



USAID | **BANGLADESH**
FROM THE AMERICAN PEOPLE

GENDER TRAINING MATERIALS:

Integrating Gender into Trade and Economic Growth Programs and Analysis

November 2005

This publication was produced for review by the United States Agency for International Development. It was prepared by Nancy K. Diamond and Marceline White, Development & Training Services, Inc. (dTS).

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Introduction

This book of Gender Training Materials, prepared by the USAID-funded GATE Project, supports the Mission's (and USAID's) commitment to gender integration, specifically for activities related to Economic Growth and Trade. Trade capacity building has increasingly become an area of assistance for USAID. However, to date, limited attention has been paid to gender issues related to trade. This book is intended to be used during two different workshops planned for USAID/Bangladesh staff. It is primarily designed to help Mission staff on the EGFE Team increase their knowledge, skills and confidence in asking the right gender questions, find the necessary data and assistance to answer these questions, and develop appropriate program interventions to meet gender-related targets. In addition, these Gender Training Materials will be used to explore the linkages of gender, equity, economic growth and trade issues to other sectoral programs. Our goal is to support Mission staff in their efforts to use USAID programs as a means of enhancing the abilities of both men and women, including the poorest citizens, so that they can pro-actively seize the new opportunities presented by trade and economic growth activities.

The success of these workshops is likely to be enhanced by USAID/Bangladesh's already strong commitment to gender integration during the last five years. The new USAID/Bangladesh Strategic Plan FY 2007-2011 adopts gender as a cross-cutting theme for its Strategic Objectives (SOs). One strategic objective focuses on more effective and responsive democratic institutions and practices. Another emphasizes expanded economic opportunities created through equitable economic growth, including improved food security, disaster mitigation, preparedness and relief, energy and environment activities. Other activities are geared toward a better educated, healthier and more productive population. For its previous Strategic Plan (FY 2000-2005), USAID/Bangladesh included a Women in Development (WID) Objective that supported the Mission's overall program goal of a sustainable reduction in poverty in Bangladesh and stressed the empowerment of women. Each SO, to a greater or lesser degree, either involved one or more specific interventions with women, and/or was projected to have a positive impact on their status.¹ Accordingly, the Mission had an I-WID Fellow, established a Gender Working Group, across all Mission teams and conducted a Gender Audit.

¹ USAID Strategic Plan. FY 2000-2005. Gender Analysis, Page 2.

Workshop 1

Title

**Gender Bridging:
Strengthening Cross-Sectoral Program Linkages through Gender
Integration**

Time: October 11, 2005

(8:30 a.m. - 3:30 p.m.; 45 min. midday break)

Location: Lake Castle Hotel, Dhaka

Objectives:

- 1. Increase understanding of the gender dimensions of cross-sectoral programmatic linkages.**
- 2. Improve skills related to gender integration in cross-sectoral programming.**
- 3. Encourage new synergies between Mission SO teams.**

Participants:

- 1. EGFE Team**
- 2. All CTOs and Activity Managers from DG and HC**
- 3. Representatives from the Program Office**
- 4. Mission WID Officer**

Workshop 1 Agenda

8:30-9:00 am	Session 1: Workshop Overview and Introductions	30 min.	Mini-lecture and Ice-Breaker
9:00-9:45 am	Session 2a: Key Gender Issues Influencing Economic Growth/ Trade-Related Activities	45 min.	Lecture and Plenary Brainstorm
9:45-10:00 am	Morning Break	15 min.	
10:00-10:45 am	Session 2b: Key Gender Impacts from Economic Growth and Trade Activities	45 min.	Lecture and Plenary Brainstorm
10:45 am - 12:15 pm	Session 3: Understanding Gender Linkages for Cross-Sectoral Activities in EGFE/Trade, DG and/or Human Capacity Issues	90 min.	Lecture and Small Group Exercise
12:15-1:00 pm	Session 4: Gender-Sensitive Indicators for Cross-Sectoral Programming	45 min.	Small group exercise
1:00 -1:45 pm	Midday Break	45 min.	
1:45-2:30 pm	Session 5: Gender Analyses and Consultant TORs	45 min.	Lecture and Plenary Brainstorm
2:30-3:15 pm	Session 6: RFPs for Gender-Integrated Programming	45 min.	Lecture and Plenary Q&A
3:15-3:30 pm	Session 7: Summary and Evaluations	15 min.	Summary and Session Evaluation

Session 1: Workshop Overview and Introductions October 11, 2005	
Session Facilitators	Nancy, Marceline
Time	8:30-9:00 (30 minutes)
Session Goals	<ul style="list-style-type: none"> • Introduce GATE Team • Provide overview of workshop objectives and logistics • Warm up participants via introduction ice-breaker
Activities	8:30-8:35 Mission Director, Gene George - welcome 8:35-8:40 MW introduces GATE Team (Nancy, Tania) 8:40-8:45 ND gives overview, logistics and ground rules 8:45-9:00 ND facilitates ice-breaker/introductions
Input/handouts	Workshop agenda
Classroom resources required	PowerPoint projector and slides with agenda and icebreaker Participant sign-up list

Session 2a: Key Gender Issues Influencing Economic Growth/Trade-Related Activities October 11, 2005	
Session Facilitators	Marceline
Time	9:00-9:45 (45 min.)
Session Goals	Introduce participants to the key gender issues and gender relations that influence economic growth and trade activities
Activities	9:00-9:25 Lecture - Marceline 9:25-9:45 Plenary discussion
Key Concepts Discussed	Gender and trade discussion –how and why gender differences intersect with trade and economic growth
Input/handouts	Handbook reading materials
Classroom resources required	PowerPoint projector 1 Flip chart and easel, marker, masking tape

Slide 1



**Gender Bridging:
Strengthening
Cross-Sectoral Program Linkages
through Gender Integration**

Nancy K. Diamond
Marceline White
Development & Training Services,
Inc. (dTS)

October 11, 2005

Slide 2



The Question: How to Enhance Opportunities for the Poor

“A crucial question concerns the sharing of potential gains from globalization between rich and poor countries, and between different groups within a country.”

Amartya Sen

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Slide 3



Trade and Poverty Alleviation

- Trade has the potential to reduce poverty but is insufficient. As trade increases, growth rates rise. Increased growth is associated with lower absolute poverty - but not necessarily relative poverty.
- Sequencing and timing of trade liberalization is important.

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Slide 4



Trade and Poverty Alleviation

- Trade policy - political process undertaken by governments and legally binding through bilateral, regional and multilateral agreements.
- The scope of trade agreements has grown.
- Trade integration - an economic process of increased trade, as well as flows of capital, labor, technology, and communications between countries.
- Macroeconomic policies need to translate to gains for the poor at the meso and micro level.

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Slide 5



Trade and Poverty Alleviation

- Bangladesh's economy must grow 7-8 percent annually to reduce poverty.
- Labor force expected to grow by one million entrants per year.
- Yet, while poverty has been reduced, income inequality has risen.
- 80 percent of poor in rural areas.
- Women, poorest of the poor. Average income of female-headed households in rural areas was 35% lower than male-headed homes (ADB 2004).

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Slide 6



Gender, Trade and Poverty

- Women face uneven playing field in gaining from trade agreements.
- Important reasons to include gender concerns.
- Improves country's economic outcomes.

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Slide 7



Gender, Trade and Poverty

- Class, ethnicity, religion and geography - rural women have different opportunities and access to new endeavors than urban women, while Hindu women may face fewer social restrictions than Muslim women. For example, tribal women in Chittagong Hill tracts are more involved in household-decision-making but are isolated with less access to services.
- Labor segmentation, segregation and wage disparities - gender gap in wages in Bangladesh. Women are often considered secondary wage-earners and are paid less than men for similar jobs. For example, between 1991-2000, nearly 42 percent of Bangladeshi women earned less than 750 taka per month compared to 7.3 percent of men (ADB 2004).

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Slide 8



Gender, Trade and Poverty

- New trade policies and trade integration produce changes in employment, income, and consumption.
- Employment and livelihood options.
- Prices of goods and services.
- Changes in government services.
- There are gender dimensions to each of these.

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Slide 9



Greater Access to Trade Expansion (GATE)

- USAID/WID Funded program to provide support to 8 Missions over three years to strengthen gender integration into Mission's economic growth programs.
- Bangladesh is first country.
- Undertaking gendered value-chain analysis of export commodities.
- Research concerning RMG sector.
- Gender and trade training.
- Services analysis (including ICT).

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Session 2b: Key Gender Impacts from Economic Growth/Trade-Related Activities October 11, 2005	
Session Facilitators	Marceline
Time	10:00-10:45 (45 min.)
Session Goals	Introduce participants to the Gender Analytical Framework – Trade and Economic Growth Activities (GAF-TEGA) to better understand the key gender impacts of economic growth and trade activities
Activities	10:00-10:20 Lecture - Marceline 10:20-10:45 Plenary discussion
Key Concepts Discussed	Gender impacts of economic growth/trade activities by sectors and factors of production
Key Tool Discussed	GAF-TEGA
Input/handouts	Handbook reading materials
Classroom resources required	PowerPoint projector 1 Flip chart and easel, marker, masking tape

Session 3: Understanding Gender Linkages for Cross-Sectoral Activities in EGFE/Trade, DG and/or Human Capacity Issues October 11, 2005	
Session Facilitators	Nancy
Time	10:45-12:15 (90 min.)
Session Goals	<ul style="list-style-type: none"> • Increase understanding of gender, EGFE/Trade and DG issues. • Increase understanding of gender, EGFE/Trade and HC issues.
Activities	<p>11:10-11:20 Lecture (Marceline) 11:20-12:15 Small Group Work (Nancy)</p> <ul style="list-style-type: none"> • Participants divide into three groups and work for 30 minutes. Using an activity form and a gender fact sheet for the hypothetical country of Indistan, each group will identify the most important gender problem (s) related to their cross-sectoral topic. They will then outline a policy advocacy, capacity building, communication or community decision-making activity (their choice) that addresses their selected gender problem (s). <ul style="list-style-type: none"> - Group 1 will focus on gender issues related to Natural Resource Management (NRM)-focused SMEs. - Group 2 will focus on gender issues related to labor/human rights and at-work health issues for workers. - Group 3 focuses on gender issues related to family health concerns for workforce trainees. • At the end of the session, each group will have five minutes to give a report-out about the activity that they have designed.
Key Concepts Discussed	Gender is a bridge for cross-sectoral programming
Input/handouts	Gender Facts for Indistan Activity Form
Outputs	Three cross-sectoral activities
Classroom resources required	Three flip charts with easels, markers, masking tape PowerPoint projector

I. Gender as a Cross-Sectoral Bridge

USAID/Bangladesh's new strategy reflects cross-sectoral thinking. For example, natural resource management activities are now part of the Mission's Democracy-Governance portfolio (SO1). Corruption and Rule of Law issues are critical factors for policy work under the three SOs and the SpO. While gender is a cross-cutting theme for USAID/Bangladesh, it also can serve as a vehicle for overcoming Mission stove-piping. There are clear linkages between people's health, caretaking responsibilities and their abilities to be productive workers. Similarly, raising women's economic status has often been an important first step in their increased interest and involvement in public decision-making and local politics. Further, specific issues under SO1 such as anti-trafficking activities and domestic violence have economic dimensions.

A. Resources

Tables 1-4 below provide some illustrative examples of the trade-related dimensions and gender concerns for USAID/Bangladesh's three SOs and one SpO, including program components from the FY 2007-2011 Strategic Framework. Table 1 elaborates gender and trade connections for SO2; Tables 2-4 articulate how both gender and trade issues are relevant to other sectors.

The Indistan Gender Fact Sheet provides basic gender information for the country where your activities are being designed. Indistani is a small but populous country located in South Asia. It is located on the coast and has ample but threatened natural resources. The Government of Indistan is currently undergoing a decentralization process. On an international level, Indistan has made strong commitments to both environmental sustainability and gender equity.

B. Activity

Working in three small groups, participants will be designing one activity that links economic growth/trade and gender issues with a program component area from the other two SOs. Each group has a choice of activity: policy advocacy, capacity building, communication or community decision-making activity. The members of SO2 Team will distribute themselves across the three groups. There are 35 minutes for brainstorming and 15 minutes for brief (5 minutes) reporting-out by groups.

Group 1 will focus on gender issues related to NRM-focused Small and Medium-sized Enterprises (SMEs).

Eco-tourism in mangrove areas of Indistan has the potential to attract international visitors and generate foreign exchange. Eco-tourism can generate jobs for local residents, including providing lodging, food, handicraft, guiding and other guest services. It can also have negative impacts, including increasing women's work loads and increased exposure to sexual exploitation and diseases, such as HIV/AIDS. *Design an activity that will help local women to*

directly economically benefit from eco-tourism activities and educate them about sexually transmitted diseases.

Group 2 will focus on gender issues related to labor/human rights and health issues for workers.

Indistan depends upon export-oriented shrimp farming for foreign exchange earnings. To be competitive, the volume of shrimp exported must rise and the costs per pound must fall. Some U.S. and E.U. buyers are concerned about exploitative working conditions, particularly for women who dominate the lower-level positions. Women are more often exposed to damp, cold and unhealthy work environments in ponds, depots and processing plants. Labor laws related to pregnancy and maternity leave are not always followed, particularly when women are casual or intermittent labor. Men are more often managers and supervisors. *Design an activity that will increase shrimp exports and productivity, as well as address labor rights and health concerns.*

Group 3 focuses on gender issues related to family health concerns of workforce trainees.

