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TECHNICAL ASSISTANCE FOR GENDER ANALYSIS
IN STRATEGIC DEVELOPMENT PROJECTS

TRAINING IN GENDER CONSIDERATIONS
FOR USAID/PERU AND
ITS COOPERATING AGENCIES

LIMA, PERU
January 18-26, 1995

FINAL REPORT

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OVERVIEW OF WORKSHOPS AND EVENTS

A. Introduction

The workshops and events which took place during the last weeks of January, 1995, were a response to recommendations made in the process of assessing gender awareness and training needs completed in November of 1994. USAID/Peru Mission representatives, the USAID Washington Office of Women in Development, and the representatives from the Consortium for International Development (CID) WID IV Project created these interventions as a continuation of the Mission's strategy to fully integrate gender throughout their portfolio.

At the time of the initiation of these activities the Mission's Women in Development Committee was in the process of reconfiguration under the leadership of an energetic WID Officer. Preparation for these events was well advanced upon the team's arrival in Peru despite some delays in activating the contractual mechanism for implementation. These events enjoyed the full attention and support of the leadership from the Director's office and throughout the various sector programs and projects.

The major events covered in this report include: 1) a half-day forum for more than 200 development professionals; 2) a half-day Gender Analysis Workshop; 3) four two-day workshops on developing gender integration skills ; and 4) a WID/Gender Committee Meeting for identifying next steps for integrating the Mission's gender integration strategy. These events built on the Mission's growing level of awareness and acceptance of gender as a significant development variable.

A key characteristic of these events was the focus on gender from a sectoral perspective. The four sectors included democratic initiatives, health and population, enterprise development, and rural development. The half-day forum provided the opportunity for dynamic speakers from each of these sectors to lay a foundation for addressing specific gender issues in each of these areas within the Peruvian context. The individual two-day skills building workshops permitted practice in conducting gender analysis and developing preliminary recommendations to more effectively address gender considerations in specific sector programs and projects. The formation of the WID/Gender Committee, with representation from all of the Mission's technical offices, increases the likelihood that gender will continue to be addressed as an issue which cuts across each of the four sectors.

The training events were enhanced by the high profile participation of both U.S. and Peruvian Government Officials. The inclusion of a substantial message on gender from the U.S. Ambassador and the presentation of a significant study on key gender issues in Peru by the highest ranking woman in the Peruvian Government established an atmosphere of enthusiasm for these events. Members of both print and electronic media recorded these events and reported on them favorably.

B. Forum, "El Rol de la Mujer y Su Participación en el Desarrollo"

The half-day forum at the Sheraton Hotel in Lima was well attended with approximately 200 invited guests from USAID/Peru, the Government of Peru, the Peruvian NGO community, and international PVOs participating in both of the morning sessions (see Appendix E). U.S. Ambassador Alvin Adams and USAID Mission Director George Wachtenheim gave a warm welcome to attendees and underscored the importance of considering gender issues in development strategies in general and in the context of Peru in particular. The keynote address, given by the Vice Minister of Justice, Dr. Miriam Schenone, laid out in very concrete terms the differential impact of social and economic activities on men and women. The address summarized the extensive information gathered in Peru in preparation for the Fourth UN Conference on Women, which will be held in Beijing in September 1995.

The panel discussion took place during the second part of the morning. María Rosa Gárate of the Population Council spoke eloquently about the distinct health concerns and differing challenges in reproductive responsibility facing men and women. Luis Guerrero, the mayor of Cajamarca, a large municipality in an agrarian region of northern Peru, spoke to the concerns of women in their efforts to assume more active roles in rural development. Pepi Patrón Costa of Agenda Perú identified the critical issues facing women as they fulfill their roles in an expanding democracy. The roles of men and women in Peruvian micro-enterprises was described thoroughly by Susana Pinilla of the Instituto de Desarrollo para el Sector Informal (Informal Sector Development Institute). Each of these presentations was referred to frequently during the corresponding sector-specific workshops.

The audience submitted questions to the panel, inviting amplification of some key points from the presentations. The ensuing discussion was handled directly and skillfully. The time for questions was compressed due to schedule slippage with earlier presentations. Still, the forum ended on time in an atmosphere of stimulating dialogue.

C. The Mini-Workshop on Gender Analysis Awareness

This half-day workshop was offered for Mission employees and NGO counterparts who for various reasons could not participate in the longer, sectoral workshops. The objective of this session was to provide an opportunity for as many as sixty participants to be introduced to the core concepts of gender analysis and to be able to identify important gender issues in each of their areas of development activity. In general, this workshop was received enthusiastically by the 30 attendees and at least two of them went on to seek and gain permission to attend one of the two-day workshops.

The abbreviated workshop provided a review of the fundamental concepts in gender analysis and allowed participants to work in teams to quickly identify some of the broad gender issues they faced. The Contextual Analysis Framework was introduced and its functioning was illustrated with a case example. The brief time frame of this introductory session

introduced participants to the tool, but did not allow practice in using it to analyze the specific gender issues each of them faces.

D. Sectoral Workshops on Gender Issues

In the scope of work, the Mission's new and on-going projects which were initiated after the gender training in 1991 were identified as the priorities for the gender training. Representatives from the counterparts from two projects which will be terminating in 1996 or 1997 (marked with *) and the Title II program were included because of the role they will play in new projects or the experience in addressing gender issues that they could bring to other workshop participants.

Of the 56 participants who attended both days of the four workshops, 26 were male and 30 were female. Additionally, 3 males and 4 females attended one day of the sessions. Of those who completed the workshops, 13 were from USAID and 43 were from national counterparts (governmental or non-governmental organizations). Eleven USAID projects, one program and the Program Office were represented in the four sectoral workshops:

Strengthening Health Institutions Project (SHIP)
Project 2000
*Private Commercial Family Planning
PVO Support Project
Employment and Natural Resources Sustainability (ENSR)
Counter-Narcotics Sustainable Development (CSD)
Microenterprise and Small Producers Support (MSP)
Participatory Democracy (PARDEM)
Local Government Development (LGD)
Justice Sector Support (JUST)
*Narcotics Education and Community Initiatives (NECI)
Title II Food Program

Democracy:

The democracy working groups focused on three aspects of democratic initiatives: justice system reform, civic education and increasing levels of local participation in municipal governments. Several key issues related to increasing the participation of women in democratic processes emerged in the various exercises in gender analysis during the two-day workshop. These included: reform or creation of laws and codes (including the civil code and labors laws) so that they address and protect the needs of women; greater enforcement of the laws and codes which exist; incorporation of gender issues into the training of legal and public administration professionals; legal literacy for women and about women's rights (and inclusion of such topics in civic education curriculum); leadership training for girls and women; and support for greater participation of women in community and municipal organizations. The dialogue, analysis and ability to reach consensus in the three working

groups were exceptional. The success of this workshop was strongly related to the pervasive respect of democratic processes and consensus building in group work, and the balanced distribution of participants around the three new democracy projects. Because of the project focus of the small groups and the quality of the work produced, the results from this workshop translate well into project level recommendations.

