

**REGIONAL GENDER IMPACT ASSESSMENT
WORKSHOP REPORT
FOR USAID/REDSO/ESA**

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U.S. Agency for International Development/REDSO/ESA

In Response to:

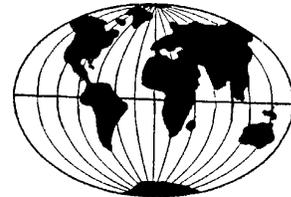
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TABLE OF CONTENTS

I.	Introduction.....	1
II.	Workshop Organization and Format.....	1
III.	Workshop Outcomes.....	10
IV.	Workshop Evaluation.....	12
V.	Conclusions.....	12

APPENDICES

Appendix A	Participant List	A-1
Appendix B	Agenda.....	B-1
Appendix C	Case Studies.....	C-1
Appendix D	Workshop Evaluation	D-1

REGIONAL GENDER IMPACT ASSESSMENT WORKSHOP REPORT

I. INTRODUCTION

The Regional Gender Assessment Workshop was held in Nairobi, Kenya, at the Safari Park Hotel, January 28 through 30, 2003. Approximately 15 male and female participants, representing five USAID Missions, plus REDSO/ESA and AFR/DP attended. The workshop was sponsored by the REDSO/ESA Mission and coordinated by Wanjiku Muhato, the Regional Gender Advisor. In addition to the sponsoring Mission, participating countries included Ethiopia, Kenya, Tanzania, Uganda and Democratic Republic of Congo. In addition, two participants came from the REDSO Non-presence Countries office to represent the Sudan and Somalia programs and another came from USAID/Washington. (A detailed list of participants appears in Appendix A, followed by the workshop agenda in Appendix B.) Participants included representatives from SO Teams, Mission gender coordinators, program offices and other officials from USAID/Kenya. The purpose of the workshop, discussed in more detail below, was (1) to review the findings of the Regional Gender Impact Assessment conducted under a Development Associates contract to USAID/REDSO/ESA, (2) share information on the current status of gender integration in the USAID Missions represented and (3) explore ways of mainstreaming gender into Mission activities.

Prior to the workshop, two Development Associates facilitators, one from Kenya and one from the U.S., coordinated with the REDSO to develop the agenda and a broad range of presentations and exercises for the event. Following REDSO approval, the facilitators coordinated with the Mission to produce a variety of related handouts for participant workbooks, including copies of the assessment reports.

The remaining sections of this report provide details on the 3-day workshop, including major content areas covered and results from major group exercises. Separate sections present workshop accomplishments and recommendations, along with a summary of participant evaluations.

II. WORKSHOP ORGANIZATION AND FORMAT

The Gender Impact Assessment Workshop was the concluding task of the Regional Gender Impact Assessment carried out earlier for the REDSO. The workshop keyed off one of the major assessment findings: a lack of knowledge and training concerning gender. As noted in the research report, “The once liberally available WID Office help in gender training and technical assistance has all but dried up – another indication of the ‘partial de-institutionalization of gender.’” Thus, the Regional Gender Impact Assessment Workshop can be viewed as the initial response to the research recommendation that called for more training and technical assistance.

The workshop agenda, including objectives for each of the three days, begins on page 3. The overall design for the workshop called for each of the 3 days to focus on a specific gender topic related to the assessment reports: Day 1 was primarily devoted to lessons learned from the assessment; Day 2, to developing gender strategies; and Day 3, to the work planning to better

accommodate gender mainstreaming. Throughout the workshop participants demonstrated their interest and enthusiasm; this was a highly interactive group, with all attendees participating in, and contributing to, the workshop outcomes.

Opening of the Workshop

The tone for the workshop was set by the Regional Gender Advisor, Wanjiku Muhato, during her introductory remarks, where she focused on the event as an opportunity to further address the findings from the gender impact assessment and indicate to the Agency what more is needed in order to better address gender mainstreaming in USAID. As summarized in these introductory remarks, the workshop provided a forum for sharing information from the assessment, determining needs as perceived by workshop participants, refining a plan of action, and moving forward to chart the gender mainstreaming path for the future.

Diana Putman, Ph.D., Director of the Food Security Office at USAID/REDSO/ESA, officially opened the workshop, emphasizing both accomplishments and challenges, as well as the need to ensure that gender is not relegated to a marginal position within USAID. She reiterated the need to focus on integrating women into the mainstream, rather than have efforts on behalf on gender be “add-ons.” Her remarks served as a fitting backdrop to the remainder of the workshop which stressed the importance of gender mainstreaming, empowering women in all walks of life, the importance of gender analysis to the process, and integrating gender in all USAID projects and partner activities. The workshop then moved to discuss the gender challenges facing the Agency and potential strategies for their solution.