Several multinational corporations currently working in Indistan are interested in hiring and training the soon-to-be retrenched, predominately female workforce of the textile industry. These workers have less work or have lost their jobs due to the recent ending of the international Multi-Fiber Agreement. Some of these are factory workers; others are home-based, contracted seamstresses. Most of these workers are ages 18-35. While many women workers express interest in retraining and new job opportunities, they face several constraints including household duties, caretaking duties for children and sick family members, mobility problems and lack of spousal and family support. Many women have a high absentee rate from work because of pre- and post-partum complications and neither they nor their partners understand reproductive health and self-care during pregnancy. Domestic violence is another factor that increases absenteeism for women workers. *Design an activity that helps re-trenched women workers (and their husbands) to improve their knowledge of reproductive and maternal health and increase their participation in workforce re-training activities.*

Activity Form

Step 1: Select the most important gender-related problem (s) from the your situation description and/or the Gender Fact Sheet:

Step 2: Decide on one type of activity that addresses your gender problem (s):

Policy advocacy _____

Capacity building _____

Communication _____

Community decision-making _____

Step 3: Using bullet points, outline your activity:

- **What is the gender-related change that you expect to see at the end of your activity?**
- **Who is your target group (s)?**
- **What is your time frame?**
- **What will you specifically do?**
- **Where will you work?**
- **Who will your partners be?**

Box 1: Gender Facts for Indistan

- Indistan is quite a traditional society in rural areas. However, gender roles and relations tend to be less rigid for the very poor and also for educated families.
- Women do not take produce to market, interact in public with men and must rely on male family members or another intermediary to come to the house to buy their produce.
- Fifty percent of girls are married before age 19.
- Approximately 1 in 4 women are *de facto* or *de jure* heads of their household due to death, abandonment by a spouse or male out-migration for employment.
- The average monthly income of rural female-headed households (FHH) is 35 percent less than male-headed households.
- Rural, FHHs (five to nine percent of rural population) are over-represented among the poorest of the poor.
- Gender-based violence includes trafficking, dowry deaths, honor killings, acid-throwing and domestic abuse.
- Traditional social norms and transport options limit women's mobility, particularly for poor women.
- Educational levels for women have been increasing over time and literacy for men and women is nearly equal for those under 35 years of age.
- The majority of economically active women are in the informal sector.
- Of all SMEs, approximately 40 percent are owned by women and this percentage has been rapidly increasing in recent years with the development of microfinance and increased business services from government and development projects.
- Wage differentials exist between men and women, especially in the agriculture sector. International organizations estimate that Indistani women receive wages that are one-third less than men's wages.
- Nearly 70 percent of workers are rural women engaged in agricultural and natural resources-related enterprises.
- Indistani women are known worldwide for their handicrafts, including woven mats, natural beauty products and weavings. Older men and women know how to sustainably harvest natural resources for these handicrafts but this knowledge is being lost as many youth abandon rural areas for the cities. Non-sustainable harvesting of natural resources has threatened supply in some areas.
- In rural areas, women's post-harvest activities contribute 50 percent to the value of crops.
- Men control women's access to land.
- Until recently, there were two million workers employed in the textile industry and women comprised 80 percent of these workers. Women more commonly earn less than men and are segregated in less-skilled and non-supervisory labor categories.
- Women workers are often hired seasonally for agriculture and intermittently for manufacturing jobs.
- Women's income is typically spent on school fees and health-related costs; males' income is spent on both family and personal expenses.
- Forty-five percent of rural women have a low body mass index, one of the highest rates in Asia. Consumption patterns favor boys and men. The gaps are widening due to feminization of poverty and higher incidences in rural areas.
- Total fertility rate fell from 6.6 percent to 3.3 percent from 1970-1995 and have since leveled off.
- Malaria, dengue fever and tuberculosis are the most common infectious diseases, with 30 percent of all children experiencing malaria before age 5. Diarrheal diseases are a serious and common problem due to contaminated water sources.
- In rural areas, nearly 75 percent of all babies have low birth weight.
- Miscarriage rates for women who work in shrimp ponds is 30 percent higher than for other women.
- The rate of increase in HIV infection rates is 40 percent higher for women than for men.

Table 1: Cross-Sectoral Gender and Trade Linkages for SO2
(SO2: Expand economic opportunities created through equitable economic growth)

Program component	Trade Issues	Gender Issues
2.1 Increase private sector growth	<p>Export-led growth can create new job options in different commodities.</p> <p>Changes in trade policy can expose local businesses to increased competition; many SMEs have limited access to global markets.</p>	<p>Women face more limited access to domestic and global markets due to formal and informal constraints. Women are often located on the low-end of these commodity value chains and more often involved in SMEs. Socio-cultural attitudes may curtail women's ability to move into higher value-added segments of the chain (e.g. mobility, interaction with males).</p> <p>Competition from cheap imports may displace activities in which women are concentrated.</p>
2.2 Improve Quality of Workforce	<p>To harness new export opportunities, entrepreneurs and workers need skills training and workforce development.</p>	<p>Mobility and security concerns may limit women's ability to partake in workforce trainings and upgrade their skills.</p> <p>Women are often concentrated in low-skilled areas and workforce development programs can often lead to a skill mismatch.</p> <p>Workforce programs emphasizing activities for young men may address anti-terrorism concerns.</p>
2.3 Expand and Improve Access to Economic and Social Infrastructure	<p>Poor infrastructure limits increasing Bangladesh exports such as shrimp.</p> <p>Improving access to rural electrification and communications may increase productivity, and access to market information.</p>	<p>Women's roles and concerns are frequently overlooked when transport and road infrastructure activities do not include women in community planning boards or hire men and women for public works projects.</p> <p>Women have successfully provided rural electrification (lamps) as micro-entrepreneurs. Increased light improves women's safety and security. Micro-finance entrepreneurs may adapt wireless</p>

		communications technology and access to create small businesses (aka Grameen telephone ladies) and provide access to market information.
2.4 Improve economic policy and governance	Although the GOB's trade policy overlaps and impinges on other ministries and regulatory domains, they are often negotiated by one government agency without much input from stakeholders.	Gender and distributional considerations are rarely analyzed or included in the formulation of trade policy. Ministries of health, labor, education, and women are not typically included in consultations and formulation of trade policy.

**Table 2: Cross-Sectoral Gender and Trade Linkages for SO1
(SO1: More effective and responsive democratic institutions and practices)**

Program component	Trade Issues	Gender Issues
1.3. Reduce Trafficking in Persons	Trafficking is part of the informal economy. It generates significant revenues that are not part of the GDP nor are these revenues taxable. It thrives in settings where border controls are inadequate, particularly due to Bangladesh's geography.	Most trafficked people are young and are women. With inadequate economic opportunities for poor women, particularly in rural areas, women and their families often fall prey to the false promises of traffickers.
1.4 Protect Human Rights and Equal Access to Justice	Trade and foreign direct investment have spurred export-led growth in the Ready-Made Garment (RMG) and shrimp sectors. Labor rights issues, including unionization, in both sectors, remain a concern.	Women are the majority of workers in the RMG sector and the majority of workers in the lower-end of the shrimp sector. Maternity leave, physical abuses and transport issues have been problems for women in both sectors. Women are often unaware of their rights as workers or as women.
1.7 Improve Sustainable Management of Natural Resources	Changes in trade policy can increase the use of, and dependence upon un-priced or under-valued environmental inputs. Industrial incentives may cut corners on adherence to environmental regulation. Consequently, changes in trade policy can lead to changes in water use, pollution and deforestation. In addition, imports can undermine local industries related to non-timber forest and wetland products.	If deforestation increases or other natural resources are depleted, women's workload may increase since they are likely to be responsible for collecting firewood, fuel or water for their households. If resources are scarce, women may have to travel farther or pay more to procure them. Fuel substitution may have even more harmful economic, environmental or health consequences.

**Table 3: Cross-Sectoral Gender and Trade Linkages for SO3
(SO3: A healthier, better-educated and more productive population)**

Program component	Trade Issues	Gender Issues
3.2 Improve the Quality of Basic Education (Early childhood development)	Trade can promote investment in Bangladesh from foreign schools that can provide new learning opportunities for teachers related to basic education and early child development.	Girls' education has a large impact on their future earnings, age of marriage, age of first child, and child survival. Increasing parental involvement in school management and operations provides expanded opportunities for women to gain experience in decision-making for community institutions.
3.4 Reduce transmission and impact of HIV/AIDS	With respect to loss of productive workforce through illness and disability, HIV/AIDS has tremendous economic impacts. Since trade liberalization often leads to an expansion of the tourist industry and cross-border trade, there may be an expansion of commercial sexual exploitation, particularly in border and beach areas.	As with trafficking, poverty and lack of economic opportunities contribute to women's and men's entry into prostitution and the practice of unsafe sex. Gender roles and social norms also influence men's and women's willingness to undergo HIV/AIDS testing and treatment.
3.5 Improve maternal health and nutrition	Trade, particularly, increases access to information and communication technology (ICTs) and could provide rural medical providers with increased access to the latest medical knowledge through telemedicine. Similarly, ICT could be used to increase education about maternal health issues. Trade policies often support privatization and the introduction of user fees which serve as a deterrent to access/usage.	When user fees have been introduced, women have reduced their visits to health clinics. In Bangladesh, men have actually reduced their visits to the clinic as user fees have been raised. Providing women with increased economic opportunities can help them delay early marriage and early childbearing.

Table 4: Cross-Sectoral Gender and Trade Linkages for the Special Objective (SpO: Improved food security and disaster mitigation, preparedness and relief)

Program component	Trade Issues	Gender Issues
1. Improve emergency preparedness and disaster mitigation	Further environmental degradation can result from trade agreements that do not include environmental safeguards for agricultural and natural resources activities. This degradation can make areas more susceptible to natural disasters.	Men and women often have different knowledge about natural resources, including food and medicinal plants. As young men and women increasingly enter the workforce and leave rural areas, the indigenous traditional knowledge about disaster preparedness and mitigation is often lost.
2. Increase food security of vulnerable populations	A shift to export-led commodity production may reduce the supply of domestic staple items. An increase in cheaper, imported foods may benefit local consumers but harm local producers.	Women often have less power to negotiate the way they allocate their labor and may be pulled from growing home gardens. When households have fewer basic food staples, males and boys often receive the bulk of the food, leading to nutritional declines in women and girls. Men and women often cultivate different crops so whether male or female producers are disproportionately harmed by cheaper imports, will depend upon which crops are affected.
3. Provide emergency assistance	Cost of commodities and relief supplies are likely to be affected by trade-related policies.	Distribution networks for emergency supplies are seldom gender-neutral and more often favor males and those who are physically strong and/or powerful.

Session 4: Gender-Sensitive Indicators for Cross-Sectoral Activities October 11, 2005	
Session Facilitators	Nancy
Time	12:15-1:00 (45 min.)
Session Goals	Increase understanding of indicators relevant to cross-sectoral activities.
Activities	12:15-12:30 Lecture on gender indicators (Nancy) 12:30 -1:00 Participants re-join their Group to identify two gender-related indicators for their activity and their criteria for selecting those indicators. Each Group reports out on their two indicators and criteria. (Alternative: Participants individually write down indicators for their group and these are read out loud by them or the facilitator.)
Key Concepts Discussed	<ul style="list-style-type: none"> • Types of gender-related indicators • Decision-making criteria for gender-related indicators
Input/handouts	Training Materials, including Annex 3 Handbook
Outputs	Indicator list for each Group
Classroom resources required	Large index cards for writing down indicators Three flip charts with easels, markers, masking tape PowerPoint projector

I. Background

Each program/project must decide on its gender-related objectives. At a minimum, every USAID development project should avoid Gender-Negative strategies in which gender inequalities (i.e., norms, roles and stereotypes) are reinforced in the process of achieving desired development outcomes. For example, women are only interested in traditional economic activities and that men have no responsibility for family hygiene and health or should make all community decisions. A continuum of over-arching gender-related objectives includes the following categories:

Gender-Neutral	Gender-Sensitive	Gender-Positive	Gender-Transformative
Project or activity outcomes will not worsen but will not necessarily improve gender norms, roles and relations.	Gender-related strategies are viewed as a <i>means</i> to reach sectoral project goals by redressing existing gender inequalities related to gender norms, roles and access to resources.	<p>Gender-related strategies are viewed as a <i>means</i> to reach sectoral project goals by redressing existing gender inequalities related to gender norms, roles and access to resources.</p> <p>In Gender-Positive activities, the focus remains on development outcomes but changing gender norms, roles and access to resources is <i>seen as central</i> to achieving positive development outcomes.</p>	Addressing gender issues is viewed as <i>central</i> to both positive development outcomes and also to transforming unequal gender relations so that there is shared power, control of resources, decision-making, and support for women's empowerment.

Gender-sensitive indicators “have the special function of pointing out how far and in what ways development programs and projects have met their gender objectives and achieved results related to gender equity. Gender-sensitive indicators measure gender-related changes in society over time.”² There are three categories of indicators:

- *Quantitative indicators* are numerical measurements of changes in the behaviors, attitudes and practices of targeted individuals, disaggregated by sex and/or other social variables such as age, education, socioeconomic class, etc. For example, the number of men and women who have gained new jobs since workforce training.
- *Qualitative indicators* are more subjective measures that address perceptions and less-quantifiable outcomes, including a program's progress toward reducing gender-

² Canadian International Development Agency (CIDA). August 1997. The Why and How of Gender-Sensitive Indicators: A Project Level Handbook. CIDA. <http://www.acdi-cida.gc.ca>.

related impediments and improving gender equality. Qualitative indicators can provide information on why people behave a certain way and the relationships between them. Scales, ranking and indices can be used to try to quantify qualitative changes. For example, a qualitative indicator could describe the number of men and women ranking their satisfaction level with government services.

- *Process-oriented indicators* can be both quantitative (i.e., measuring the achievement of activity deliverables) and qualitative (i.e., quality of participation of men and women in workshops).

Ideally, programs and projects should derive gender-sensitive indicators and targets from baseline analyses and assessments that include gender analysis. To capture gender-related changes, it is important and necessary to have some people-level indicators. Household results should be disaggregated by couple- or FHHs (e.g., numbers of men and women involved in local resource management bodies). It is often useful to augment and validate quantitative targets with qualitative data collection that is sex-disaggregated and focused on gender issues (e.g., changes in women's access to land). Gender-sensitive indicators, like all indicators, should have associated targets that show more equitable participation or removal of gender-related impediments. The process of setting these targets requires project management staff to think through what is desirable and what is possible from a gender equity standpoint. It is important to identify how indicators will be tracked and what remedial gender-related actions will be taken if performance is less than acceptable. If gender-related benchmarks are routinely not being achieved, then a project needs to revisit its initial gender analysis (if available) and/or periodically seek out gender expertise to identify gender-based constraints and new strategies for achieving results.

II. Gender-Sensitive Indicators for EGFE/Trade-Related Activities

Typically, many of the indicators for Economic Growth and Trade-related activities have not been gender-sensitive. Many have emphasized macro-economic sectoral measurements such as:

- foreign direct investment
- national levels of exports and imports
- WTO accession progress
- impediments to Trade-Related Investment Measures
- economic policy reform
- business volume impacted
- tax revenues
- value of sales
- loan portfolios
- value of deposits in US-supported financial institutions

Other indicators in this sector have focused on changes for firms, institutions, services (e.g., loans), products promoted and infrastructure. The only people-level indicators have been related to training participants, clients gaining access to services, farmers gaining secure land tenure, percentages of under-served populations serviced, beneficiaries of community-identified activities completed through community participation, improved income and improved food consumption.