Rural Development:

The working groups in the rural development workshop focused on issues related to non-traditional agricultural exports, food security and sustainable use of forest resources. The challenge for many participants was moving beyond the technical issues related to the product, and on to analyzing gender-based roles and responsibilities in rural production and the impacts of specific policies and development activities on women and men in the communities.

Because of the diversity of rural development issues and populations covered by the Mission's projects and the workshop participants, each working group had a very distinct focus. The first group focused on one non-traditional agricultural export, the yellow onion, and gender-biased employment patterns and wages. The second group chose one forest product--aguaje--to facilitate their analysis of gender roles in a diverse rural livelihood system. The third group linked issues of food security to gender-based access to productive resources within rural households.

Despite the variety of issues addressed in small group work, there were several important findings which were useful for all participants. All groups, for example, discovered that conducting analysis of gender-based roles and responsibilities in different target areas or populations (rather than relying on general assumptions about the gender-based divisions between productive and reproductive work) is essential because of the significant variations by region, ethnic group and household unit. Two of the groups concluded that project activities, including plans for extension and other services, must reflect the findings in a particular region in order to have a positive impact on the well being of all rural household members.

As a result of the workshop, participants gained increased understanding of key gender-based opportunities and constraints which are important for all rural development and natural resource management projects. Further analysis and follow-up is necessary to generate specific project-level recommendations.

Health and Population:

The participants in the health and population sector began the workshop with a keen awareness of the need to look at the roles of both males and females. There was frequent reference to the presentation made by María Rosa Gárate in the Forum of the previous day. One of the major concerns which was readily embraced for analysis in the group was the low

level of participation of males in several aspects of health and family planning. The key point of each person taking responsibility for reproductive health served to focus the contextual analysis discussion.

The group generated an impressive list of gender-related concerns in this sector as the basis for the exercises to be carried out during the workshop as well as for future concentration. These included the problem of the narrow focus of many health programs which tend to concentrate almost exclusively on reproductive health. Another concern was the failure of epidemiological analysis to consider gender in the design and planning of programs. One team also noted that even though programs in this sector dealt directly with considerably more women than men, most of the decision-makers in the sector are men. They also chose to address their concerns on health sector programs reinforcing the social tendency to assign all or most of the responsibility for family health to the female. The groups identified some general differences between men and women in Peru which have a significant impact on health sector programs. They included differences in levels of education and differences in knowledge about health and reproductive functions.

The participants in the health sector seemed especially appreciative of the contextual analysis tool because it enabled them to clearly display the interrelationships between social and economic factors and the potential success of their programs. It also allowed them to devise more comprehensive strategies for reaching project and program level goals. An example of one of the teams contextual analyses is included as Appendix D.

Microenterprise Development:

Participants in this workshop readily identified several gender-related issues which are significant in micro-enterprise activities. Among these were the fact that women tend to have considerably less administrative and managerial experience, and the fact that they have less access to information and training in these areas. They also saw the demands of household (reproductive) activities as a factor which limits women's participation more than men's in this sector. They also saw women as more risk averse than men and considered this to be a factor which blocks women's participation in some entrepreneurial activities.

Women's limited access to credit and working capital were noted as substantial barriers even with the knowledge that in general women in Peru have demonstrated significantly higher rates of loan repayment than men. Societal pressures to confine women's economic activities to the limits of traditional roles such as food preparation, child care and clothing production has kept some women out of some of the higher-gain business activities.

Many of the issues mentioned above were considered as problems that could be analyzed at the macro level using the contextual analysis methodology. In an initial exercise using the contextual framework the teams looked at the broad problem of women's low level of participation in credit programs. They identified differences in perspectives from the standpoint of various groups and went on to gain insights about the probable causes of the

undesirable situation. As each group worked through the problems they began to understand how following the steps of completing the framework could lead to the formulation of a strategy for addressing the problem from various contextual angles.

As each team used the second day of the workshop to focus on the specific gender concerns within real projects with which the participants were familiar, they began to see the practicality of using gender analysis tools. One team did a particularly thorough job of analyzing how the women in their focus project could find more time to devote to income generation activities without increasing their overall workload. Other teams took on equally challenging concerns.

Teams in this sector seemed to appreciate the opportunity to learn a new set of analytical skills and at the same time have the chance to discuss critical concerns with other professionals in the micro-enterprise sector. The benefits of teamwork in formulating development strategies were self evident as these exercises came to a close.

E. WID/Gender Committee Meeting

At the end of the training process, a new WID/Gender Committee was formed to facilitate long-term attention to gender issues within USAID/Peru's programs and projects. To initiate this process, the G/WID Office Latin America and Caribbean Advisor and six committee members, representing the Program Office and technical offices, held a two hour working session (January 27, 1995). The purpose of the meeting was to review the outcomes of the training sessions, discuss materials and tools for gender analysis available to the Mission, and decide on next steps to increase the integration of gender issues into the daily work of the Mission and its counterparts.

The most immediate priority identified by Committee was the revision of the WID Mission Order to define and delegate responsibilities of the WID Officer, the Committee members, and all Mission staff. In addition, committee members began to identify both internal and external objectives and priorities. These included the involvement of senior management, identification of project and program level interventions, Mission follow-up with counterparts, and the identification of local sources of information about gender issues. Attached as Appendix B is a summary of discussion points from the meeting which will serve as a good starting point for further Committee planning.