Workshop Objectives

As shown on the workshop agenda, the Day 1 objectives were to articulate the importance of gender as a development variable, review the findings from the Regional Gender Impact Assessment, develop a common perspective on gender, identify avenues for USAID interventions, identify priority areas of concern, share lessons learned and identify obstacles to gender integration and approaches for overcoming them. As discussed below, the day met these objectives even though two sessions had to be compressed in order to accommodate large group discussion.

Participant Expectations

The first exercise of the workshop was designed to elicit participant expectations for the workshop and centered around several principles addressed in the assessment reports:

- ▶ Development processes must address different gender needs and strategic interests of men and women in order to promote equality in society and efficiently target and utilize resources.
- ▶ The process of creation of a gender-equitable society demands that those who currently hold the power and resources share them with the disadvantaged.

- ▶ Social, cultural, political and historical constraints on women and girls, necessitate the use of affirmative action to help bridge gender gaps, promote women’s empowerment and address the strategic needs of poor women, as well as men.
- ▶ There can be no gender mainstreaming without gender analysis that examines the differing resources, roles and incentives of men and women in a given context. Accordingly, there is the need for continuously collecting gender-disaggregated data.
- ▶ Gender-responsive planning, implementation, monitoring and evaluation will promote efficiency and greater productivity and lead to greater well-being of men, women, boys and girls.

Small groups discussed these conclusions and in the large group presented their expectations for the workshop. It became apparent during the ensuing discussion that some participants came to the workshop to learn more about current Agency thinking about, and approaches to, mainstreaming gender, and were looking for ways to integrate gender into Mission activities, as well as approaches for monitoring performance for results. Some were also uncertain about USAID gender-related documentation requirements.

EXHIBIT 1: PARTICIPANT EXPECTATIONS

Clarify definitions and concepts

- Current thinking about how to approach gender
- Meaning of “Affirmative Action”
- The concept of “Empowerment and Strategic Needs.”
- Obtain guidance about how social, cultural and historical issues are captured in the studies always done.

Share information and experiences

Hear about and discuss:

- Opportunities for advancing gender-specific priorities
- Approaches for highest gender impact
- Gender strategies and ways to integrate gender into Mission activities
- Program design issues
- How to allocate resources to target gender

Motivation

- Re-energize commitment to gender
- Obtain useful, practical information to help in gender sensitization

Acquire skills

Learn practical tools for:

- Identifying indicators
- Mainstreaming
- Monitoring performance and results, evaluation

Participants demonstrated a keen interest in furthering gender initiatives within USAID and hoped to be able to formulate a workshop statement on gender policy and management concerns. They recognized the desirability of change within the Agency to enhance gender programming, while at the same time realizing the limitations placed on resources and the realities of Mission workloads. Nevertheless, participants were articulate about their concerns for finding ways to further gender mainstreaming in USAID.

Findings from the Regional Gender Impact Assessment

Another major topic covered on the first day of the workshop was the key findings from the Regional Gender Impact Assessment. The workshop facilitator presenting this unit, emphasized the following:

- ▶ Incentives (especially market-driven incentives) are important contributors to the success of gender programming.
- ▶ Both USAID and partners need additional resources to address gender issues. These include time, staff, knowledge and training.
- ▶ Agency reporting requirements lead to a partial de-institutionalization of gender (the implication being that information does not “go up to” decision makers).
- ▶ Training and technical assistance need to be re-emphasized, since USAID staff are not aware of what they are actually supposed to do *vis a vis* gender mainstreaming. (For example, some staff concluded that simply mentioning the word “gender” was adequate for addressing gender needs.)
- ▶ For successful gender mainstreaming, promoting economic empowerment for women should be a component in a wide variety of sectors.
- ▶ It is important to look at the strategic interests of women.

Following on from the discussion of key findings, participants were assigned to groups and asked to address case studies derived from the assessment report (copies of all case studies are included in Appendix C). The group assignment was to identify lessons learned from the case studies. Among the lessons learned cited were the following:

- ▶ Gender analysis and gender-disaggregated data are important to the success of USAID projects, allowing more accurate targeting and marketing of project services.
- ▶ The cultural context of East Africa with its patriarchal focus is an important consideration in project planning.
- ▶ Economic empowerment of women is a cross-cutting issue with significant potential pay-offs in terms of results.