Most economic growth indicators focus on policy (WTO accession, policy reforms, or Trade-Related Investment Measures) or money (foreign direct investment, volume of sales, tax revenues, loans, etc.). Underlying these indicators is the assumption that greater trade openness and greater economic growth within a country will contribute to poverty reduction. Numerous studies support the idea that a growing economy supports poverty reduction. However, the effect growth has on poverty depends on the extent to which poor people are able to participate in and benefit from growth so that their incomes rise rapidly. If growth does not reach sectors in which the poor work, or create jobs that the poor can gain, then they will have fewer opportunities to benefit from increased growth. Current macroeconomic indicators do not capture the ways in which policy or increased money flows may affect individuals. Different kinds of indicators need to be developed to assess how poor women and men may be affected by these macroeconomic processes. A list of topic-specific indicators can be found in Annex 3.

Table 5 provides gender-sensitive indicators for four types of activities that are common to economic growth/trade-related programs, as well as cross-sectoral programming: 1) training, 2) communication campaigns, 3) policy, and 4) community decision-making.

**Table 5: Gender-Sensitive Indicators for Activities
Common to EGFE/Trade Topics**

[Note: Target training groups or audiences for trade capacity building activities include workers, displaced workers, entrepreneurs/business owners (e.g., SMEs, exporters), labor activists, government officials, NGO representatives, producer group representatives, extension officers, bank/loan officers, teachers, health workers (physicians, female health promoters), patients, students, parents and citizens.]

Completion of topical or skills training

- Number of people in target group trained on economic growth/trade topics, disaggregated by sex (and other social variables such as age, economic class, location, sector, industry, job level, etc.).
- Number of people in target group with gender-related or -sensitive curricula.

Training results

- Number of trained people changing knowledge or attitudes, disaggregated by sex and/or other social variables.
- Number of trained people adopting new behavior/practices (e.g., new skills, technology, ICT, agricultural practices), disaggregated by sex and other social variables.
- Number of trained people achieving a specific goal (e.g., job promotion, being hired for new job, provide services to others), disaggregated by sex and other social variables.
- Levels of participant satisfaction with training, disaggregated by sex.

Trainer demographics

- Number and percentage of trainers, disaggregated by sex.
- Number and percentage of trained people recruited as trainers, disaggregated by sex and other social variables.

Training characteristics

- Number of trainings offered, disaggregated by location and training timing (and perception of convenience for women and men).

Informal training

- Number of visitors to assistance offices, disaggregated by sex and other social variables.

Communication campaigns

- Number of target people changing knowledge or attitudes, disaggregated by sex and other social variables.
- Number of target people adopting new behavior/practices (e.g., new skills, technology, ICT, agricultural practices), disaggregated by sex and other social variables.
- Number of target people achieving a specific goal (e.g., job promotion, being hired for new job, provide services to others), disaggregated by sex and other social

variables.

Policy analysis, dialogue and advocacy, reform

[Note: Policy topics related to EGFE include codes of conduct related to gender-based labor issues, living wages, worker rights, informal workers, barrier reduction for poor people, pricing, IT/ICT issues, women's access to credit.]

Policy analysis

- Number of gender-sensitive Labor Impact Analyses conducted for proposed trade policies and projects.

Policy advocacy and dialogue

- Increased involvement of gender-concerned civil society groups in trade dialogue with government.
- Number and type of gender-related civil society concerns included in government's trade deliberations.
- Number of women entrepreneurs involved in drafting policy.

Policy reform

- Number of projects/policies modified to address gender differences.
- Number of reforms modified to have a gender-neutral impact, including costs and budget allocations.
- New gender-related language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions.
- Number of gender-sensitive policy reforms or initiatives passed and implemented.

Community decision-making

[Note: Community Decision-Making can involve the formal or informal management and/or governance of existing or new community resources.]

- Numbers and percentage of local men and women involved in decision-making during project design, disaggregated by income and age.
- Numbers and percentage of local men and women involved in project-related local councils, disaggregated by income and age.
- Qualitative changes in local men's and women's involvement in decision-making about resource management.
- Numbers and types of stakeholder groups involved in local councils, disaggregated by stakeholder group priorities.
- Numbers and percentage of male and female professionals involved in trade agreement and policy discussions, disaggregated by sector and job level.

Session 5: Gender Analyses and Consultant TORs October 11, 2005	
Session Facilitators	Nancy
Time	1:45-2:30 (45 min.)
Session Goals	Increase awareness of the options for gender analysis
Activities	<p>1:45-2:05 Lecture (Nancy) (Gender analyses - types, approaches, frameworks) (Review elements of a Gender-Focused Consultant TOR)</p> <p>2:05-2:30 Plenary brainstorm (Nancy) (Additional gender data and technical analyses needed for Group 1-3 Activities)</p>
Key Concepts Discussed	Gender analysis Gender TORs
Input/handouts	Handbook reading material
Outputs	Data needs and gender TORs
Classroom resources required	1 flip chart and easel, markers, masking tape PowerPoint projector

I. Introduction

The term, gender analysis, refers to a diverse set of sector-specific frameworks and social science methodologies that are used to design gender integration strategies. They may include economic, legal analysis and other disciplinary approaches. The information gathered, via participatory or extractive methods, can be qualitative and quantitative methodologies. Gender analyses can be rapid or lengthy.

Gender analyses explore and highlight the relationships between women and men in society by asking questions in four main areas:

- Who does what, including when and where tasks are done?
- Who has what (access and ownership issues)?
- Who makes decisions and what is the decision-making process?
- Who gains and who loses as a result of development interventions?

Gender analyses examine how power relations within the household interrelate with those at the international, state, market, and community level.³ The goal is to understand how societal, sectoral, and household-level conditions shape the relative opportunities and access of males and females within a sector.

For economic growth/trade-related activities, gender analyses can provide the following information:

- The status of existing gender relations and how existing gender-based disparities and constraints, as well as gender-related opportunities, are likely to influence the success of the proposed development intervention;
- Predictions of which women or men are most likely to gain from proposed trade and economic growth activities because of their comparative advantages; and,
- Mitigating measures that can be taken to ameliorate the adverse gender-related effects of global trade and economic growth activities (e.g., the timing and phasing in of trade liberalization measures or through the development and implementation of compensatory measures). In some situations, it may be appropriate to focus on women's needs to achieve project goals related to equity and efficiency, particularly in settings where women face more socio-cultural and other constraints than men, which impede women's ability to participate in the economy.

Gender analyses can illuminate areas where trade and economic growth activities might address women's *practical needs* and *strategic needs*. *Practical needs* can be defined as the bare necessities such as, food, water, shelter, income and health care within a specific context. Projects that address these needs may improve the lives of the beneficiaries without contributing to systemic change or to equality. *Strategic interests*,

³ March, Candida, Ines Smyth, and Maitrayee Mukhopadhyay. 2000. A Guide to Gender-Analysis Frameworks. Oxfam Publications.

on the other hand, refer to the relative status of women and men within society. The interests vary widely but may include gaining legal rights, closing wage gaps, redistributing the unpaid labor within a home, or increasing mobility outside of the home. To be sustainable, projects should take into account both basic needs and strategic interests.

The specific recommendations that derive from a gender analysis should be driven by the over-arching gender-related objectives described in Session 4. Is it sufficient to be Gender-Neutral or Gender-Sensitive or is a more wholistic, Gender-Positive or Gender-Transformative approach more appropriate? For USAID/Bangladesh, the empowerment of women has been a long-standing objective. Accordingly, gender analyses for all Mission activities need to identify strategies that go well beyond the principle of “do no harm” and actively remove gender-related impediments and maximize gender-related opportunities.

II. An Annotated Gender-Related SOW for Economic Growth and Trade Activities

Purpose

The Consultant will assist the EGFE Team of USAID/Bangladesh to identify and address gender concerns related to the design of a new shrimp export promotion project. The results and recommendations from this analysis will be reflected in the Activity Approval Document and in competitive solicitations for implementing the activity, such as contracts and grants/cooperative agreements.

[Note 1: This purpose statement clarifies that this is a gender-focused SOW. Other alternatives could include adding a gender analysis to a larger scope of work focused on economic growth and trade, such as a sub-sector analysis, or including economic growth and trade issues as part of a multi-sector gender assessment.]

[Note 2: This purpose statement is suitable for the design stage of an activity. However, gender analyses can be part of workplan development, mid-term assessments, project phase transitions or evaluation at project completion. To make factual assertions about the impact of a project or activity on men and women or gender relations, the ideal situation is one in which a gender analysis has been conducted during the planning phase of a program and sex-disaggregated data collection is repeated during a follow-up gender analysis. Gender issues can be identified as causal factors related to project results and/or gender-related results (i.e., changes in the status of women/decreased inequality/increased equity) can be attributed to project activities. In other situations, gender analyses have been included in evaluations of gender-blind projects without baseline or monitoring information in order to remedy deficiencies in follow-on project activities.]

Background

Shrimp farming and processing in Bangladesh is an increasingly important contributor to Bangladesh's foreign exchange earnings. Accordingly, USAID/Bangladesh wishes to develop a project focused on increasing exports of salt and freshwater shrimp. The project's objectives also include reducing poverty in the region and increasing the number of jobs. The project will be located in two rural districts with few other livelihood opportunities. Families generally adhere to conservative socio-cultural values, with women working close to their homes. There is a high rate of male out-migration to the Middle East. Violence against women is also rampant in the area.

[Note: These sections are usually directly from project-related documents but the SOW writer(s) may want to briefly reference any relevant gender-related information that is available from other documents.]

Tasks

The consultant will assist the EGFE SO team to:

- A. Identify and analyze gender issues, constraints and opportunities within the proposed project areas.
- B. Assess the types of activities being considered by the EGFE team and identify specific gender issues, constraints and opportunities that may affect potential activity results and how activity results may impact the relative status of men and women.
- C. Based on the analysis, make recommendations for how the EGFE Team can integrate gender into its proposed activities, including possible strategies and entry points.
- D. Identify resources and sources of sex-disaggregated data for developing gender-appropriate indicators.

[Note: The task order conforms with the ADS requirements with respect to understanding current gender relations and how they may impact proposed project success, as well as who is likely to benefit from a proposed project and how can negative gender impacts be minimized or remedied.]

Methodology

- In addition to information related to gender, and economic growth and trade, the Consultant will collect appropriate information about the basic conditions of men and women in Bangladesh, their customary roles, and their relative access to resources and power.
- Review and analysis of pertinent literature and documents. USAID documents might include donor-funded studies and assessments in relevant sectors, as well as reports from NGOs, national governments, regional organizations and the academic literature. Non-USAID documents might include donor-funded studies and assessments in relevant sectors, as well as reports from NGOs, national governments, regional organizations and the academic literature.

[Note: The mix of documents reviewed should always include internal and external documents, as well as a review of web-based documents, particularly those from other donors or relevant academic works. List-serve discussions are another possible source of information. Some information will be drawn from gender-specific data sources, including national and international (i.e., multilateral and bilateral agencies, international monetary institutions, private foundations). Annex 4 includes a list of gender information sources.]

- Meetings and discussions with the EGFE Team and other key mission staff (e.g., WID/Gender Advisor) to identify possible entry points for the incorporation of gender considerations into future activities.
- Interviews with key stakeholders, implementing partners and donors working in proposed program intervention areas, including local NGOs, gender resource groups and gender experts working in this sector.

[Note: The participation of stakeholders and partners with locally grounded gender expertise can often identify unforeseen social factors or results related to gender. In addition, it can set the stage, in a design activity, for increased interaction between gender experts and resource groups and the sectoral project staff. Donor gender experts, as well as gender-sensitive sectoral experts, often have great insights into best practices and lessons learned related to gender integration for EGFE/Trade-related activities.]

[Note: If gender-related primary data is collected from community-based stakeholders, then it is particularly important to make efforts to minimize methodological bias. For example, the presence of males or high status officials or donor representatives while conducting all-female focus groups will affect the comfort of women and the quality of information obtained. Question wording is quite important, as is the language of the interview. For example, it may be necessary to ask directly about specific tasks or time expenditure to get

information about women's work because women often discount many of their household chores as work or may under-report their work hours to increase their status among other community members. Women in a community may prefer the local language to the national language.]

- Field visits to potential program sites.
[Note: While relevant to this particular assignment, field visits may not be appropriate for some types of assignments that can be characterized as desktop reviews.]

- Analyze the available information and develop practical gender-related recommendations based on available information. Recommendations should also include gender-sensitive indicators for the Performance Monitoring Plan.

[Note: Consultant will use various methods of quantitative and qualitative analysis, depending on their expertise. Mission staff must specify their expectations in this regard and hire a gender consultant with appropriate analytical skills.]

[Note: If indicators are recommended, then it will be helpful if the Consultant provides available baseline data so that future project impacts can be measured and remedial actions taken if there is insufficient progress related to the inclusion of men and women and the elevation of women's status.]

- Entry and exit briefings with the Gender Focal Point, the Program and Project Development Office, and the Front Office.
- Presentation of the draft gender analysis and recommendations to obtain feedback from Mission staff before finalizing the report.

Estimated Level of Effort and Performance Period

[Note: Typically about two weeks in-country with additional time for travel, pre-fieldwork preparation, and report writing.]

Team Qualifications

[Note: Normally, the team will consist of two consultants. Both gender consultants should have experience in gender analysis and in the specific SO area to be examined. They should be familiar with USAID's work and/or the activities of other bilateral donors, preferably in the country in question. The gender consultants should be social scientists with appropriate research-related experience and strong skills in interviewing, data collection, analysis and writing in English. At least one of the gender team should be a local consultant.]

Deliverables

- A. Final Gender Analysis including recommended actions for the SO Team will be submitted to the Mission.
- B. A one-page statement for the Activity Approval Document, specifying significant gender issues that need to be considered during activity implementation and a description of how these concerns will be addressed in competitive solicitations financed under the activity.

Session 6: RFPs for Gender-Integrated Programming October 11, 2005	
Session Facilitators	Nancy
Time	2:30-3:15 (45 minutes)
Session Goals	Increase understanding of how to include gender-related considerations in RFP documents and RFP evaluation criteria.
Activities	2:30-2:45 Lecture – Review elements of a RFP and evaluation criteria for a program with gender dimensions 2:45-3:15 Plenary discussion (No afternoon break - participants break as needed)
Key Concepts Discussed	Gender-Related RFP elements Gender-Related RFP criteria
Input/handouts	Handbook reading material
Classroom resources required	1 flip chart with easel, markers, masking tape PowerPoint projector

Sample Evaluation Criteria for Proposals

Adapted from: RFA Subgroup, Program Implementation Subcommittee of the Interagency Gender Working Group. 2000. Guide for Incorporating Gender Considerations in USAID's Family Planning and Reproductive Health RFAs and RFPs. Washington, D.C. (<http://www.prb.org/pdf/GuideIncorpGendrConsid.pdf>)

The following are illustrative evaluation criteria that can help assess the degree to which gender considerations have been integrated into a proposal. Depending on the context of the RFA/RFP, some suggestions may be more appropriate than others and should be accepted or modified accordingly by design teams. They are meant to be used *together with* and *in addition to* other criteria specific to the RFA/RFP.