CONCLUSIONS

A. Key Results

The series of workshops were seen as a successful foundation for rejuvenating the Mission's ability to fully integrate the gender analysis process in many facets of the development portfolio. The level of interest and enthusiasm of Mission employees and counterparts was sustained at a high level throughout the workshops. We were pleased that almost all

participants in the various events found them to be useful in increasing both their knowledge and skills in gender analysis. We also were satisfied with their recognition that practice in incorporating gender concerns will be needed to make this a standard part of the way the Mission does business.

As we reflected on the combination of events we concluded that introducing the series of workshops with a well-attended high profile event, in this case the Forum, was highly effective. Not only did it lend prestige to the other events, it also provided a sound local context for discussing the concepts and skills provided in the workshops. It also allowed many interested and supportive development professionals to increase their awareness of gender issues even though several were unable to participate in the workshops.

We also felt that the series of events created the synergy necessary to facilitate a solid launching of a new configured Women and Development Committee. The risk taken by starting this committee with the responsibility to clarify and follow up on the interest and confusion created by the workshops was outweighed by the benefits of capturing the momentum of community enthusiasm about gender concerns.

We agreed that the methodology used in delivering the workshops was effective. The idea to use a sector focus in the two-day workshops and to focus on specific real work situations in the small group was well considered. We found the balance to be good among the three main workshop activities--training presentations in plenary, small group task work, and large group reports and review. Most of the workshop time was allocated to small group tasks, permitting significant team development and interchange among group members.

B. Summary of the Evaluations

Fifty-three participants filled out evaluations of the two-day workshops. Percentages and numbers do not add up to 100 or the total 53 because some people left questions blank and many wrote more than one response to some questions. The evaluations reflect a generally positive reception of the training and some constructive criticisms for improvement. The conceptual analysis framework was well-received, especially as participants applied it to specific projects. One of the most valuable aspects of the workshops for participants was the chance to meet and work with other professionals in their fields. The questions below appeared on the evaluations.

1. What were the key points learned in the workshop?

By far the most common response to this question was the contextual analysis matrix. Thirty-six of the total 53 evaluations (68 percent) stated that learning to use the matrix was the most valuable lesson of the workshop. The matrix was described as "a useful tool," and "practical and interesting." The next most common responses (32 of the evaluations, or 60 percent) can all be fit into a category of increased awareness of the importance of gender to development projects.

The remaining responses to this question were varied and often stated by only one participant, reflecting the distinct and divergent perspectives, attitudes, and needs of individual participants.

2. How did the workshop help you to find reasons for including women in development?

This question does not clearly reflect the purpose and focus of the workshop, and could have been worded differently to more effectively gather information. This is indicated by the scattered nature of the responses.

The most common answer was by sharing experiences with others in the workshop, but this was written by only five participants, or nine percent. Three people wrote that the contextual analysis of gender issues was most helpful, and another three said reinforcing the importance of the concept of gender. One or two people wrote an assortment of responses to the question, again indicating the variety of perceptions among participants.

3. General comments on the workshop:

a. I liked . . .

Participants liked the small group work most, according to their evaluations (18 people, or 34 percent). The next most common response (13, or 25 percent) was that people liked the material covered in the workshop, including the written materials handed out and included in the notebook. Twelve people (23 percent) said they appreciated the work and professionalism of the facilitators, and twelve people wrote that the methodology used (the contextual analysis framework) was what they liked best. Ten people (19 percent) wrote under the context of this question that they enjoyed the small group work.

b. I would have changed . . .

In response to this question 26 people, 49 percent, said they would have changed nothing, or they left the space blank. The rest of the comments were again scattered widely. Five people (9 percent) wrote that they would have liked more discussion of the basic concepts, but 3 people (almost 6 percent) said they would have liked less discussion of the basic concepts. Four people (7.5 percent) wrote they would like to have had more time in small groups; 3 participants (5.6 percent) wrote that the total time for the workshop was too short, while 2 (3.7 percent) said it was too long. All the other suggested changes were mentioned by only one respondent.

4. Other comments

Twenty-three participants (43 percent) left this space blank. The next most common use of the space was to thank the facilitators for their work (18 people, or 34 percent). The other responses were each written by one person, and were for the most part very positive.

RECOMMENDATIONS

1. Follow-up on plans to revise the WID Mission Order to clarify the roles and responsibilities of the WID Officer, WID/Gender Committee and other USAID staff.
2. Act on immediate priorities to integrate gender at the program and project levels. These should include (but are not necessarily limited to):

- Integrate gender issues and gender-disaggregated people-level impacts in the 1996-1997 Action Plan.

Include discussion of priority gender issues in Peru in the strategic overview, incorporate gender considerations and gender-disaggregation where possible through the strategic framework (SOs, POs and indicators), and discuss gender-specific impacts in the narrative on performance.

- Follow-up with project managers and counterparts, especially for the Mission's new projects, to identify project-level activities which will address priority gender issues, i.e. gender-based constraints to women's and men's full participation in and benefit from development and democratic processes.

Review issues and actions identified by working groups in the gender training sessions for preliminary ideas on project-level recommendations.

- Use the first few pages of the "Gender and Development" article in the Gender Tool Kit and the short pieces translated from the kit titled "Documenting the Impact of Development Programs: A Guide for Reporting Differences in Effect on Men and Women," as guides for follow up consultations.
3. Develop a plan of action for the Mission which prioritizes the possible tasks identified in the first WID/Gender Committee meeting.

Include means to insure that gender issues are consistently integrated into SARs, Action Plans, new project proposals and designs, and scopes of work (e.g. Gender Committee member participating in strategic objective teams, project proposal reviews, etc.).

4. Once priorities have been established, identify needs for further technical assistance, gender training, or information, both for USAID/Peru and its counterparts. If possible, utilize the Mission's new contacts with local WID/gender experts to fulfill some of these needs.

5. Continue communication with counterparts on the importance of integrating gender issues into project implementation, monitoring and evaluation, as well as collecting gender-disaggregated data.

