

WHAT KINDS OF M&E MEASURES WOULD CAPTURE
INFORMATION ON SUCH CHANGES?

FINANCIAL RESPONSIBILITIES

IS IT ANTICIPATED THAT WOMEN AND MEN'S ROLES
WITH RESPECT TO FINANCIAL RESPONSIBILITIES WILL
BE ALTERED AS A RESULT OF THE PROJECT?

WHAT KINDS OF M&E MEASURES WOULD CAPTURE
INFORMATION ON SUCH CHANGES?

ACCESS TO RESOURCES

WILL WOMEN GAIN NEW ACCESS TO RESOURCES AS
A RESULT OF THIS PROJECT?

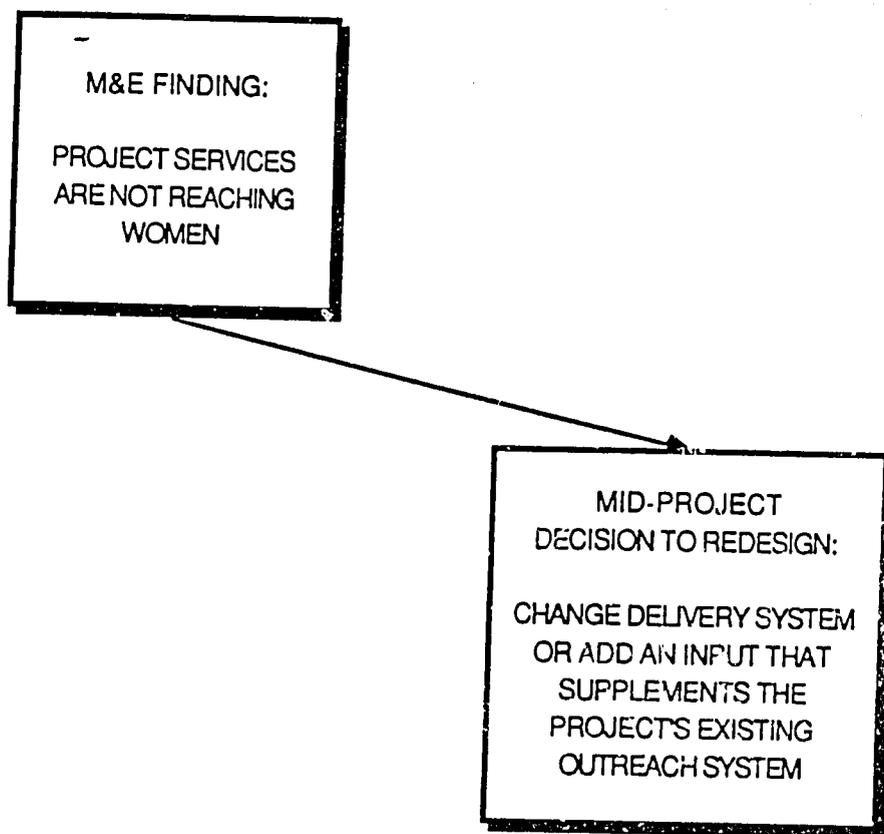
WHAT KINDS OF M&E MEASURES WOULD CAPTURE
INFORMATION ON SUCH CHANGES?

Sources of Information and Data for AID Evaluations

<u>Internal Sources</u>	<u>External Sources</u>
<p><u>Secondary and Contextual Data</u></p> <p>(Usually available in AID/ Washington or at the USAID Mission)</p> <ul style="list-style-type: none"> - AID Policy Papers (as pertinent) - CDSS and Regional Strategies - PIDs and Project Papers - Project files (monthly reports, prior evaluations, memos, letters, cables) - Project Papers and evaluations of similar AID projects - Sector Assessments <p><u>Primary Data</u></p> <p>(Available at the USAID Mission or can be obtained through the host government)</p> <ul style="list-style-type: none"> - Sector survey data - Periodic data collected against key indicators - Host country, USAID Mission, contractor, and project beneficiary interviews 	<p><u>Secondary and Contextual Data</u></p> <p>(Often available at the USAID Mission, the U.S. Embassy, or from counterpart agencies, other donors, etc.)</p> <ul style="list-style-type: none"> - Host country development plans and policies - Host country project records, reports - Private sector organizations' reports - Books, periodicals, and journals - Research studies - Other bilateral/multilateral donor project and program documentation - Informant reports/expert opinions - World Bank reports/studies <p><u>Primary Data</u></p> <p>(Often unavailable or inadequate, unless the project design specifically provides for collection during project implementation)</p> <p><u>Observation</u> Participant or nonparticipant; could be developed as part of regular site visits by project staff</p> <p><u>Survey</u> Through interviews or by using structured questionnaires</p> <p><u>Other</u> - Case studies of before/after conditions</p> <ul style="list-style-type: none"> - Record-keeping by project staff in the form of journals, etc. - Group sessions to stimulate discussion on project experience and lessons learned

Source: Asia Near East Bureau Procedural Guidelines for Evaluation, February 1986, p. 12.

BOTH: MONITORING AND EVALUATION
INFORM THE
DECISION MAKING PROCESS
DURING A PROJECTS LIFE



A.I.D. ENCOURAGES MID-TERM REDESIGN DECISIONS WHICH
HELP ENSURE THAT PROJECTS ACHIEVE THEIR PURPOSE

ANNEX 5

S&T/RD WORKSHOP EVALUATION
NOVEMBER 19 & 20, 1990

Because this is the first workshop of its kind, we would be appreciative of your thoughtful comments.

1. Please rate each of the objectives below for how well they were met during the workshop. A rating of one is low and five is high.

A. To understand current agency strategy, initiatives, and resources available to support efforts to integrate women into the national economies of developing countries around the world.

1	2	3	4	5
Low				High

Comments:

B. To share examples, opportunities and challenges ahead for incorporating gender.

1	2	3	4	5
Low				High

Comments:

C. To suggest how gender can be considered in research, design and evaluation of projects.

1	2	3	4	5
Low				High

Comments:

D. To explore appropriate ways to strengthen gender within specific projects in S&T/RD's portfolio.

1	2	3	4	5
Low				High

Comments:

4. What suggestion do you have for future such workshops?