Maximum Points Available: ____

A. Technical Approach (Overall Technical Approach Points ____)

Technical and creative merit of proposed plan for:

- Creative integration of gender-sensitive strategies including gender research, analyses or assessments, consultations with women's advocacy groups and gender equitable consultation and participation in all phases of activities. ____ ()
- Gender considerations in activity design, training, and procurement actions. ____ ()
- Monitoring and evaluation, including sex-disaggregated indicators, targets, appropriate use of gender-sensitive methods and gender criteria for assessment of activity progress and impacts. ____ ()

B. Personnel (Overall Personnel Points ____)

Successful experience among key staff in:

- Analyzing gender issues and data for the specified sectors and designing activities that respond to the opportunities and constraints they create for achieving project IRs. ____ ()
- Applying participatory methodologies and ensuring stakeholder involvement among diverse constituencies from project inception to evaluation. ____ ()
- Position descriptions that require gender expertise, especially for leadership positions. ____ ()

C. Institutional Capability (Overall Institutional Capability Points ____)

- Demonstrated institutional commitment to gender equity and expertise through continuous staff training. ____ ()
- Existence of gender-equitable organizational policies and procedures. ____ ()
- Demonstrated history of providing equitable opportunities for women at all levels of organizational management. ____ ()
- Demonstrated commitment to gender mainstreaming in previous contracts, grants and cooperative agreements. ____ ()

D. Past Performance (Overall Past Performance ____)

- Level of technical expertise in specified sectoral program implementation and use of state-of-the-art approaches, including gender-sensitive strategies. ____ ()
- History of publications on gender issues in specified sectoral programs. ____ ()
- Successful history of working collaboratively worldwide with varied public and private institutions with gender expertise, including international and local organizations. ____ ()

OVERALL TECHNICAL RATING POINTS ____

Session 7: Summary and Evaluation October 11, 2005	
Session Facilitators	Marceline
Time	3:15-3:30 (15 minutes)
Session Goals	Summarize the day Evaluate each session
Activities	Mini-lecture, hand out and collect evaluation form
Input/handouts	One-page evaluation form
Outputs	Evaluation forms
Classroom resources required	PowerPoint slide with workshop agenda

Workshop Evaluation: October 11, 2005

<p><i>Instructions:</i> Please rank today's sessions using the scale below. We would also greatly appreciate your constructive suggestions regarding how to improve the sessions for future trainings at other Missions. Please feel free to write on the backside of this form.</p>		
<p>Please circle your SO Team: SO1 SO2 SO3 SpO Other</p>		
	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	<p>Comments/ Constructive Suggestions</p>
<p>Session 1 Overview and Introductions</p>		
<p>Session 2 Key Gender Influences</p>		
<p>Session 2a Key Gender Impacts</p>		
<p>Session 3 Cross-Sectoral Gender Linkages</p>		
<p>Session 4 Gender-Sensitive Indicators</p>		
<p>Session 5 Gender Analyses and Consultant TORs</p>		
<p>Session 6 RFPs for Gender-Integrated Programming</p>		
<p>Session 7 Summary</p>		
<p>What did you learn today that you can apply to your day-to-day work?</p>		

Workshop 2

Title: EGFE Gender Strategies

**Time: Two Days, 17-18 October
(8:30 a.m. - 3:30 p.m.; 45 min. midday break)**

Location: Lake Castle Hotel, Dhaka

Objectives:

- 1. Enhance the knowledge of the EGFE Team about gender mainstreaming tools, resources and strategies.**
- 2. Improve the gender mainstreaming skills of the EGFE Team.**
- 3. Developing gender action plans for each EGFE Program Component and Team.**

Participants:

- 1. EGFE Team**
- 2. Mission WID Officer**

Workshop 2 Agenda

Day One, 17 October (8:30-3:30)

8:30-8:45 am	Session 1: Workshop and Daily Overview	15 min.	Mini-Lecture
8:45-9:15 am	Session 2: Brainstorming, Part A - Gender Integration Opportunities in EGFE Program Components	30 min.	Individual brainstorm
9:15-10:15 am	Session 3: Key gender and trade issues for three economic sectors: Agriculture/Natural Resources, Manufacturing and Services	60 min.	Lecture and plenary Q&A
10:15-10:30 am	Morning Break	15 min.	
10:30-11:30 am	Session 4: Obtaining Useful Gender Reports	60 min.	Small group exercise
11:30 am - 12:00 pm	Session 5: Gender Research Methodologies for EGFE Issues	30 min.	Lecture and Q&A
12:00-1:00	Session 6a: Mitigating Negative Gender-Related Trade Impacts (Activities and Indicators)	60 min.	Lecture and Small Group Exercise
1:00-1:45 pm	Midday Break	45 min.	
1:45-2:45 pm	Session 6b: Mitigating Negative Gender-Related Trade Impacts (Activities and Indicators)	60 min.	Small Group Exercise
2:45-3:15 pm	Session 7: Brainstorming, Part B: Gender Integration Opportunities for EGFE Program Components	30 min.	Exercise done in pairs
3:15-3:30 pm	Session 8: Review of Day 1	15 min.	Mini-Summary with Group Input

Day Two, 18 October (8:30-3:30)

8:30-8:45 am	Session 9: Day 2 Overview	15 min.	Mini-Summary
8:45-11:45 am	Session 10: Gender Action Plans A - EGFE Projects	3 hours	Small Group and Plenary activities
11:45-12:45	Session 11a: Gender Action Plans B - EGFE Team and Individual Actions and Commitments	60 min.	Small Group Activities
12:45 am - 1:30 pm	Midday Break	45 min.	
1:30-3:15 pm	Session 11b: Gender Action Plans B - EGFE Team Actions and Commitments, Next Steps	1 hour, 45 min.	Small Group and Plenary Activities
3:15-3:30 pm	Session 12: Closing Session and Evaluation	15 min.	Summary and Evaluation

Session 1: Workshop and Daily Overview October 17, 2005	
Session Facilitators	Marceline
Time	8:30-8:45 (15 min.)
Session Goals	Orient participants to the two-day workshop agenda
Activities	Mini-Lecture
Input/handouts	Two-day agenda
Classroom resources required	PowerPoint projector and slide with workshop agenda

Session 2: Brainstorming, Part A – Gender Integration Opportunities for EGFE Program Components October 17, 2005	
Session Facilitators	Nancy
Time	8:45-9:15 (30 min.)
Session Goals	<ul style="list-style-type: none"> • Encourage individual EGFE team members to feel confident about identifying gender integration opportunities • Build upon EGFE insights related to gender integration
Activities	<p>Brief definition of “Gender Integration Opportunities (GIOs)”</p> <p>A Gender Integration Opportunity refers to actions taken by project managers and staff to reduce gender-related barriers, maximize gender opportunities and/or improve women’s status. These actions can be taken to adjust program activities (e.g., participation in decision-making and planning processes and policy-making; research and analysis topics and methodology; reports and publications; workshop agendas; partnering and networking choices, capacity building topics and participation and transforming household-level gender relations and roles). Program support opportunities could include program performance measures and data collection; internal organizational policies related to gender equity, staffing and personnel issues.</p> <p>8:45-8:55 Individual participants use index cards to write down as many gender integration opportunities as possible for the four Program Components under the EGFE SO. Each index card will have one idea.</p> <p>8:55-9:15 The Facilitator will post these cards on four different flip charts (one for each Program Component) and with participants’ help, the cards will be grouped into clusters.</p>
Key Concepts Discussed	GIOs
Key Tools Introduced/Used	Sorting exercise
Outputs	Four flip charts with clusters of GIOs under each one
Classroom resources required	Large index cards and markers Four flip chart sheets headed with Program Component name Masking tape

Session 3: Key Gender and Trade issues for Three Economic Sectors: Agriculture/Natural Resources, Manufacturing and Services October 17, 2005	
Session Facilitators	Marceline
Time	9:15-10:15 (60 min.)
Session Goals	Clarify participants' understanding of both trade and gender issues relevant to three major economic sectors
Activities	<p>9:15- 9:45 Participants divide into three sectoral groups and complete the matrix for trade and gender Impacts.</p> <p>9:45-10:00 Report-outs (5 min. per group)</p> <p>10:00-10:15 Review of completed matrices and plenary discussion (Marceline)</p>
Key Concepts Discussed	<p>Gender and trade issues by Economic Sector</p> <p>Gender and trade issues by Factors of Production</p>
Key Tools Introduced/Used	Analytical matrices for the topics above
Input/handouts	<p>Handbook reading material</p> <p>Resource book (Matrices for Factors of Production)</p>
Outputs	Flip charts for discussion
Classroom resources required	<p>3 Flip charts, easels and markers</p> <p>PowerPoint projector and lecture slides</p>

Slide 1



EGFE Training Materials

Marceline White
Development & Training Services,
Inc. (dTS)

October 11, 2005

Slide 2



Session 2b: Gender Analytical Framework for Trade and Economic Growth Activities (GAF-TEGA)

- Background
- Effects of trade policies
- Price effects
- Labor composition effects
- Terms and conditions of labor
- Consumption effects

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Slide 3



GAF-TEGA Agriculture

Trade Questions	Gender Questions	Gender and Trade Examples	Types of Indicators
Has employment in traded and non-traded agricultural production changed?	Do men and women control different household resources?		Labor force survey data, disaggregated by sex. Household surveys of intra-household resources, disaggregated by sex.

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Slide 4



GAF-TEGA Agriculture

Trade Questions	Gender Questions	Gender and Trade Examples	Types of Indicators
Have large producers switched from staple crops to export crops? Have small producers?	Do women and men produce different crops?	In Tanzania, women produce vegetables and fruits while men produce grains (which have a higher value and are more durable). Therefore, men are more likely than women to gain from incentives to export cash crops.	Percentage of men and women employed in agriculture, disaggregated by sector and task.

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Slide 5



GAF-TEGA Manufacturing

Trade Question	Gender Question	Gender and Trade Example	Types of Indicators
Are health, safety and labor regulations enforced?	Do men and women experience the same rate of injury and enjoy the same level of labor rights?	In Kenya, if a woman goes on maternity leave, she loses her work number and if rehired, she starts off as a new employee, having lost all benefits for the period worked before her leave.	Unionization rates disaggregated by sex. Injury rates disaggregated by sex.

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Slide 6



GAF-TEGA Services

Trade Question	Gender Question	Gender and Trade Example	Types of Indicators
Has employment expanded or contracted in the service sector?	Has employment expanded or contracted in the service sector?	Women make up the majority of workers in the services sector in medium and high-income countries.	Changes in labor composition of the sector, disaggregated by sex and segment of the sector.

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Slide 7



Opportunities for Pro-Poor, Gender-Sensitive EG and Trade Strategies

- Agriculture - forward and backward linkages, Value-added commodities.
- Health care - telemedicine, access to medicines.
- Education - distance learning.
- ICT as a field and catalyst.
- Other non-gendered service fields.

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Slide 8



Opportunities for Pro-Poor, Gender-Sensitive Trade Policies

- Recognition of differences between countries and sectors/citizens within countries.
- Sequencing and timing of reforms.
- Complementary and supplementary policies.
- Analysis prior to completing liberalization.
- Development of TAA or similar reforms.
- IPR benefits-sharing with artisans.

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Gender Issues for Trade-Related Changes: Agriculture and Natural Resources

Overview

Trade policies often encourage countries to shift their agricultural production from staple foods crops to products for export. Export-led agriculture subjects basic commodities to the will of the market. If markets are flooded, this situation can lead to dramatic price fluctuations and devastatingly low prices on basic crops. In addition, small farmers may lose money on their crops if their input costs are too high compared to the prices they get for the crops.

Women tend to have less control and use of land. In many parts of the world, land-use is determined by a relationship to a man. Even when women have access to land, they often farm smaller plots of poorer quality. These factors limit their ability to exploit the land for cash-crops which often require larger plots and good soil. For example, in Kenya, small-holders growing export vegetables were found to own twice as much and better quality land than those that did not, and their land was more likely to be irrigated⁴.

Moreover, many women produce domestic staples while men concentrate in cash crop production. The gendered nature of crop production may inadvertently reinforce gendered norms rather than provide new opportunities for men and women.

Table 6: Gender and Trade Issues for the Agricultural and Natural Resources Sector

Trade Questions	Gender Questions	Gender and Trade Examples	Type of Indicators
Has employment in traded and non-traded agricultural production changed?	Do men and women control different household and farm resources?		Labor force survey data, disaggregated by sex. Household surveys of intra-household resources, disaggregated by sex.
Have large producers switched from staple crops to export crops? Have small producers?	Do women and men produce different crops?	In Tanzania, women produce vegetables and fruits while men produce grains (which have a higher value and are more durable). Therefore, men are more likely than women to gain from incentives to export cash crops.	Percentage of men and women employed in agriculture, disaggregated by sex, sector and task.

⁴ Kabeer, Naila "Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals," London: Commonwealth Secretariat, 2003.

Are the crops grown for export home-based production or do they require a lot of land?	Are there constraints that limit womens' or men's productivity or time allocation on plots they cultivate?	In Mexico, the majority of women farmers own less than three hectares of land, making it unlikely they would be able to produce for the export market.	Ownership and size of land-holdings disaggregated by sex.
Have cheaper-priced imports been introduced into the market?	How would the introduction of cheaper products affect male and female producers?	South Africa promoted subsidies for its food producers, lowering production costs. As a result, cheap eggs flooded Kenya, benefiting consumers but harming Kenyan poultry producers, the majority of whom were women because it was a low-cost investment and could be done in the backyard, thus combined with household responsibilities.	Changes in sales and production, disaggregated by sex of the producer.

Gender Issues for Trade-Related Changes: Manufacturing

Overview

Trade agreements often include such policies as lowering export tariffs and removing restrictions that require capital to stay in the country for a certain length of time. To attract foreign investment, trade agreements often eliminate requirements to hire local workers, transfer technology, or invest in a local community. Many countries create Export-Processing Zones (EPZs), which provide tax incentives to companies that locate production facilities in those areas.

As countries move toward export-promotion, they do so by relying on women's labor. In Latin America, women comprise 70-90 percent of workers in the EPZs, where they assemble garments, textiles, or electronics for export. Foreign firms prefer women workers, in part because women will accept lower wages than men. Moreover, women tend to be willing to work under worse conditions than men (for lack of other alternatives). These workers earn as little as 56 -77 cents an hour and often work 50 -80 hours a week. Their wages often are not enough to provide food and shelter for a family. Women workers in many factories have reported physical abuse, sexual harassment and violence, and mandatory pregnancy testing as a condition for employment. Promotions to higher-skilled jobs are almost non-existent.