APPENDIX A
PARTICIPANT LIST BY WORKSHOP
With Institutional Affiliations

HEALTHAND POPULATION

January 19-20

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RURAL DEVELOPMENT

January 19-20

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SECTORAL WORKSHOPS

Microenterprises January 23-24

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Marilú Chiang
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APPENDIX B

PLENARY SESSION AND WORKSHOP AGENDAS

FORUM

THE ROLE OF WOMEN AND THEIR PARTICIPATION IN DEVELOPMENT

Hotel Sheraton
Salón Independencia

18 January 1994

Lima, Peru

PROGRAM

- 9:00 to 9:30 Registration of Participants
- 9:30 to 9:40 Welcome
Mr. Alvin Adams, United States Ambassador to Peru
- 9:40 to 9:55 The Policies of USAID and the Role of Women in Development
Mr. George Wachtenheim, Director of USAID/Peru
- 9:55 to 10:15 Women in Development and Gender and Development

Mr. Donald Spears, Consortium for International Development,
University of Arizona
- 10:15 to 10:35 The Situation of Women in Peru

Dr. Miriam Schenone, Vice Minister of Justice, Government of Peru,
and
President, Permanent Commission on Women's and Children's Rights
- 10:35 to 10:50 Break
- 10:50 to 11:50 The Sectoral Perspective: Democracy, Rural Development,
Microenterprise, and Health

Panelists:
Ms. María Rosa Gárate, The Population Council
Mr. Luis Guerrero, Municipalidad de Cajamarca
Ms. Pepi Patrón Costa, Agenda Perú
Ms. Susana Pinilla, Instituto de Desarrollo para el Sector Informal
- 11:50 to 12:30 Questions and Responses
- 12:30 to 12:45 Summary and Conclusions

TALLER
EL ANALISIS DE GENERO EN EL DESARROLLO
Proyectos de Salud y Población

AGENDA

Lugar: Hotel Libertador
Días : 19 y 20 de Enero de 1995
Hora : 08:30 - 17:00

Día 1:

- 08:30: Registro
- 09:00: Bienvenida
Presentaciones de participantes, objetivos y normas
- 10:15: Descanso
- 10:45: Conceptos y términos básicos en la consideración de género en el desarrollo
- 12:30: Almuerzo
- 14:00: Introducción al proceso de análisis de los temas sobre el género en los proyectos y programas de desarrollo (usando un estudio de caso).
- 17:00: Reflexiones y resumen

Día 2:

- 09:00: Repaso del primer día
- 09:15: Utilizando un método de análisis para integrar las consideraciones de género en los proyectos actuales.
- 10:15: Descanso
- 10:30: ... (continuación)
- 12:30: Almuerzo
- 14:00: Identificación de acciones específicas para aplicar las consideraciones de género en las actividades de desarrollo.
- 15:00: Descanso
- 15:15: Presentación de las acciones anticipadas
- 16:15: Evaluación del Taller y Clausura

APPENDIX C

SAMPLE CONTEXTUAL ANALYSIS FRAMEWORK

MATRIZ DE ANALISIS CONTEXTUAL

PROBLEMA: BAJA PARTICIPACION DEL VARON EN ACTIVIDADES DE PLANIFICACION FAMILIAR EN EL IPSS

CONTEXTO	ASPECTO DE GENERO	SUPUESTO/ CAUSA	CAMBIO DESIADO	LIMITACIONES/ OPORTUNIDADES	ACCIONES
CULTURAL	La Planificación Familiar (PF) esta dirigida solo a mujeres (M)	PF es un problema de mujeres	Involucrar a hombres (H) en aspectos de PF	Actitudes arraigadas	Involucrar líderes de opinión. Difundir concepto mediante medios de comunicación.
				Proceso de cambio de roles a nivel mundial	
POLITICO	Política Nacional de Población (PNP) dirigida a mujeres en edad reproductiva	PNP elaborada sin participación de profesionales de la salud	Enfocar PNP dirigida a población en ER de ambos sexos.	Falta de iniciativa del sector público para cambiar política.	Promover diálogo intersectorial e interinstitucional. Sensibilizar a líderes políticos. Incluir colegios profesionales en formulación de políticas.
				Mayor coordinación interinstitucional entre el sector público y privado.	
LEGAL/ JURIDICO	Marco legal y normas del Ministerio de Salud (MINSA) dirigida a mujeres.	No conciencia de MINSA en necesidad de modificación de normas.	Adecuar marco legal a la constitución (Igualdad de los sexos)	Ley de Salud Nacional	Adecuar disposiciones legales de salud y población. Participación de colegios profesionales en elaboración de disposiciones legales.
				Propuestas de leyes pueden ser presentadas al parlamento.	
INSTITUCIONAL	IPSS	- Funciones de consejería no definidas. - Jerarquización por niveles de atención. (Madre-niño)	- Crear conciencia de importancia de actividades de consejería. - Institucionalización de actividades de consejería	Ley orgánica debe acatarse	Promover en el IPSS la institucionalización de actividades de consejería para varones.
COMUNITARIO				Tradiciones y leyes	Involucrar líderes comunales en actividades de PF.
GRUPAL				Falta de información	Involucrar a grupos organizados (colegios profesionales, partidos políticos).
FAMILIAR	Crianza diferenciada	Socialización diferenciada por sexo	Familias incluirán a M y H en conceptos de salud reproductiva	Tradiciones y leyes	Información, educación y comunicación a través de medios de comunicación.
				Medios de comunicación	

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APPENDIX D

**DISCUSSION POINTS FROM
WID/GENDER COMMITTEE MEETING**

WID/GENDER COMMITTEE MEETING

January 27, 1995

Discussion Points

I. GENDER ANALYSIS NEEDS

Review of existing projects

Gender analysis for new projects

Identification of target groups

Locate existing baseline information (local sources)

Narrow to project-related information: geographic region, ethnic groups, targets

Instruments to measure gender-specific impacts

Gender roles within USAID/Peru

Promote the importance of integrating gender issues outside USAID with counterparts

Involve technical officers

Senior management leadership

Program/S.O. Level Impact: Strategy documents, reporting

Project Level Impact: Design, data gathering, implementation, M&E system

II. COMMITTEE PRIORITIES & RESPONSIBILITIES

Identifying, reporting and disseminating gender-specific impacts

Guiding the reporting of gender impacts in program documents

Review and update WID policy (Mission Order)

Senior management reinforcing commitment

Gender Action or Implementation Plan/Strategy (Annual?)