It is worth noting that by mid-day on the first day of the workshop participants had coalesced as a group and were particularly interested in airing their special concerns. For this reason, periodically during the afternoon additional time was made for addressing some of these.

Regional Database

Also, during the afternoon of the first day, Esther Muchiri, ICT/Food Security and an ICT consultant, made a presentation on the database that is being created in REDSO/ESA to help provide additional information on gender related topics to Missions within the region. Created as a USAID internal document, and not yet on-line, it is envisioned that the data base will ultimately be a compendium of resources related to gender, including lessons learned and contact information.

Gender Mainstreaming

As mentioned earlier, the second day of the workshop dealt with developing gender strategies. The focus of the early part of the day was a brainstorming session on gender mainstreaming and affirmative action, led by the facilitator from the assessment team. Key points of discussion were as follows:

- ▶ Gender mainstreaming is a process by which the different social, cultural and economic roles, needs and contributions of men and women are taken into account, in the planning and implementation and monitoring and evaluation of development programs and policies to achieve the goal of gender equality and improved well being of communities;
- ▶ Equality and equity for men and women in all levels of development programs must be addressed;
- ▶ USAID staff and partners should recognize that equality and equity may be different depending on social and cultural circumstances with a country; i.e., one has to consider the local environment;
- ▶ With regard to affirmative action, staff need to focus on the "opportunity aspect" of their programming;
- ▶ Sometimes there is confusion between affirmative action and tokenism, the latter which may be used to "jump start" processes for bringing about equity.
- ▶ Affirmative action needs to specify goals for measuring when desired results have been achieved.

Gender Strategies

Later in day, the group moved into a discussion of improving/building gender strategies. At the outset of this large group discussion the facilitator emphasized that multi-level strategies for incorporating gender are the most appropriate. The group discussed the need to have gender as a part of the Mission's overall strategy, beginning with planning, at which point gender requirements should be laid out. This comment moved participants to raise the issue of tools and

other resources needed, which in turn led into a discussion of the importance of understanding the use of gender disaggregated data and gender analysis. One suggested approach was to have gender analysis be a part of a broader sectoral analysis; or, at a minimum be undertaken informally.

However, the group also recognized that most Missions do not have an overall gender strategy. In lieu of this, it was suggested that Mission at least have a concept paper to serve a similar purpose and that a time frame be set for the completion of such a paper. As will be addressed again later in this report, during the course of the workshop participants returned repeatedly to the issues of gender analysis and access to, and availability of, data. This is but one element of a broad range of resources that are not readily available in the Missions.

Inevitably, the discussion also turned to the need for tools for designing and implementing gender strategies and the need for staff training on how to obtain gender-based results. The group agreed that training should extend beyond basic awareness training and should include skills and tools (see also workshop recommendations). Participants also clearly recognized the need for someone with “authority” to ensure that gender is adequately and thoroughly addressed at various levels within Missions. One participant commented that those being charged with gender responsibilities should be recognized as playing an important role. Another reiterated the need for been gender integration.

In conjunction with the discussion on developing gender strategies, the facilitator and participants also discussed the need to consider both quantitative as well as qualitative indicators (work plan and accountability indicators). The group also addressed the important role of partners and stakeholders in planning gender strategies, especially the need to make partners part of the team, understand the utility off gathering gender data, and have access to guidelines for doing so.

To reinforce the presentation on building strategies and developing indicators, participants were asked to complete an exercise on data collection and analysis needs and problems. The exercise consisted of two problem trees, one created without the use of gender analysis and the other which used gender analysis. Based on a review of the two decision trees, small groups were asked to prepare checklists for gender-based data collection, with an emphasis placed on activity targeting (women as well as men) and ensuring that gender sensitive issues are identifiable.

As a concluding activity at the end of the second day, participants were asked to note issues of particular importance. This served as a checklist that the day’s objectives of identifying strategies, monitoring gender issues and technical assistance requirements had been met.

Work Plans

Day 3 of the workshop was devoted primarily to work planning, including principles discussed on the two preceding days. The vehicle used for these sessions centered on an exercise during which participants were grouped into fictitious Missions, whose staffs were preparing a general work plan for improving gender equity programming. Tools used for this exercise were two planning grids, designed to facilitate laying out and analyzing objectives, obstacles, resource requirements and the like. One group focused on the Economic Growth Sector and one focused on HIV/AIDS. Summaries of the groups’ work appear below.