However, despite these issues, manufacturing jobs offer new opportunities and increased autonomy for some women. Employment may reduce women's economic

dependence upon men. As a result, a woman may have more choices about whether to enter into, or remain in a marriage and her status within the household may improve. In the longer term, employment for women can also shape parental attitudes toward girls when parents begin to perceive girls as an asset rather than as a financial burden. Parents are more likely to send girls to school as a result. It is also important to recognize that these gains for women may be offset by losses in another area. While a woman may benefit from a new source of income and status, her overall daily workload may also increase if her husband and others do not help to assume some of her household duties.

While global trade rules have created new jobs for women, sex-based discrimination is now leading to job loss for women EPZ workers. As export production becomes more specialized (and better paying), there is an increased demand for men's labor. In Mexico, the proportion of female workers in export manufacturing fell from 77 percent in 1982 to 60 percent in 1990. Without adequate training and support to upgrade women's skills, any benefits that women gain from this employment are short-lived.

Table 7: Gender and Trade Issues for the Manufacturing Sector

Trade Questions	Gender Questions	Gender and Trade Examples	Type of Indicators
Are health, safety and labor regulations enforced?	Do men and women experience the same rate of injury and enjoy the same level of labor rights?	In Kenya, if a woman goes on maternity leave, she loses her work number and if rehired, she starts off as a new employee, having lost all benefits for the period worked before her leave. A Pan-American Health Organization (PAHO) report on Nicaragua found that in 1999, 17 factories reported 1746 accidents. Approximately 66 percent of those injured were women. 40 percent of women workers in the Free Trade Zones in the Dominican Republic reported experiencing sexual harassment at work.	Unionization rates disaggregated by sex. Injury rates disaggregated by sex.
Have wages risen or fallen in the industry?	Have real wages or relative wages by sex changed?	Evidence from Mexico for the garment sector indicates that real average daily earnings declined by 40 percent between 1980-1988, while employment increased fourfold.	Hourly wages by sex and occupation, annually.

Have the items produced for export led to new employment opportunities?	Has the sex composition of employment changed?	In Bangladesh, the ready-made garment (RMG) industry employs 1.8 million women workers - about 90 percent of the workers in the sector.	Participation rates by sex. Sectoral participation by sex.
Do women and men have the same opportunities for promotion?	Is there marked occupational segregation by sex?	In Bangladesh, women have few opportunities for promotion and are bypassed when new technologies are introduced.	Percentage of workers with pension benefits disaggregated by sex.
	Has employment expanded or contracted for men and women in certain manufacturing sectors?	Formal employment in the garment industry has contracted in many countries, to be replaced by informal homeworkers often doing piece work for lower pay and with more precarious job security.	Changes in labor force composition within the sector as well as occupation, disaggregated by sex.
	Are there changes in unemployment and underemployment by sex?	In South Africa, despite an increase in production, employment has fallen since the 1990s. Employment in spinning weaving and finishing activities (areas where women dominate) fell by 40 percent between 1996-1999.	Changes in unemployment and underemployment rates, disaggregated by sex.

Gender Issues for Trade-Related Changes: Services

Overview for Workers in Consumer Services

Traditionally, such services as education and health care have been subsidized by the government or provided free of charge. Under trade liberalization, these social services are increasingly being privatized. Because women bear a greater responsibility for fees associated with health and education expenditures in many households worldwide, they are likely to bear a significant portion of the household costs associated with privatization.

In health care, privatization may lead to a two-tiered system of health care in low income countries: one excellent health care system for wealthy elites who can afford transnational corporations' prices; and another, low quality health care system for the poor. As household managers, women are responsible for ensuring that family members receive health care and medicine. For low-income women, privatizing health care by introducing user fees or fee-for-services often leads to an increase in maternal mortality rates, infant mortality rates, and a general decline in overall health. For example, in Zimbabwe, after the IMF imposed user fees on health care, maternal mortality increased. Pregnant women would not see doctors because they could not afford the fees.

Similarly, privatizing education may also lead to a two-tiered system for people in low-income countries and a loss of cultural diversity and culturally appropriate education may result if education is standardized and provided by foreign educational companies. Reduction or elimination of school fees has often had a very beneficial effect on girls' education. At the same time, if fees are eliminated the revenues need to be replaced by other sustainable funding streams; if not educational systems run the risk of collapsing. For example, in Malawi, UNICEF reports that the elimination of school fees increased primary school enrollment by 50 percent from 1.9 million to 2.9 million, with girls as the main beneficiaries. Yet, when education is privatized, girl children are often the first withdrawn from school when families cannot pay user or book fees. Formal tuition fees are one facet of financing schools: indirect costs (such as the opportunity cost of lost labor) and other associated costs are also obstacles to sending children to school.

Educating girls and young women leads to better health and greater earnings. The better educated a young woman is, the better able she is to manage health problems, improve nutrition, and ensure that family members are properly diagnosed and treated. For example, Oxfam International notes that "a child of a Zambian mother with a primary school education has a 25 percent higher chance of survival than the child of a mother with no education. Educating girls and women enables them to earn more. In Bolivia, studies show that women who have completed primary school earn, on average, 38 percent more than women who did not finish their primary education." In the informal sector, studies in Honduras, Guatemala, and El Salvador indicate that each additional year of education is linked to a five to ten percent increase in earnings.

Overview for Workers in Service Sectors

In some countries, women workers constitute the majority of workers in the service sector. Multi-lateral, regional, and bilateral trade agreements promote increased foreign investment in the service sector which includes the provision of health care education, water, energy and environmental services. Services also include personal services, ICT-related services (data entry, medical transcription, as well as programmers and designers) and tourism. Technological advances have made it easy to send documents to another country for data entry and word processing, while lower wages in low-income countries make it more profitable for the sending firms. Throughout South East Asia, as well as in Jamaica, Brazil and India, female workers comprise a growing percentage of the service sector.

However, the types of positions that women gain, the level of pay, and the level of job security are inextricably linked to the volatility of the global marketplace and to women's status within their societies. When the Asian financial crisis began, women were the first workers fired in both the manufacturing and service sectors. Trade liberalization, privatization, and deregulation of services affect women workers who are employed in middle- class jobs in the education and health care sectors (see Box 2). Throughout the service sector, women are, almost without exception, the first workers retrenched and the last to be hired for new positions. New jobs in the health sector tend to command lower wages and are increasingly casual, temporary or contractual, with few benefits.

Box 2: Gender Issues in the Service Sector

- Although women are gaining jobs in a variety of service industries including financial services, gender-based occupational segregation persists. In Brazil, close to 50 percent of bank employees are women. On average, the women have had more years of schooling than their male counterparts. However, nearly 70 percent of women have been relegated to jobs consisting of simple, repetitive, administrative tasks and they have fewer opportunities for career advancement.
- In 1991, after agreeing to an IMF privatization plan, the Government of Nicaragua laid off government workers, particularly in the health and education fields. More than 70 percent of those laid-off were women.

The World Bank and IMF encourage governments in developing countries to cut their expenditures and turn over some of their functions (such as providing health care or education to citizens) to industries, civil society groups, or other organizations. Middle-class women are often employed in national ministries of education. Women work as teachers, administrators, and professors. When women lose jobs in this sector, it is often difficult to find new jobs that offer similar wages and benefits. The same is true for women working in the health ministry and other government social sectors. These agencies provide well-paying, secure jobs in low-income economies. When governments privatize health care as part of a trade package to recruit foreign investment, there are direct repercussions for women. For example, in Jamaica, women make up the majority of civil service professionals although many are employed as administrative and support staff. When the government of Jamaica imposed a wage-freeze for government workers in 2004, women were disproportionately affected.

Box 3: Brain Drain of Skilled Women Workers

Women nurses from Jamaica have been able to benefit from increased free trade by migrating to North America to obtain higher wages. But as nurses leave their home countries in search of better-paying jobs, low-income countries often are left with a “brain drain” as some of the most qualified workers move abroad. In Jamaica, 50 percent of nursing positions are left unfilled because of the migration of nurses to North America. The nurses still working in Jamaica are short-staffed and cannot provide sick patients with the time and attention they require. Consequently, the quality of health care in the country declines.

Table 8: Gender and Trade Issues for the Services Sector

Trade Questions	Gender Questions	Gender and Trade Examples	Type of Indicators
Has employment expanded or contracted in the service sector?	How many men and women gained/or lost jobs in the sector? Are there differences between men and women?	Women make up the majority of workers in the services sector in medium and high-income countries.	Changes in labor composition of the sector, disaggregated by sex and segment of the sector.
What types of jobs are being created in the sector?	Is there marked occupational segregation by sex?	In Jamaica, just over 80 percent of employees in infant, primary and secondary schools were female.	Data on labor force surveys, disaggregated by occupation and by sex.
Is unemployment or underemployment changing in the sector?	Are there changes in unemployment and underemployment by sex?	In 2001, 84 percent of employed women and 45.3 percent of employed men were working in services in Jamaica.	Sectoral breakdowns of participation by sex.
Have real or relative wages increased or fallen in the sector?	Have real wages or relative wages by gender changed?		Data on real and relative wages, disaggregated by sex and sector.

Session 4: Obtaining Useful Gender Reports October 17, 2005	
Session Facilitators	Nancy
Time	10:30-11:30 (60 min.)
Session Goals	Increase participants' ability to distinguish between more and less useful gender research/analysis.
Activities	<p>Participants divide into three groups. Each person takes five minutes to read the example of gender research/analysis.</p> <p>During the next 30 minutes, each group has the following task (to be completed on a flip chart):</p> <ul style="list-style-type: none"> • Group 1 - List problems with the Gender Consultant's methodology. • Group 2 - List problems with the Gender Consultant's findings. • Group 3 - Which conclusions are supported by the findings? Which conclusions are not supported by the findings? • <u>All groups:</u> <ul style="list-style-type: none"> ○ Are the recommendations feasible, given USAID's constraints and interests? If not, why not? ○ What gender-related information is still needed to plan a feasible activity? <p>5-minute report-outs for each group and plenary discussion of how to use the TORs, consultant selection and contract supervision to avoid these problems.</p>
Key Concepts Discussed	<ul style="list-style-type: none"> • Clarifying USAID's needs and constraints in the TOR. • Clarifying methodology. • Identifying the right type of consultant. • Supervising the consultant contract.
Input/handouts	Handbook reading material (Gender research/analysis)
Outputs	Group flip charts with gender research analysis Plenary flip charts with USAID strategies to ensure more useful gender research
Classroom resources required	3 Flip charts, easels, markers and masking tape

Women Migrant Workers in Indistan Excerpts from a Gender Analysis Report

1. Introduction

The need for measures to ensure that gender considerations are mainstreamed into economic growth activities in Indistan is an accepted principle by major development partners in Indistan. It is important to ensure that women and men have equitable opportunity to livelihood opportunities and income. It is also a priority to ensure women's equal access to power structures and participation in decision making that affect their lives.

Migrant workers are a big problem for the Indistan government. Foreign exchange earnings from out-migrating workers, who are predominately female and unskilled, have surpassed earnings from more traditional agricultural exports such as tea, rubber and coconut products. But this situation causes many social problems.

II. Methodology

During a two-week period, two consultants interviewed 30 people about the situation of migrant workers. Nearly all of the informants were male since they occupy high government positions involved with the migrant worker situation. One NGO working in this area was interviewed. Two female returned migrant workers were interviewed with their families. All interviews were conducted in the capital city, Indilumbo.

III. Findings

- Out of all workers migrating from Indistan, about 70 percent are women.
- The typical migrant worker is in the 18-40 age group; most commonly, she is in her thirties. She is married with two to three children. She comes from a low-income family, in either an urban or rural area. She has had six to eight years of schooling but has few marketable skills.
- An increasing number of Indistani women are migrating to the Middle East in search of work. They work in factories and as domestic workers. Most work in factories but some are domestic workers.
- The women often live and work under oppressive, dangerous and depressing conditions. They are vulnerable to sexual harassment and psychological depression.
- The families of female migrant workers experience a lot of problems but they are better off than families without the extra income.
- Despite being abused, many return for repeated work migrations so some informants conclude that these women may be exaggerating the poor conditions abroad.
- Despite their significant financial contribution (about 20 percent of Indistan's foreign exchange earnings), these women are treated like "tainted women" when they return home.
- There are about 1.5 million returned workers and most are women.

- If they have savings, they are often spent in the first year.
- There are specific groups of women that are in particular need of workforce re-training: female migrant workers and former factory workers who now are married and have families.

IV. Conclusions

- Not enough is being done to help female migrant workers and their families.
- They have more problems overseas if they do not have good English skills.
- Most are not interested in office work.
- Government agencies are reluctant to offer credit to these women since most do not seem to be able to save their earnings.
- Job training should improve these women's skills as domestic servants.

V. Recommendations

- USAID should reserve a portion of its workforce training opportunities for returning migrant workers.
- USAID should consider supporting government efforts to give prospective migrants better training before they leave.
- USAID should provide funds for one of the NGOs working with this target group.
- More research is needed on this topic so USAID should support further studies.
- Media campaigns are needed to show national appreciation to these women for their contribution to the national treasury.