III. NEXT STEPS

Review and revise Mission Order and Action Plan. Define and delegate responsibilities

Setting Immediate Funding Priorities--decisions about scarce resources

Name of Committee

APPENDIX E
SCOPE OF WORK

SCOPE OF WORK

TRAINING IN GENDER CONSIDERATIONS FOR USAID/PERU AND ITS COOPERATING AGENCIES

I. BACKGROUND

The USAID/Peru strategy to ensure the inclusion of women as participants and beneficiaries in the USAID assistance program for Peru was presented in the FY 1990-1991 Action Plan. In April 1989, USAID/Peru developed a Women In Development (WID) Action Plan for institutionalizing gender considerations into all facets of Mission project, program, and support services. Consequently, to better ensure that USAID staff and Peruvian counterparts understand the underlying rationales for integrating women in development activities in projects, USAID/Peru and PPC/WID jointly funded a training and follow-on technical assistance program in June and July, 1989. A second phase training program with follow-on consultation was carried out in December 1990, through PPC/WID-GENESYS, to provide participants with additional information about gender disaggregation techniques, as well as tools for WID-related project-level design, implementation and evaluation.

As a result of the above activities, gender considerations were strengthened in all on-going projects. However, staff changes, new development strategies, and projects in the design stage, make it necessary to review and re-address gender issues in our current portfolio.

The USAID/Peru portfolio is composed of 22 projects and two programs in the areas of democracy, judicial reform, food security, microenterprise, rural development, environment, health and population. However, implementing agencies and USAID's staff participating in new on-going projects and projects under design have not benefitted from gender specific training. These new projects are:

- 1) The redesigned Microenterprise and Small Producers Support (MAP) Project, which will deliver resources such as technical assistance and credit to microentrepreneurs, small producers, smallholder farmers, women's groups, community and producers associations, indigenous populations and local NGOs in the poorest geographic areas of Peru to increase their income and participation in the economy.
- 2) The PVO Support Project, aimed to strengthen the institutional capacity of Peruvian non-governmental organizations to work more effectively with community organizations in delivering development activities in poor areas throughout the country.
- 3) The Employment and Natural Resources Sustainability project, aimed at creating within the Pacaya-Samiria Reserve a balance between natural resource conservation, biodiversity protection, and sustainable economic use.
- 4) The Integrated Pest Management Project, which aims to establish sustainable integrated pest management control techniques in Andean communities in order to reduce their monetary loss due to potato crop plagues.

5) The Strengthening Health Institutions Project, which tests innovative models for delivering primary health care services through NGOs.

6) Project 2000, a primary health care project focused on priority child and maternal health interventions.

Recently, USAID authorized several new projects: Participatory Democracy, which empowers citizens to express their needs and enable central government institutions to respond effectively; Justice Sector Support, which focuses on human rights activities; Election Support, providing technical assistance for the upcoming general elections in 1995; Local Government Development, which promotes more effective local governance based on enhanced participation of people and their communities in democratic decision-making processes and improved administrative and financial capabilities of elected officials and their staff. The Mission is currently in the design process and will soon begin design of several additional projects: the Sustainable Natural Resources Management Project, which will introduce pilot programs for overcoming poverty related problems attributed to the severe degradation of Peru's rural natural resource base--soil erosion, loss of tree cover, flooding and destruction of crops and property; the Reprosalud project, which will focus on women's reproductive health in rural and peri-urban areas via community-based programs that address needs identified by women's groups and other local community organizations, and which will include income generation activities; the Alternative Development Project, which will increase income-producing opportunities of small farmers to end their dependence on the production of coca as their means of support; and the Rural Finance Project, which will strengthen rural financial systems, including village banks, credit unions and "cajas rurales" through a program of hands-on technical assistance and training.

The USAID/Peru WID policy, issued in January 1990, recognizes that gender roles constitute a key variable in socio-economic conditions, which is decisive in success or failure of development plans. To achieve the institutionalization of gender considerations within USAID/Peru, and maximize program and project success through successful integration of the roles of women in development assistance, the Mission believes that technical assistance and training for cooperating agencies and counterparts are of the highest priority for USAID policy, program, and project personnel.

II. OBJECTIVES

The purpose of this PIO/T is to provide support for the program of the Consortium for International Development and to assist CID with the provision of the WID expertise to other development organizations interested in better integrating WID into their programs and activities in Peru. CID is able to use their experience with WID to conduct a training program on gender considerations for USAID/Peru cooperating agencies and counterparts. Addressing women's and men's roles in development is a high priority for USAID and supports CID's program of presenting their cumulative research in an applied and interactive forum with USAID mission and cooperators and counterparts.

The specific objectives of the training are:

- A. To understand the context and framework of USAID's WID policy and the evolution of WID's approach to supporting development work.
- B. To understand the basic requirements for incorporating gender considerations in development work, and understand the types of gender-disaggregated data they are required to report as USAID cooperating agencies and contractors.
- C. To develop skills in identifying and analyzing sector- and project-specific gender issues and know the basic techniques for the collection and interpretation of gender-disaggregated data.
- D. To develop the capacity to apply such gender analysis skills within the context of specific project or program design, implementation and monitoring/evaluation requirements, procedures and actions.
- E. To strengthen the ability of the organization to institutionalize gender considerations within their projects and programs, and to support and monitor implementation of the plans of action formulated during participant training.

The participants in this training will include:

- a. Representatives of implementing agencies (GOP agencies, NGOs and contractors), all of whom work within the sectors, projects and programs identified in the USAID/Peru WID policy.
- b. USAID/Peru's project and program managers and WID Committee members, who will be asked to share their understanding of how implementing agencies can best address gender issues within USAID projects.

The total number of participants is estimated to be 80, from each of the following four priority sectors:

- Rural Development/Natural Resources (20)
- Democracy and Local Government (20)
- Microenterprise (20)
- Health and Population (20)

III. STATEMENT OF WORK

In preparation for the proposed training, USAID/Peru has received assistance from the G/WID Office, which conducted an on-site training needs assessment from November 14 to 18, 1994. The purpose of the visit was to gather information on projects and sectoral issues to determine detailed training requirements for strengthening the incorporation of gender issues into project implementation and/or design of new projects.

Based on the needs assessment findings and further analysis of G/WID and LAC/WID team, USAID/Peru will support CID's design and carry out a gender training program. It is anticipated that the training will consist of three major elements spanning a total of 5 1/2 days (approximately 34 hours of effective training). It is anticipated that workshops will be conducted outside the USAID/Peru building. CID's training program will include:

ACTIVITY 1. Review and analyze previous WID workshops and other relevant materials, refine for application to the Peru training context.

ACTIVITY 2. Prepare workbook and all other training materials for use during the USAID/Peru cooperative agencies training.

ACTIVITY 3. Conduct an in-country training program/course in Spanish based on the findings of Activity 1 and the needs assessment. Based on the preparatory visit, determine refinements to this scope of work in terms of fit and appropriateness to Mission cooperating agencies' needs. It is anticipated that training would be in accordance with the following sequence:

a. Plenary workshop - 1 day (day one)

This will be most participants' first exposure to gender-related issues in development. During this initial session, CID will provide participants with an introduction to the basic concepts of WID/gender analysis, as well as an overview of gender issues in Peru. High level GOP and NGO representatives will be invited to present their views on the state of women in development in Peru during the plenary session.

CID will also discuss the application of gender analysis through examples and case studies. Where possible, the trainers will try to make the training content relevant to the on-going work of the participants by drawing out examples from their own cases and work experiences. This plenary will provide a base for work in subsequent sector-specific sessions.

b. Four sectoral Workshops - 2 days each, conducted two at a time (days 2 through 5)

Two concurrent workshops will be held during the first two days covering Rural Development/Natural Resources and Health/Population, while the remaining two workshops will cover Microenterprise and Democracy the following two days. In these workshops, both functional and substantive gender issues specific to the sector will be reviewed and discussed. This will include an overview of sector-specific gender disaggregation techniques, which may be presented in the context of project/program-level design, implementation, monitoring and evaluation, along with discussion of analytical tools and applications.

Refinement of indicators for measuring and monitoring the direct and indirect benefits of USAID assistance to women and their participation in economic development will be included. Relevant institutional and other contextual issues will be addressed, and other specific questions will be analyzed, along with measures to address them.

c. WID Officer/Committee Workshop - 1/2 day

During this half-day session, CID will assist USAID contractors in analyzing and understanding the role and functions of the WID Officer and the WID committee as outlined in the Mission's WID Strategy. Also, the plans of action which resulted from the sectoral workshops will be reviewed in terms of the Strategy, and specific oversight, assistance, and reporting responsibilities of Committee members.

ACTIVITY 4. Prepare draft and final reports.

IV. REPORTING

CID will prepare a summary report in accordance with G/WID's "Training Report Guidelines" which will assess the reach and impact of the training provided and any areas of follow-up for the Mission WID Committee. A final debriefing session with Mission senior management will be held prior to the departure of the team. The report will be provided in draft for the Mission two weeks after departure of the team and in final one week after receipt of comments on the draft from USAID/Peru.

V. PERIOD OF ACTIVITY

The period of activity will begin upon receipt of the signed add-on acting agreement, on/about December 19, 1994 and ending on/about January 31, 1995. Five and one half of these days will be required for the training workshop itself (planned to start on/about January 18), and the remainder for preparation and report writing.

VI. SPECIAL PROVISIONS

Language requirements and other qualifications: Spanish language capacity comparable to an FSI 3/3 is required for all workshop trainers.

VII. PROPOSED BUDGET

The total cost of the training activities outlined above is estimated at \$75,535. This cost is to be shared by USAID/Peru and G/WID through the Consortium for International Development (CID) Cooperative Agreement. The total cost to USAID/Peru is \$35,000 as illustrated in the attached budget.

APPENDIX F
TRAINING DESIGN

TWO-DAY WORKSHOP:

**INTEGRATION OF GENDER CONSIDERATIONS IN
DEVELOPMENT PROJECTS AND PROGRAMS**

Registration: [8:30-9:00]

Session 1 INTRODUCTIONS AND EXPECTATIONS

Time: 9:00-10:15

Materials: List of Group Norms either from Gender and Sustainable Development: A Training Manual or generated by the trainers and participants themselves.

Participant Notebooks, one per participant for distribution at end of session.

Activities:

Step 1 Introductions and climate setting. Introduce self and co-facilitator/specialist. Ask participants to do the following exercise with others at their table. (Have the questions listed on newsprint in front of plenary group.)

- * introduce yourself/organization you represent to others in your group;
- * try to recall the first time you experienced a situation in which the consideration of gender (or lack of it) caused a positive or negative impact on a particular development activity. Discuss this with group members.
- * Discuss with colleagues your expectations of the workshop--why you wanted to attend/what you hope to learn, etc.
- * Select a person to introduce your group members to the large group and to report highlights of your discussion.

Step 2 Have table group reports. As teams express specific expectations, write these on newsprint.

Step 3 Present the workshop goals and objectives; post the objectives on newsprint next to the groups' expectations. Have a brief discussion to reconcile differences in perceptions about what we can accomplish in 2-day format. (I.e., workshop will not focus on strategic design, PRISM planning, or general project planning--these are all valid areas, but within the 2-day timeframe, we will have time to focus only on the gender variable in project design. Also, trainer may need to clarify that we cannot provide project-specific templates, rather we offer tools and ideas.)

Present the workshop norms posted on newsprint. (We used Review with group and add 3 "No-Blocking" norms, ie., si...pero.., or...es terrible, no?...or...buscar quien tiene la culpa... Explain the nature of these blocking behaviors. Also clarify the meaning of "active participation"--we want people to offer perspectives, opinions, thoughts, etc., but we do have a time schedule to follow and sometimes we may need to cut folks off.

Step 4 Present the Participant Notebook. Explain that the notebook is meant to serve as a reference document rather than a workshop guide. Materials will be mostly helpful after the workshop when participants may need to refresh their memory or want more background information.

Session 2 LAYING THE FOUNDATION/DEFINING CONCEPTS AND TERMS

Time: 10:45-12:30

Materials: Flipchart # 6, Gender and Development (Trg. Manual, p. 60) TO BE TRANSLATED

Supplemental Overhead #14, WID--->GAD (Trg. Manual, p. 119); to be used as a flipchart. TO BE TRANSLATED.

Three handout sheets--Ventajas/Desventajas de 3 Metodos de Proyectos..., El Genero es Una Variable..., and Genero Como Variable Economico.

Supplemental Overhead # 15, Analisis de Genero, (Trg. Manual, p. 120, Span. version)

Supplemental Overhead # 16, El Genero y El Analisis de Proyectos, (Trg. Manual, p. 120, Span. version)

Activities:

Step 1 Trainer introduces the session by a) explaining the need for everyone to have a common foundation on which to build toward the consideration of gender in project development, and b) placing "gender" into context as an issue similar in scope and importance to other critical development concerns such as participation, sustainability/absorption capacity, and environmental soundness.