Session 5: Gender Research Methodologies for EGFE Issues October 17, 2005	
Session Facilitators	Nancy
Time	11:30-12:00 (30 min.)
Session Goals	Increase participants' understanding of some gender-sensitive research methodologies for households and entrepreneurs.
Activities	Lecture (30 min.)
Key Tools Introduced/Used	Gender-sensitive methodologies for livelihoods and entrepreneurs.
Input/handouts	Handbook reading material
Classroom resources required	PowerPoint projector and lecture slides

Methodology Report

Livelihoods of the Extreme Poor Study Methodology

October 2003

S. M. Zubair Ali Khan, Iqbal Alam Khan and Janet Seeley
http://www.livelihoods.org/lessons/project_summaries/LEP_projsun.html)

Impact Monitoring and Evaluation Cell (IMEC),
 PROSHIKA: A Centre for Human Development, Dhaka, Bangladesh

Table 9: Participatory methods/tools and their application for livelihoods profile

Tools	Information collected
Rapport building	<ul style="list-style-type: none"> • General idea about the village • Introduce the team to the villagers • Explain the objectives of the team • Identify key informants • Select venue for sessions
Physical observation	<ul style="list-style-type: none"> • Infrastructure • Institutions • Natural resources • Common resources • Water and sanitation • Identify Extreme poor pocket or scattered houses • Housing pattern and structure • Crops pattern
Transect and group meeting	<ul style="list-style-type: none"> • HH pattern/size • Occupation • Education • Crops pattern/ fallow land etc. • Modern technology • NGO's presence • Historical event
Village mapping (Social Map, Resource map)	<ul style="list-style-type: none"> • HH census • Infrastructure • Natural resources • Common resources • Land types and land use pattern • Water and Sanitation • Identify Extreme poor pockets or scattered houses • Samaj, Para etc.
Wealth ranking	<ul style="list-style-type: none"> • Land holding • Occupation • Assets (physical) • Savings • Investment

Tools	Information collected
Well-being analysis (Wealth ranking and Socio-cultural)	<ul style="list-style-type: none"> • Socio-economic class • Occupation • Income source (major) • Gender activities • Land holding pattern • Education • Housing pattern • Water and Sanitation facility • Material resource • Dowry • Polygamy • Family title (class wise) • Social status
Venn Diagram	<ul style="list-style-type: none"> • Constraints and opportunities concerning: Kin, neighbour, political parties, religious leader, political activities, local club, chairman, member etc. • The positive and negative role of institutions, impact of institutions
Mobility mapping	<ul style="list-style-type: none"> • Mobility in different institutions • Frequency of mobility in different places and reasons
Occupational ranking	<ul style="list-style-type: none"> • Different types of occupations, status, positions, constraints, opportunities, impact flexibility of institutions
Seasonal mapping	<ul style="list-style-type: none"> • Shocks and hazards • Production • Crops • Income/employment
Comparative matrix	<ul style="list-style-type: none"> • Extreme poor and non- extreme poor
User-group (Focus group discussion) interview	<ul style="list-style-type: none"> • To collect information relating to all livelihoods components

Table 10: Methods/tools and their application for Thematic Study

Tools	Information collected
Group meeting	<ul style="list-style-type: none"> • Obtain information for thematic checklist of heterogeneous extreme poor • To collect information relating to all livelihood components according to checklist
Focus group discussion	<ul style="list-style-type: none"> • Obtain information for thematic checklist of heterogeneous extreme poor group • To collect information relating to all livelihood components
Observation	<ul style="list-style-type: none"> • Peoples' behaviour • Physical infrastructure • To collect information relating to all livelihood components
In-depth Interview	<ul style="list-style-type: none"> • Case study • Intra household dimensions

Box 4: Primary Data Sources for Gender Analysis

- **Surveys** of men and women informants help project teams to better understand stakeholder priorities and interests, time-use, personal networks, and material, social, and knowledge resources. Surveys can also elaborate other factors related to gender. Survey data and analysis can be quantitative or qualitative.
- **Focus Group Discussions** or **Group Interviews** assemble men and women to discuss their priorities, interests, time-use, personal networks and knowledge. To gather the diverse perspectives, interviewers should consider whether to interview men and women in single sex or mixed groups. Another consideration is whether or not heterogeneous or homogeneous groupings by age will affect the answers of different participants. An additional consideration is whether the language used will affect participation if some participants are not fluent in that language.
- **Individual interviews** can be formal (using a standardized set of questions) or informal (tailoring questions to the informant). Informants can be selected via random (e.g., snowball sampling) or non-random (identified key informants and experts) methods.

Research Reports 7 The Livelihoods of the Extreme Poor (LEP) Study March 2003

Breaking and Making the Chain:
Livelihoods of the Female-Headed Extreme Poor Households

Dr. Iqbal Alam Khan, Dr. Janet Seeley and Ms. Clare Hamilton Shakya
(http://www.livelihoods.org/lessons/project_summaries/LEP_projsum.html)

Executive Summary (Modified)

This report explores the livelihoods of FHH. The research team visited 16 villages on the basis of a predetermined purposive sampling scheme. A total of 72 FHHs were identified. This report is constructed on the basis of that sample.

Qualitative research methods have been used in this study. Among the qualitative research methods the following were used most: general group discussion, focus group discussion (FGD), observation, and one to one in-depth semi-structured interviews.

Group discussions were carried out to get the general information about particular themes of livelihoods study. Focus group discussions with women, men, ethnic and religious groups were also used to probe for information regarding different issues.

In-depth interviews were also carried out to collect life histories and detailed information on livelihoods from individuals. General observation was important for learning about people's behaviour, physical infrastructure, resources and life styles.

The study findings show that the head of the household is generally the person who is in control of the household resources and day-to-day management of the family, not necessarily the person who earns the most. We found that the characteristics of and the causes behind the FHH's are also not always similar in nature. According to the different nature of FHH, we have divided them into two parts, one is *de facto* and another is *de jure*. In our study area we have interviewed 12 *de- facto* households and 60 *de-jure* households.

Table: 11: Total FHH according to Types

Types of FHH		Total number of HH		
		Central	Remote	Total
De facto FHH	Migration of husband	2	2	4
	Disabled husband	2	3	5
	Chronic Illness	1	2	3
De jure FHH	Widow	22	19	41
	Abandoned	8	3	11
	Separation	2	0	2
	Divorced	2	4	6
Total HH		39	33	72

Source: LEP field study

“*De facto*” means that a woman is acting as a household head either because her husband is absent or because he cannot perform the role of a household head. Society recognizes the husband, not his wife, as household head. On the other hand, a *de jure* household is defined as the one with no male member over 18 years of age present in the household and where the woman is recognized as the household head according to the law or society. This would refer to women who are totally responsible for their own and their dependants' survival.

FHHs usually find themselves in critical situations. Sometimes women are left alone after the death of their husbands, or because they are abandoned. We found that *de-jure* FHHs can become destitute and tend to be more vulnerable than the *de-facto* households.

We know that human capital comprises health, education, labour and skill, which determine people's social status, income/wage level, access to work and relation with others. At the same time men are looked at as the hard-working partners and the prime income earners of families. They are recognized socially and culturally as the representatives of families. When women lose their husbands, they are likely to run into trouble because of economic constraints and conflict with in-laws. They are usually compelled to return to their parents. This is a common finding in all the 16 villages. Among the widows, old age is a dominant factor behind the various constraints they face.

The social network is a very important issue for the analysis of livelihoods. Social networks play a vital role for the extreme poor because in any crisis the social interaction process like reciprocal obligation works as a strong and reliable defence against calamities. The data suggest that the absence of male heads from a household causes the social networks to suffer. Villagers normally maintain social connections and links with the husband. In the absence of husbands, women find themselves disconnected from the networks.

Again, FHHs with more daughters - particularly the marriageable ones - than sons, suffer a far greater degree of vulnerability and helplessness than the ones with fewer children. Dowry is a must for all classes in the villages under study. A woman loses her identity with the loss of her husband. According to the villagers, they are also treated as pariahs. The data suggest that the female heads are forced to work in the field, work as housemaids and finally seek charity from door to door. Most of the time, they are not capable of going far away from their families and own villages to earn money. As their income sources are very limited, they face frequent starvation and hunger. They suffer from a constant sense of financial insecurity. As they have scarce resources, NGOs do not consider them credit-worthy. The FHH's admitted that when they lost their husbands, they were subjected to pariah treatment and the NGOs refused to grant them any credit.

The constraints are not the same for all the FHH's. Women in general are put into subjugation at all levels in a patriarchal society. When women lose their husbands because of death, divorce or reparation, they become doubly disadvantaged. Their compulsion for earning an income pushes them out of the home. But society has yet to approve of their work outside their homes. But society is yet to approve of their work outside their homes. It is not to many people's liking. The women are given a bad name.

Physical insecurity is a very common problem for female-headed households in Bangladesh. The poorest class is at risk of suffering political persecution, physical injuries, verbal abuse, polygamy-related torture etc. The FHH's are often the worst sufferers. Poor women are not only physically insecure in domestic environment but also in working places. In our 16 selected villages, physical violence against women appears to be widespread and considered a part of everyday life. In all the villages, FHHs have to face physical and psychological torture for no reason.

So far as their exploitation is concerned, society and even members of their families exploit them. Women do not get money after their divorce from their husbands. No husband takes the responsibility of his children. Sometimes an old mother is exploited by her son after his marriage. When a woman becomes single through divorce or death of her husband, she has to deal with amorous advances from a number of men. She has to put up with bad comments and all kinds of harassment. Therefore, it is clear that the female heads are excluded and exploited by all around them.

The position and role of women in households largely depends on the presence or absence of their husbands. Not only does it determine their status but also their role and responsibilities on their families. Their changing role and responsibilities have some positive and negative consequences in their livelihoods. All FHHs increase their role and responsibilities in their private and public domains. Often women who have become household heads were not previously familiar with income generating activities. On becoming household heads, there is an enormous change in their roles.

The FHHs contend with the demands of economic survival in addition to facing exclusion from kinship systems that treat them as outcasts. Most of the FHHs of all the

study areas are often identified as the most vulnerable among all classes in the community, with only a few fortunate exceptions.

Table 12: Gender-Differentiated Analysis of Women Entrepreneurs⁵

Program Objective: Provide equitable business development services to women & men entrepreneurs.	
Informants: Women and Men Entrepreneurs	
Demographic profile of women and men entrepreneurs	<ul style="list-style-type: none"> • Age • Marital status • Family background • Education background
Business information – Existing state of men-owned and women-owned businesses	<ul style="list-style-type: none"> • Financial issues • Marketing issues • Production issues • Organizational issues
Positive and negative factors associated with starting/running an entrepreneurial activity for women and men owning businesses	<ul style="list-style-type: none"> • Family support • Access to/ control over credit, land, and other material resources • Public and other support structures
Motivational factors, socio-cultural barriers, and entrepreneurial competencies for women and men entrepreneurs	<ul style="list-style-type: none"> • Behavioral/ role/ social or cultural barriers for starting/ running an entrepreneurial activity • Ways of coping with such barriers • Traditional leadership structures and women's and men's roles within these structures • Access to education/ business support according to gender • Decision-making and division of labor (women/ men) within the household and within the entrepreneurial activity

⁵ Adapted from: Ulrike Gminder, C. 2003. Gender-oriented entrepreneurship promotion, Part II: Worksheets, Questionnaires and Tables. Swiss Agency for Development and Cooperation. Bern. <http://www.sdc.admin.ch/index.php?navID=3020&userhash=32942779&IID=1>.

Session 6: Mitigating Negative Gender-Related Trade Impacts (Activities and Indicators) October 17, 2005	
Session Facilitators	Marceline
Time	12:00-1:00 (1 hour): 1:45-2:45 (1 hour)
Session Goals	Increase participant understanding of how to mitigate four types of negative gender-related trade impacts (as per the GAF-TEGA)
Activities	Small Group Activity including report-out (60 min.)
Key Concepts Discussed	Four categories of gender-related impacts of trade activities
Key Tools Introduced/Used	GAF-TEGA
Input/handouts	Handbook reading material Activity Form PowerPoint slide describing group task
Outputs	One flip chart set for each of the four groups
Classroom resources required	4 flip charts, easels and markers PowerPoint projector and lecture slides

Small Group Activity

Background

The Year is 2007. It has been two years since the Multi-Fiber Agreement (MFA) ended in Indistan. Many small firms closed once the MFA expired while several medium firms were absorbed by larger garment manufacturers. Thirty percent of the predominately young, female workforce has been retrenched. There have been four sets of effects with gender dimensions: Price Effects, Labor Composition, Terms and Conditions of Labor and Consumption Effects.

Price Effects

- Cheap, imported clothes have entered the market from China, providing greater choice and savings to consumers.
- The influx of cheaper imported clothes has also affected local producers and suppliers.

Labor Composition

- The majority of displaced garment workers have been absorbed into the informal sector. Many are doing “piece-work” out of their homes for wages far below their former factory wages and with no security.
- Other displaced workers are becoming micro and small entrepreneurs by subcontracting with a garment factory to do some aspect of the work. These women then hire other displaced workers to do this piece out of their homes or in a small room.
- Retrenched workers have also been found in the service sector – hiring out as domestics, as child-care providers, and in retail.
- As a result of the “crowding-in” wages have fallen in many of these sectors.
- Other women have entered “non-traditional” fields such as rickshaw wallas and selling in the market in order to earn an income.

Terms and Conditions of Labor

- Foreign buyers have suggested they would move to a less expensive country if Indistan garment manufacturers were not able to contain their production costs. As a result, manufacturers have cut wages in the garment sector or simply refused to pay overtime.
- Others buyers have pledged to stay in Indistan and have offered support for manufacturers that abide by codes of conduct. The garment factories that do follow corporate codes of conduct have improved the terms and conditions for labor in their factories since the ending of the MFA.

Consumption Effects

- Income inequality has risen within the country as elites, who own many of the countries garment factories, benefited by absorbing smaller firms. As other firms

left the sector, the wealthy also benefited from decreased competition. At the same time, displaced workers consumption fell in the past two years.

- Food prices have risen and as a result, consumption of meat, fish, and chicken has fallen for the poor. Women have been particularly affected by this change in diet, and there is an increase in the number of malnourished women being treated by health practitioners.

Task 6a– First Hour

Participants divide into four groups and follow the three steps of the assigned Activity Form during the first hour.

- First, they select one negative gender impact.
- Second, they design an activity to mediate the negative gender impact.
- Third, they identify three gender-sensitive indicators that would capture improvements resulting from their new activity and are feasible for USAID contractors.

Task 6b – Second Hour

Each group will have 10 minutes to report out during the second hour, followed by plenary discussion.

Activity Form

Step 1: Select one of the negative trade impacts for your topic.

Step 2: Design Your Activity

- **Decide on one type of activity or a combination of activities to mediate the negative trade impact that your group selected:**

Policy advocacy _____

Capacity building _____

Communication _____

Community decision-making _____

- **Provide specific details for your activity:**
 - **What is the gender-related change that you expect to see at the end of your activity?**
 - **What do you specifically plan to do? If there will be different stages for your activity, please explain them?**
 - **Who is your target group (s)?**
 - **What is your time frame?**
 - **Where will you work?**
 - **Who will your partners be?**

Step 3: Identify three gender-sensitive indicators that would capture improvements resulting from their new activity and are feasible for USAID contractors.

- 1.
- 2.
- 3.

Session 7: Brainstorming, Part B – Gender Integration Opportunities for EGFE Program Components October 17, 2005	
Session Facilitators	Nancy
Time	2:45-3:15 (30 min.)
Session Goals	Identify additional GIOs
Activities	<p>Participants work in pairs. Based on Day 1 sessions, they use index cards to identify additional Gender Integration Opportunities (GIOs) within the current EGFE portfolio. One idea is written on each card.</p> <p>Cards are added to 4 Program Component flip charts and the same clusters identified during Session 2.</p>
Key Concepts	Gender Integration Opportunities (GIOs)
Output	Expanded clusters with additional GIOs on the four Program Component flip charts.
Classroom resources required	<p>Index cards</p> <p>4 Flip charts with card clusters from Session 2</p>

Session 8: Review of Day 1 October 17, 2005	
Session Facilitators	Nancy
Time	3:15-3:30
Session Goals	Sum up Day 1
Activities	Mini-summary with group input
Input/handouts	Day 1 agenda in Handbook
Classroom resources required	PowerPoint projector and slides of Day 1 concepts and accomplishments.

Session 9: Day 2 Overview October 18, 2005	
Session Facilitators	Nancy
Time	8:30-8:45
Session Goals	Sum up Day 1 Review Day 2 agenda
Activities	Mini-summary with group input
Input/handouts	Day 2 agenda in Handbook
Classroom resources required	PowerPoint projector and slides of Day 2 agenda

Session 10: Gender Action Plans A - EGFE Projects October 18, 2005	
Session Facilitators	Nancy and Marceline
Time	8:45-11:45 (3 hours)
Session Goals	Complete Gender Action Plans for two hypothetical EGFE projects: <ul style="list-style-type: none"> • Aquaculture and Shrimp Exports (ASE) Project • Bangladesh ICT and Agriculture (BICTA) Project
Activities	<ul style="list-style-type: none"> • Explanation of Gender Action Plans (GAPs) (15 minutes) • Participants divide into two project teams. Each group will be filling in GAP – Worksheet #1 for their project, borrowing ideas from the Day 1 brainstorming sessions and other Day 1 session outputs. <ul style="list-style-type: none"> - Step 1: Using Worksheet #1, each group will identify a minimum of ten GIOs for each project. (45 minutes) - Each group reports out on their GIOs and posts their flip charts on the walls. (30 minutes) - All participants will get up and review the identified GIOs. They will use three different colored Post-Its (#1, #2 and #3 choices). Five GIOs will be selected for each project based on top votes. (15 minutes) • After a tally is done, the top favorites for each project will be identified. Plenary discussion regarding decision-making criteria. (45 minutes) • For the selected GIOs, each group continues working on their Gender Action Plan – Worksheet #2 using the flip charts. (30 min.) <p>[Nancy and Marceline circulate among the four groups to help them work thru the GAP form.]</p>
Key Tools Introduced/Used	Gender Action Planning
Input/handouts	<p>Descriptions of two hypothetical EGFE programs: Aquaculture and Shrimp Exports (ASE) and Bangladesh ICT and Agriculture (BICTA)</p> <p>GAP – Worksheets #1 and #2 and instructions</p>
Outputs	<p>Completed Worksheet #1</p> <p>Partially completed Worksheet #2</p>
Classroom resources required	<p>PowerPoint projector and slides</p> <p>3 flip charts with easels and markers, masking tape</p>

Sessions 10 and 11

Gender Action Plans

Instructions

1. As a group, take a few minutes to review Day 1 outputs and topics, including:
 - Sessions 2 and 7 – brainstorming of gender integration opportunities for four Program Components.
 - Session 3 – gender and trade issues for economic sectors.
 - Sessions 4 and 5 – research issues and gender technical assistance.
 - Session 6 – mitigating negative gender-related trade impacts.
2. Read the description of your project. These projects are still in the draft stage and there is time to ensure that gender issues are integrated.
3. On Worksheet #1, list the Project Goal, Project Objectives and Main Activities.

Think about which of the existing activities have Gender Integration Opportunities (GIOs) and could be adapted. In addition, you may want to suggest other additional activities that are focused on gender or could include a gender dimension. Feel free to be creative if you think you need to add more details to the existing information. As a group, work through the existing activities and brainstorm a list of GIOs on a flip chart using the Worksheet 1 format. For each GIO, identify what you hope to accomplish.

4. As a plenary group, we will hear report outs on the project-related GIOs and discuss them for clarification. Each person will then use three Post-Its to identify their top three choices for each Project. The three GIOs with top scores will be selected for each project. We will discuss people's decision-making criteria and identify other possible criteria.
5. Participants will divide back into their two groups and work on Worksheet #2 for the three GIOs selected (90 min.). Each group will have 20 minutes for their report out, with 10 minutes of discussion for each group's presentation.
6. During the final 45 minutes, the EGFE Team then discusses next steps for Team and Project GAPs once their project procurements are finalized.

Gender Action Plan – Worksheet 1

Name of Project:

Workplan Element	Gender Integration Opportunities (can list more than one GIO in each cell)	What do you hope to achieve by implementing this GIO?
Goal		
Objective 1		
Activity 1.1		
Activity 1.2		
Activity 1.3		
Objective 2		
Activity 2.1		
Activity 2.2		
Activity 2.3		

Gender Action Plan – Worksheet 2

Name of Project:

GIOs	Deliverable or other means of tracking activity progress	Timeframe needed to complete activity	Additional resources required - financial, technical assistance	EGFE Responsibilities and Lead Person	Contractor Responsibilities and Lead Person

Aquaculture and Shrimp Export (ASE) Project

Project Description:

The ASE Project will build upon USAID's past successes with promoting the growth of privately owned agro-enterprises in Bangladesh. The Aquaculture and Shrimp sectors showed the most promise for growth under an open, competitive market environment. Project success will be measured in increased sales, increased exports, increased ownership of aquaculture and shrimp-related enterprises owned by women and increases in jobs for men and women. Work in shrimp will emphasize the Shrimp Seal of Quality and aquaculture work will focus on both technology and operational improvements. Policy work for both topics will emphasize expanding opportunities for Small and Medium-Sized Entrepreneurs.

Project Timeframe: FY 2006-2011

Goal	Promote the growth of international competitive shrimp and aquaculture-related agro-enterprises, owned by men and women.
Objective 1	Increase revenues from shrimp exports by improving the quality and image of Bangladesh shrimp in world markets.
Activity 1.1	Expand awareness of shrimp seal of quality certification standards for owners of shrimp farms.
Activity 1.2	Increase entry of women entrepreneurs into the export shrimp market.
Activity 1.3	Improve conditions for workers in Bangladesh's shrimp industry.
Objective 2	Increase revenues from domestic and international sales of farm-raised fish in Bangladesh.
Activity 2.1	Improve provision of business services to small and medium-sized fish production and processing businesses.
Activity 2.2	Improve adoption of appropriate technology for fish farms of all sizes.
Activity 2.3	Increase fish farm tenure security for men and women.

Bangladesh ICT and Agriculture (BICTA) Project

Project Description:	
The BICTA Project aims to increase the competitiveness of Bangladesh's agricultural sector through ICT-related capacity building and service providers. Agriculture has been, and will continue to be the foundation of livelihoods for most Bangladeshi men and women. Focusing on the agricultural sector, BICTA will employ ICT to improve the ability of Bangladeshi farmers to compete in global and domestic markets and increase the development of ICT enterprises that service farmers.	
Project Timeframe: FY 2006-2011	
Goal	Promote the growth of Bangladesh's agricultural sector through ICT.
Objective 1	Expand the number of ICT enterprises that provide services to small and medium-sized farmers and agro-entrepreneurs.
Activity 1.1	Increase the awareness of existing ICT entrepreneurs of the opportunities for servicing small and medium-sized farmers and agro-entrepreneurs.
Activity 1.2	Increase the number of new ICT entrepreneurs who start businesses that service small and medium-sized farmers and agro-entrepreneurs.
Activity 1.3	Decrease legal, regulatory and corruption-related barriers for start up of new ICT enterprises.
Objective 2	Improve capabilities of farmers and agro-entrepreneurs to use ICT for market information.
Activity 2.1	Increase the opportunities for small and medium-sized rural farmers, both men and women, to participate in agriculturally oriented ICT training related to global and national marketing.
Activity 2.2	Increase the opportunities for small and medium-sized agro-entrepreneurs, both men and women, to participate in agriculturally oriented ICT training related to global and national marketing.
Activity 2.3	Expand access and affordability of computers, cell phones and related infrastructure for producer groups and agro-entrepreneurs in rural areas (e.g., infrastructure policies, financing, private sector incentives for reduced pricing of computers, etc.).

Session 11: Gender Action Plans B - EGFE Team and Individual Actions and Commitments October 18, 2005	
Session Facilitators	Nancy and Marceline
Time	12:30-3:15 (2 hrs, 45 min.)
Session Goals	<p>Complete Gender Action Plans for the two individual projects.</p> <p>Identify how the USAID EGFE Team, as a whole and individually, will ensure the implementation of the program component and individual project GAPs.</p>
Activities	<ul style="list-style-type: none"> • For the selected GIOs, each group continues working on their GAP Worksheet #2, using the flip charts (60 min.) • Groups report out on their GAPs for ASE and BICTA (60 min.) • The EGFE Team then discusses next steps for Team and Project GAPs once their project procurements are finalized (45 min.) <p>[Nancy and Marceline rotate among the four groups to help them work thru the GAP form]</p>
Key Tools Introduced/Used	Gender Action Planning
Input/handouts	Instructions and matrix for Gender Action Plan
Outputs	Completed Form for Gender Action Plan – EGFE Team
Classroom resources required	PowerPoint projector and slides 4 flip charts with easels and markers, masking tape

Session 12: Closing Session and Evaluation October 18, 2005	
Session Facilitators	Nancy or Marceline
Time	3:15-3:30 (15 min.)
Session Goals	Sum up Days 1 and 2 with participant feedback
Activities	Mini-lecture/group discussion Evaluation form provided
Key Concepts and Tools Discussed	All
Input/handouts	Evaluation form
Outputs	Completed evaluation forms
Classroom resources required	PowerPoint projector and summary slides

Workshop Evaluation: October 17-18, 2005

<p><u>Instructions:</u> Please rank the workshop sessions using the scale below. We would also greatly appreciate your constructive suggestions regarding how to improve these sessions for future trainings at other Missions. Please feel free to write on the backside of this form.</p>		
<p>Please circle your SO Team: SO2 Other (specify):</p>		
October 17	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments/ Constructive Suggestions
Session 1 Workshop and Daily Overview		
Session 2 Brainstorming GIOs – Individual		
Session 3 Gender and Trade Issues for 3 Sectors		
Session 4 Obtaining Useful Gender Reports		
Session 5 Gender Research Methodologies		
Session 6 Mitigating Negative Gender-Related Trade Impacts		
Session 7 Brainstorming GIOs - pairs		
Session 8 Review of Day		

October 18	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments/ Constructive Suggestions
Session 9 Day 2 Overview		
Session 10 Gender Action Plans A		
Session 11 Gender Action Plans B		
Session 12 Closing Session		
What did you learn that you can apply to your day-to-day work? 		

Annex 1

Table 13: Gender Terminology

Term	Definition
Sex	Sex refers to the biological characteristics which define humans as female or male.
Gender	Gender refers to the economic, political and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. (USAID ADS Chapters 200-203). Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.
Gender Roles	Communities and societies create social norms of behavior, values and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological. Example: childbearing is a female sex role since men cannot bear children but child-rearing duties are socially assigned since both men and women are capable of doing so.
Gender Relations	A term that emphasizes the relationship between men and women as demonstrated by their respective roles in power sharing, decision-making, the division of labor, returns to labor, both within the household and in the society at large.
Gender Mainstreaming or Integrating	<p>The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It refers to strategies for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, such that inequality between men and women is not perpetuated.</p> <p>A continuum exists for gender mainstreaming. Gender-Negative refers to development activities in which gender inequalities (norms, roles and stereotypes) are reinforced in the process of achieving desired development outcomes. Gender-Neutral activities are ones in which gender is not considered relevant to the development outcome but the process and the outcome do not worsen or improve gender norms, roles and relations. Gender-Sensitive activities view gender as a means and aim to redress existing gender inequalities and gender norms, roles and access to resources so that project goals can be reached. In Gender-Positive activities, the focus remains on development outcomes but changing gender norms, roles and access to resources is seen as central to achieving positive development outcomes. For Gender-Transformative activities, addressing gender issues is viewed as central to both positive development outcomes and transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.</p>
Gender Analysis	A systematic approach, usually using social science methodologies, for examining problems, situations, projects, programs and policies to identify the gender issues and impacts. There are a number of tools available for conducting gender analyses. Gender analysis of a development program involves identifying the gender issues for the larger context (i.e., structural factors), specific sites and the issues and differential impacts of program objective, strategies and methods of implementation. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women in areas such as access and value of labor, property access and ownership, access to information and services and social status.
Data: Sex- or Gender-Disaggregated	Information differentiated on the basis of what pertains to women and their roles, and to men and their roles. More correctly termed sex-disaggregated when collected and analyzed for men and women.
Gender Role Stereotyping	The portrayal, in media or books or conversations, of socially assigned gender roles as "normal" and "natural".
Gender Division of Labor	An overall societal pattern where women are allotted one set of gender roles and men allotted another set. An unequal gender division of labor refers to situations in which there is an unequal division of the rewards of labor by sex, i.e., discrimination. The most obvious pattern in the gender division of labor is that women are mostly confined to unpaid domestic

	work and unpaid food production, whereas men dominate in cash crop production and wage employment.
Gender Equality	Refers to the absence of discrimination, on the basis of a person's sex, in the allocation of resources or benefits, or in the access to services. Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Inequality, discrimination and differential treatment on the basis of sex can be structural, i.e., it is practiced by public or social institutions and maintained by administrative rules and laws and involves the distribution of income, access to resources and participation in decision making.
Gender Equity	Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities (e.g., equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value). In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Specific measurements and monitoring are employed to ensure that, at a minimum, programs, policies and projects implemented do not leave women worse off than men in their peer groups and families and that measures are taken to compensate for historical and social disadvantages.
Gender Sensitivity and Gender Awareness	The ability to recognize gender issues and especially the ability to recognize women's different perceptions and interests arising from their different social location and different gender roles. Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical and more "questioning" of gender disparities. Gender awareness is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface, or are "hidden" - i.e. are not part of the general or commonly accepted explanation of what and where the problem lies.
Gender-Blind	Person, policy, or an institution that does not recognize that gender is an essential determinant of the life choices available to us in society.
Women in Development (WID)	An approach to development that arose from a realization that women's contributions were being ignored and this led to many failures in development efforts. Accordingly, WID projects, frequently involve only women as participants and beneficiaries.
Gender and Development (GAD)	This approach shifts the focus from women as a group to the socially determined relations between women and men. A GAD approach focuses on the social, economic, political and cultural forces that determine how men and women might participate in, benefit from and control project resources and activities differently.
Gender Planning	A planning approach which recognizes that because women and men play different roles in society, they often have different needs.
Practical Gender Needs and Strategic Gender Interests	A typology developed by Caroline Moser (1993) in <i>Gender Planning and Development: Theory, Practice, and Training</i> , Practical Gender Needs (PGNs) are those needs identified by women within their socially defined roles, as a response to an immediate perceived necessity (e.g., inadequacies in living conditions such as water provision, health care and employment). They do not challenge gender divisions of labor and women's subordinate position in society. In contrast, Strategic Gender Interests (SGIs) vary by context and are identified by women as a result of their subordinate social status. They tend to challenge gender divisions of labor power and control, as well as traditionally defined norms and roles (e.g., issues as legal rights, domestic violence, equal wages, and women's control over their bodies).