Trainer gives a lecturette centering on the points listed below and using as appropriate the prepared flipcharts and overheads listed under Materials.

LECTURETTE POINTS

I. Definition and historical perspective.

Definition of Gender and Development (quote from Jan Seed from flipchart #6); brief explanation of difference between WID and GAD (WID--->GAD flipchart); discussion of three types of projects approaches which have been used in past to include women more equitably in the development process (handout on Ventajas y Desventajas).

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II. Gender in project life cycle.

Gender is important variable in development process; analysis of gender is useful at all stages of in life cycle of project (overheads #15 and #16 on Analisis de Genero and Genero y Analisis de Proyectos):

- 1) Gender-disaggregated **baseline data** is critical as a foundation for formulating projects.
- 2) Awareness of gender differences should inform the process of selecting appropriate **objectives** for programs and projects; preferably determined from baseline data, but sometimes happens intuitively, too.
- 3) Gender-desegregated data also informs/serves as reference point for measuring change resulting from the project; ie., it enables us to determine appropriate **indicators** at all levels, but especially at the Outputs).
- 4) During project implementation, gender-desegregated (people-level) indicators produce information regarding how the project is affecting diverse sectors of the population over time; on-going process of monitoring which feeds into **evaluation** of overall project impact.

III. Gender as an economic variable.

Four key factors which identify how gender is a development variable; ie. those economic factors for which different male/female roles are likely to be significant:

- * **division of labor**--for the activities included in your sector/project, which ones do women carry out? Men?
- * **access to/control of resources**--What resources are required for current productive activities? (Resources may include land, labor, credit, technical assistance.) Who controls which of these resources and to what extent? (Eg., a woman may be able to plant on her husband's land, but she cannot own it under current legal code.)
- * **sources of income**--how is income generated? Do men/women keep separate purses? Does stability of income differ by gender, etc.
- * **expenditure patterns**--who pays for what? To what extent are the purses separated? etc.

The more gender-desegregated data you collect-->the more you know about these factors-->the closer you will come to identifying and understanding the constraints and opportunities for women (and men) in your particular sector/project area. (Use handout, Genero como Variable Economico to illustrate potential outcomes from gender considerations in development project design.

[Pitfall: "This process is too big--we can't get there from here..." Participants may think we are advocating major change in project design. In this two-day workshop, we are focusing on refinement of project designs principally in area of outcomes and indicators; we are not implying project overhauls or sweeping changes.]

Step 2 Ask participants to do the following task in their table teams:

- * Discuss the different ways in which women and men are involved in development activities in your sector; focus your discussion on those differences which are most problematic;

- * Select 3-5 which you consider to be most significant and write these on newsprint.

Step 3 Have each table team present its list. Using the remaining session time, address clarifying questions, and highlight consistencies among the lists. If the lists reveal inconsistencies, advise participants that they will be sorting through these as the workshop proceeds. Link the information from their lists to the activities of the afternoon session.

Session 3

INTRODUCTION TO CONTEXTUAL ANALYSIS

Time: 2:00-5:00

Materials: Contextual Analysis Worksheet (Handout #8 from Trg. Manual translated into Spanish).

Contextual Analysis Worksheet grid enlarged on newsprint.

Activities:

[Trainer note: During lunch break, trainers will have selected two of the issues/phenomena from the Session 2 lists to use during this session. One issue/phenomenon will be used by the trainer to illustrate the model to the group; the other issue will be used in the small group task work. Another alternative is to use the sample given in the "Gender and Development" article in Section 2 of the Participant Notebook.]

Step 1 Trainer sets climate by saying...."Different people have different ideas on why things occur in the way they do. In everyday life, we often use intuition to inform us about problems and their underlying causes. As project designers and managers, you need to be more accurate and clear on the cause-effect relationship in problems occurring in your projects; ie., you need much more than intuition to guide you. The purpose of this session is to introduce and practice using an analysis tool which will assist you in making your projects more gender-sensitive. The analysis activity will help you examine the extent to which you are/are not using human capabilities to their maximum benefit; where in your project activities you may be able to make a difference and where you can't.

The tool can be applied at any stage of the development process. This afternoon, we'll use it at the sector level; tomorrow we'll apply it to your specific projects."

Step 2 Trainer posts the large-scale contextual analysis grid and explains the six levels of context and the five columns of investigation, using the selected sample issue to illustrate. Use notes from the Gender training manual session outlines and "Tips" handout to clarify the grid categories as needed. Be sure participants understand

that it isn't necessary to fill-in all blocks--only the ones that seem to pertain to their particular area of concern. Continue the clarifying discussion only until the group seems to be getting the gist, then move on to next step so that remaining questions are answered through the small group task work.

- Step 3 Post the issue/phenomenon selected for the small group task. (All teams will use the same issue.) Ask table teams to use it to work through the analysis grid. Each team should prepare a newsprint-size chart for the plenary reports. Trainers float to assist table teams in their analysis work.
- Step 4 Have each team present their analysis. Facilitate a discussion around the similarities/differences in assumptions about the issue. Clarifying point: We often have divergent opinions about why a particular phenomenon occurs; can use the analysis grid to test both assumptions and draw tentative conclusion regarding which of the two seems the more logical. Related key point is that it may be necessary to verify the assumption in the field.
- Step 5 Close the session with a brief summary linking the work today with Day Two activities. Ask for 2-3 reflective remarks from participants (ie., as time allows.)

DAY TWO

Session 4 **APPLYING THE CONTEXTUAL ANALYSIS TO ACTUAL PROJECTS**

Time: 9:00-12:30

Materials: Force Field Analysis (Overhead)
 One enlarged Contextual Analysis Grid per team.

Activities:

Step 1 Recap the end of Day One. Explain to participants that today they will work in teams according to project and that the emphasis will be on the project level (not the sector level). Explain that teams will use the contextual analysis tool to analyze several issues which they will identify as important to their particular project success. Post the large Contextual Grid on the wall and review only as necessary. Instruct teams to make up their own newsprint-size grids for plenary presentations later in the morning: they will select their "best" issue for the report-out.

Step 2 Break participants into table teams and have them work on their analyses. Give them the instructions below (posted on newsprint) to jump-start the task.

Brainstorm and the issues/phenomena significant to gender considerations in your project; use these questions to help guide your work:

- * As your project proceeds, are you taking advantage of the skills and abilities of both women and men?
- * In what ways do men and women participate in your project? That is, are M/W involved in problem identification? In decision making? In providing labor inputs? Implementation team make-up?
- * If you continue implementing your project as planned, will benefits accrue to both men and women in a manner that is equitable and fair?
- * As you've anticipated carrying out your project, will it cause any negative impacts on men or women?

Monitor the table teams to ensure that they are spending sufficient time on the identification of issues before proceeding to the assumptions column, and so forth.

Float among the tables, intervening as necessary. Remind teams to write their analysis on the large grid (provided by trainer) for the plenary report out.

Step 3

Have group reports. This time the focus should be less on the process and more on the content information resulting from the analyses. (Correct minor problems with using the grid as a tool.) Center the large group discussion on a) the degree/nature of gender consideration identified by the team analyses and the possible need for more information (ie., they have more questions than answers in their boxes); b) how much consensus there is/isn't regarding assumptions about men's and women's roles; and c) commentary concerning the viability of the changes and actions identified by the groups, etc.

Session 5 MAKING AN APPLICATION/NEXT STEPS PLAN FOR
IMPLEMENTING GENDER CONSIDERATIONS IN YOUR PROJECT

Time: 2:00-5:00

Materials: Next Steps Plan Worksheet (Overhead)
Project Planning and Implementation Framework
(Overhead)
Atributos de Buenos Objetivos (Overhead)
Los Buenos Indicadores Son... (Overhead)
Naturaleza de Objetivos (Overhead)

Activities:

- Step 1 Introduce concept that "clear actions lead to specific steps to be taken" (ie., who does what by when...) Help participants place the work they accomplished in the AM back into a "real project context"..Idea is to select 1-2 of the "changes" and 2-3 of the "actions" generated in the morning--criteria for selection are a) changes you consider very significant and b) actions you can begin implementing in the next 90 days. Present the concept of "control, influence, and appreciation" (use 3-circle illustration) to help participants recognize where in their gender analyses they may have some control and where they do not.
- Show Hoja de Trabajo chart on overhead and explain. Discuss what "good" objectives and indicators look like including concept of quantifying, qualifying and specifying time. [Trainer note: "Objective" block on next steps plan is tied into the "change" block on the contextual grid; the actions block is filled in directly from the actions column on the grid. [Use overheads to support discussion on objectives and indicators.]
- Step 2 Intact teams work on their plans at tables. Trainers float to observe, intervene, clarify as necessary. Have each groups select one of their hojas de trabajo to present to large group.
- Step 3 Have teams report their work. Focus on indicators and by when/by whom (primary responsibility). [Looking for ranges of time and position titles--plan doesn't have to pin people to specific dates.]
- Step 4 Closure and Final Workshop Evaluation. Refer participants back to the objectives/expectations from the opening session; ask for a few verbal comments on the workshop's success in reaching its goals. Ask participants to complete the final evaluation form and give them final thanks.

INTEGRATION OF GENDER INTO DEVELOPMENT PROJECTS AND PROGRAMS
HALF-DAY WORKSHOP

Time: 2:00 - 5:30

Objective: To practice using the contextual analysis framework as a tool for examining gender-related issues/concerns in your particular project or sector.

Activities:

Step 1 Introductions and linkages. Introduce trainers and specialists; briefly present workshop objectives. Have participants break into table work groups and become acquainted through the following exercise:

(30 min)

- * introduce yourself and your organization to others at the table;
- * select someone from your group to record and report out to the plenary group;
- * share key points/most-relevant-learnings from the am session.

In plenary, have the leaders from each table present their group members and discussion summaries.

Step 2 Lecturette on basic issues/terms/concerns. Using overhead transparencies and handouts (economic variables, 3 project types, etc.), give participants a historical overview and foundation description of gender considerations within a context of sustainable development.

(15 min)

Step 3 Work group assignment and task. Ask table work groups to discuss and record on newsprint the following:

(20 min)

- * How effective has your organization been in tracking gender differences during the various phases of project life (ie., base-line data, gathering and conceptualization, project design, monitoring, evaluation, composition of implementors, etc.)?

- * What are some specific concerns or constraints that have arisen in your attempts to incorporate both women and men appropriately in your project activities?

Step 4 Work group reports. In the plenary, have table groups post their newsprint (20 min) and give reports. Keep these brief allowing clarifying questions but no critique. Tell participants that we will be using the information generated from this activity in the remaining half of pm.

BREAK (15 minutes)

[TRAINER NOTE: During the break, trainers will select 5 of the concerns/constraints from the small groups newsprint lists. One of these will be used as a sample to illustrate the contextual analysis model; the other 4 will be rewritten on newsprint and posted, one per wall around the room.]

Step 5 Into to contextual analysis--small group task assignment and demonstration (60 min.) of the model. Present contextual analysis as a tool/method for gender considerations/planning. Using the sample concern selected earlier, illustrate how the process works. Field some (but not all) questions.

Unveil the posted sheets of newsprint and ask participants to consider the 4 selected concern/constraints. Identify the "owner" of each concern (ie., the person who raised it as his/her problem) and ask that person to serve as a resource (eg., provide context) during the small group task. Ask the rest of the participants to each pick one of the concerns and to move into work teams accordingly. Make adjustments such that each work group has 1 trainer or specialist, 1 primary resource person, and 5 participants. Instruct each work group to use the contextual analysis tool to explore their assigned concern/constraint to the extent possible.

Step 6 Work group presentations of contextual analyses. Have each small group (35 min) present its analysis, making clarifications and corrections as necessary. Hold a brief general discussion about the usefulness and utility of the analysis tool.

Step 7 Final reflections and summary. To bring closure, ask participants to individually consider the application of contextual analysis in their particular projects:

(15min)

- * At which of the contextual levels can they be most influential? (Eg., some participants may be more influential at the legal level by nature of their position.)
- * Of the potential actions identified by the work groups during the contextual analysis task, which ones are closest to you/within your reach to move on/take action on.

Have participants share their thoughts with the person sitting to their left/right.

Handout the workshop evaluation form for participants complete. Thank everyone for their active participation.

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