Annex 2

Table 14: Trade Terminology

Term	Definition
Agreement on Agriculture	WTO Agreement committing countries to improve market access and reduce domestic support payments and export subsidies in agriculture.
Domestic content requirement	A requirement that goods produced in a country contain a certain proportion of domestic content.
Export Processing Zone	Designated area or region where firms can import duty-free as long as the imports are used as inputs into the production process.
Export promotion	A strategy for economic development that stresses expanding exports, often through policies to assist them such as export subsidies.
Foreign direct investment	A corporation's acquisition abroad of physical assets such as plants and equipment, with operating control residing in the parent corporation outside the country where the acquisition occurs. Includes mergers and acquisitions of corporations in one country with or by those in another country.
General Agreement on Trade in Services (GATS)	WTO agreement that provides a legal framework for trade in services and the negotiated, progressive liberalization of regulations that impedes this. It covers areas such as transport investment, education, communications, financial services, energy and water services and the movement of persons.
Market access	The extent to which a country permits imports. A variety of tariff and non-tariff barriers can be used to limit the entry of products from other countries.
Most Favored Nation (MFN)	A commitment that a country will extend to another country the lowest tariff rates it applies to any other country.
National treatment (NT)	Commitment to treat foreign producers and sellers the same as domestic firms.
Non-tariff barriers (NTBs)	Describes international barriers to trade other than tariffs. They include import quotas, voluntary export restraints, labeling and package requirements, subsidies and domestic content requirements and other similar measures.
Non-tariff measure	Any government action with a potential effect on the value, volume or direction of trade.
Tariff	A government-imposed tax on imports.
Trade integration	Trade integration is the broader economic process of increasing exchanges with other countries. It includes expanded trading with other countries, greater foreign investment, as well as the increased flow of labor, technology and communication across national boundaries.
Trade liberalization	Trade liberalization is the reduction of tariffs and removal or relaxation of non-tariff barriers.
Trade policy	Trade policy is formed as the result of a political process. Governments, often working through their Foreign Ministries or Commerce Ministries, negotiate national commitments to open domestic markets to foreign investors in exchange for reciprocal commitments from other governments. These trade and investment policies are codified in binding bilateral, regional and multi-lateral trade agreements. The commitments may lead to changes in tariff levels, national regulations and domestic policies. Many trade agreements also define a process for resolving trade disputes between countries.
Trade-Related Aspects of Intellectual Property Rights (TRIPS)	WTO Agreement aimed at establishing minimum standards of intellectual property rights protection for all products and services, covering copyrights, trademarks, geographical indications, industrial designs, and trade secrets.
Trade-Related Investment Measures (TRIMS)	WTO Agreement aimed at eliminating the trade-distorting effects of investment measures taken by members.

Annex 3

Table 14: Gender-Sensitive Indicators for EGFE/Trade-Related Activities

Agriculture, Environment, Transport/Infrastructure	
<p><u>Changing agricultural production patterns and increasing income</u></p> <ul style="list-style-type: none"> • Number and percentage of entrepreneurs who move into a higher part of the value chain, disaggregated by sex. • Number and percentage of participants cultivating cash crops, disaggregated by sex. • Number and percentage of producers who adopt new cash crops, disaggregated by sex. • Changes in income for producers of new crops, disaggregated by sex. • Change in household nutritional status. • Change in woman's or household's income and consumption. • Number of economic activities developed that are home-based. • Number of women who become engaged in new home-based economic activities. • Change in women's or household's income. • Analysis of time-use by rural producers, disaggregated by sex. <p><u>Extension services, technologies and finance</u></p> <ul style="list-style-type: none"> • Number of new extension agents hired, disaggregated by sex. • Analysis of agricultural technology disaggregated by sex. • Number of users of technology, disaggregated by sex. • Wages for workers in new positions (post-training) compared to the old positions. • Number of women who gained /retained traditional position within the sector. • Analysis of increased competition on prices • Number of new livelihood opportunities developed, disaggregated by sex. • Number and value of loans to small producers, disaggregated by sex. • Number and percentage of new bank officers hired, disaggregated by sex. 	<p><u>Gendered use, management and governance of natural resources</u></p> <ul style="list-style-type: none"> • Changes in type of resources, intensity of use and need for resources, disaggregated by sex. • Changes in perceptions about NR problems and solutions, disaggregated by sex. • Changes in men's and women's workload (time and task allocation), disaggregated by sex. • Number of employees hired to manage resources, educate others about traditional knowledge or disseminate new technologies/practices, disaggregated by sex, location of hire. • Number of people who can no longer practice traditional livelihoods after adopting new environmental practices or technology, disaggregated by sex. • Changes in willingness to pay for environmental innovations, disaggregated by sex. <p><u>Labor- and Time-Saving Infrastructure</u></p> <ul style="list-style-type: none"> • Number of hours spent on collecting fuel or water before and after project initiated, disaggregated by sex. • Quantitative change in hours of household labor by time and task allocation, disaggregated by sex. • Number of bicycle-owners, disaggregated by sex. • Number of bus-riders on women-only buses. • Number of women who report increased mobility after project launched. • Number of users of water/energy, disaggregated by sex.

Governance, Labor	
<p><u>Legal Reforms Related to Governance, Transparency and Inter-Agency Coordination</u></p> <ul style="list-style-type: none"> • Number of reforms modified to have a gender-neutral impact, including costs and budget allocations. • Number of reforms promoted that would benefit poor women. • Number of those reforms that were adopted. • Number of reforms revised or pro-poor, pro-women reforms developed by ministry staff following training. • New gender-related language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions. • Increased involvement of gender-concerned civil society groups in trade dialogue with government. • Number of gender-related civil society concerns included in government's trade deliberations. 	<p><u>Labor laws, unions, living wage reform</u></p> <ul style="list-style-type: none"> • Reports of labor law violations, disaggregated by sector and sex of worker. • Number of workers who go to legal project for assistance, disaggregated by sector and sex. • Reports of gender-based labor rights violations by sector, by sex. • Number of factories that adopt gender-specific codes of conduct. • Changes in knowledge, attitudes and behaviors related to living wage campaigns. • Number of female and male leaders involved in living wage campaigns. <p><u>Informal workers</u></p> <ul style="list-style-type: none"> • Number of new networks created for and by informal workers. • Number of members of new networks, disaggregated by sex. • Number and percentage of workers who seek assistance at the shelter, disaggregated by sex and by reason for visit (legal, food, etc.).

Export Promotion, Customs Reforms and SME Support	
<p><u>Export-Oriented Clusters and Value Chains</u></p> <ul style="list-style-type: none"> • Number of exporters entering new clusters, disaggregated by sex. • Average sales of women-owned and men-owned export businesses by sector and size of business. • Number of workers employed in sectors, per year, disaggregated by sex (after workforce development activities). • Salaries of workers employed per year, disaggregated by sector, by sex and by job category (after workforce development activities). • Number of “female-value chains” developed by sector. • Change in income of women engaged in “female-valued chains” measured annually. • Marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing and strategic linkages with other firms or sub-sectors, disaggregated by the size of enterprise and sex of owner. • Number of women entrepreneurs involved in creation of web portal for women. • Number of links established with Fair Trade organization for women’s goods and annual sales from Fair Trade contracts. • Number of links/contracts established with other entrepreneur to form a women’s goods cluster. Annual sales from this link. • Annual sales for women artisans via web (e-commerce), in person, etc. • Annual sales from contract with super markets, disaggregated by sex of exporter. 	<p><u>Reduction of customs-related operational and administration constraints</u></p> <ul style="list-style-type: none"> • Number of exporters in the country, disaggregated by sex. • Number of policy measures implemented to address costs of customs procedures and constraints of poor producers. • Number of women’s groups, associations, women leaders engaged in advocacy for pro-poor customs policy. • Number of users of online customs forms, disaggregated by sex. • Number of customs forms processed online, disaggregated by sex. <p><u>Business Services and Training for SMEs</u></p> <ul style="list-style-type: none"> • Number of new entrants entering SMEs sector assisted by project, disaggregated by sex. • Percentage of ownership of businesses/sex of owner/sector. • Average size of loans by sector and size of business, disaggregated by sex of business owner. • Number of women’s associations created or assisted. • Number of gender-sensitive policies implemented in areas that will assist entrepreneurs. • Number of loans dispersed through funding mechanism. • Number of clients that receive loans, disaggregated by sex. • Number of clients that receive pre-and-post investment counseling. • Number of clusters developed that present opportunities for women owners and workers. • Number of workers employed per year, disaggregated by sex. • Salaries of workers employed in cluster, disaggregated by sex and by job category. • Number of daycares provided on-site.

Tourism, E-Commerce and ICT	
<p><u>Tourism Sector Employment and Enterprises</u></p> <ul style="list-style-type: none"> • Number of new entrants into the “emerging opportunity” positions in the sector, disaggregated by sex. • Number and percentage of entrants into new “ungendered” jobs, disaggregated by sex. • Number of new jobs created in women-only tourism ventures. • Number of women trained to become recruiters and trainers. • Number of applicants for tourism jobs, disaggregated by sex after more women staff are in place as recruiters. • Number of new jobs created from backward and forward linkages, disaggregated by sex. • Annual sales of handicrafts before and after tourism plan, disaggregated by sex of producer. 	<p><u>Technology Affordability</u></p> <ul style="list-style-type: none"> • Number of users, disaggregated by sex and geographical location. <p><u>Technology Accessibility – Transport, Mobility and Security</u></p> <ul style="list-style-type: none"> • Number of centers established by geographical location. • Number and percentage of customers at telecenters, disaggregated by sex, and telecenter location. • Changes in user satisfaction with telecenters, disaggregated by sex. • Number of women telecenter entrepreneurs. • Number of telecenter users at all times and women-only times, disaggregated by sex. <p><u>ICT Sector Accessibility – Socio-Cultural Issues</u></p> <ul style="list-style-type: none"> • Number of new female entrants into ICT training, business ownership and/or degree programs after awareness campaign or gender-sensitive educational curricula. <p><u>ICT Business License and Ownership</u></p> <ul style="list-style-type: none"> • Number of ICT-related businesses that have applied for and/or received licenses, disaggregated by sex. <p><u>Marketing and Pricing Information via ICT</u></p> <ul style="list-style-type: none"> • Change in marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing and strategic linkages with other firms or sub-sectors, disaggregated by the size of enterprise and sex of owner.

Services Development – Health, Education	
<p><u>Mobility and Transport</u></p> <ul style="list-style-type: none"> • Number of initiatives incorporated into project to address mobility concerns. • Survey of time spent to receive health care prior to and after center established, disaggregated by sex. • Number of times that telediagnosis, imagery and treatment used on rural patients, disaggregated by sex. • Health outcomes of patients using telediagnosis, disaggregated by sex. • Successful diagnostic rate, disaggregated by sex and percentage. <p><u>ICT and Health</u></p> <ul style="list-style-type: none"> • Number of patients served by PDA-using physicians, disaggregated by sex. • Number of MDs using internet medical centers, disaggregated by sex. <p><u>Gender Budgeting</u></p> <ul style="list-style-type: none"> • Increases and decreases to programs benefiting women as a result of health sector reforms. <p><u>Under-Served Communities</u></p> <ul style="list-style-type: none"> • Number of new doctors, nurses, nursing assistants trained and dispersed to underserved areas, disaggregated by sex. • Survey of illness, morbidity and maternal and child health issues in underserved areas, prior to and after medical staff are in place. <p><u>Traditional Healing (<i>Unani</i>)</u></p> <ul style="list-style-type: none"> • Number of cases carried by medical practitioners, before and after intervention, disaggregated by sex (for producer and consumer). Annual income of practitioners prior to and after intervention, disaggregated by data. • Number of herbal producers linked to Unani medical chain, disaggregated by sex and annual income. 	<p><u>Policy and User Fees</u></p> <ul style="list-style-type: none"> • Changes in enrollment in primary school after user fee adjustments, disaggregated by sex. <p><u>Employment</u></p> <ul style="list-style-type: none"> • Number and percentage of retrenched workers matched with new jobs, disaggregated by sex.

Annex 4

Gender Information Sources For EGFE/Trade-Related Activities

For most countries, there are a number of national and international options for data sources. International and national statistics can help SO teams to draw important conclusions about key gender differences that need to be addressed through the developing program objectives and activities. Sex-disaggregated data includes micro and macro-economic data as well as national statistics on social development, labor force participation and segmentation, incomes, poverty rates, educational attainment, health status, legal status, judicial access, and political participation.

Table 15: Secondary Data Sources for Economic Growth/Trade Gender Analyses

Data Source	Poverty and Inequality	Food Security	Health and Demographics	Education	Labor Markets
National Household Survey Data	X		X	X	X
National Labor Force Surveys		X			X
Data from National Education Ministries				X	
Data from National Accounts				X	
National Health Care Agencies Data			X		
World Bank Living Standards Measurement Study (LSMS)	X	X	X	X	X
World Bank, World Development Indicators			X	X	X
Demographic and Health Surveys		X	X		
I.L.O. health data on occupational injuries					X

Websites Related to Gender and Trade

- ADB Gender and Development (<http://www.adb.org/gender>)
- Association for Women's Rights in Development (AWID) (<http://www.awid.org>)
- Development Alternatives for Women in a New Era (DAWN) (<http://www.dawn.org.fj>)
- Eldis Trade Policy Resource Guide (<http://www.eldis.org/trade>)
- International Gender and Trade Network (<http://www.igttn.org>)

- International Labour Organization (ILO) Gender Equality (<http://www.ilo.dyn.gender.gender>)
- ILO Gender and Employment Policy (<http://www.ilo.org/public/english/employment/gems>)
- Genderstats (<http://genderstats.worldbank.org>)
- UN Institute for Research and Training for the Advancement of Women (<http://www.un-instraw.org/en/>)
- UN Division for the Advancement of Women (<http://www.ilo.org/public/english/employment/gems>)
- UN Women Watch (<http://www.un.org/womenwatch>)
- UN Development Fund for Women (UNIFEM) (<http://www.unifem.org>)
- United Nations Conference on Trade and Development (UNCTAD) (<http://www.unctad.org>)
- Women in the Informal Economy Globalizing and Organizing (WIEGO) (<http://www.wiego.org>)

Annex 5

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