The Economic Growth group:

1. Objective: Sensitize Mission Management to “buy into” gender

- Benefits
 - Provides gender programming greater legitimacy
 - Creates gender advocates at higher levels
 - Offers additional support for obtaining gender resources
- Obstacles:
 - Competing needs and priorities are potential inhibitors
 - Male dominated Mission management may not be supportive

2. Objective: Encourage all SOs to establish a gender working group involving men and women as participants

- Benefits
 - Provides a focal point for gender considerations
 - Transfers gender sensitivity and knowledge to SO teams
 - Allows greater SO team “buy-in” to gender and serves as a source of reinforcement for partners
- Obstacles
 - Competing priorities
 - Lack of resources, time, knowledge

3. Objective: Create a Mission gender statement, gender guidelines and Mission Orders, for use internally, and externally with partners and stakeholders

- Benefits
 - Provides a framework on which to build/expand gender efforts
 - Establishes measures of accountability
 - Creates a gender conceptual framework for external partners; i.e., the Mission’s position
- Obstacles
 - Building consensus and commitment
 - Lack of time

4. Objective: Hire a full time gender specialist for the Mission

- Benefits:
 - More effective integration in programming
 - Better results
- Obstacles:
 - Mission support
 - Lack of resources

This small group projected the following results for these approaches:

- Greater understanding and support of gender by SO teams, with gender viewed as a cross-cutting issue;
- Greater program impact;
- More effective planning, implementation, monitoring (including the collected of disaggregated data);
- The creation of a uniform vision/voice within the Mission concerning what is expected, required, necessary;
- Increased production and income for women and men and improvement of their general well being; and
- Increased gender equity among beneficiaries

The HIV/AIDS group first laid out their overall objectives for improving gender programming and then continued to elaborate on the objectives:

1. Objective: In order to obtain an improved response from other offices in the Mission, sensitize senior management of importance of a clear commitment to gender.

- Benefit: Sensitization would lead to mainstreaming becoming more engendered at the SO level
- Obstacles:
 - Resistance and lack of resources
 - Requires commitment from SO Team and gender advisor
 - Bureaucratic processes create impediments
- Result: Approved, revised more gender-sensitive SO Teams

2. Objective: Institutionalize gender mainstreaming by establishing mechanisms of accountability, including conducting gender analyses

- Obstacles:
 - Prioritization of resources
 - Requires TA from REDSO, EGAT/W
- Results:
 - Gender report to “inform” the Mission strategy

3. Objective: Make more gender information available and accessible, including review and revision on the PMP

- Obstacles
 - Availability of reliable gender data and lack of current data
 - Need for an improved donor and government network
 - Would require time from SO Team, REDSO and Partners
- Results: Gender responsive PMP with gender indicators

In addition to the objectives listed above, the group concluded with a list of other objectives but lacked the time to fully develop them.

4. Objective: Capacity building for staff and partners, stakeholders, counterparts (grantees and government)

- Obstacle: Requires additional resources such as TA, gender advisor, and an SO Team to serve as a role model
- Results:
 - Improved gender-responsive programming and reporting (monitoring and evaluation and analysis)
 - Enhanced advocacy

5. Objective: Develop and make available accurate, reliable data

- Obstacle: Would require on-going funding
- Results: Could lead to a data bank for improved programming

6. Objective: Use men as change agents

- Obstacle: Would require additional funding
- Result: Men advocates and mentors could enhance gender mainstreaming

7. Objective: Link gender to all sectors

- Obstacle: Requires additional funding
- Results: Enhanced programs and joint programs

8. Objective: Involve youth more

- Obstacle: Requires additional funding
- Result: Youth advocates and mentors could enhance gender mainstreaming effort

III. WORKSHOP OUTCOMES

As a concluding activity, workshop participants formed groups to discuss and list workshop accomplishments and their recommendations. The following exhibits contain the groups' findings.

EXHIBIT 2: IDENTIFIED WORKSHOP ACCOMPLISHMENTS

1. Underscored the importance of gender mainstreaming by affording participants an opportunity to be informed of the results of the Regional Gender assessments and to receive written copies of the assessment results. It further provided participants with a venue for discussing assessment results with their peers.
2. Created a forum for meeting and interacting with gender-sensitive colleagues from Africa Missions, the REDSO Mission and USAID/ Washington.
3. Small and large group discussions helped expand participants' personal gender networks and to identify future possibilities of networking within the region.
4. Both through dissemination of assessment report results and exchanges of participant personal experiences, provided in-depth information concerning strengths, weaknesses, and needs of USAID Mission gender initiatives.
5. Created a platform for enhancing participants' capacity to advocate and articulate gender issues in planning and programming.
6. Provided a forum for addressing key gender issues and gender specialists' skills and informational needs for enhancing personal performance and furthering gender mainstreaming efforts.
7. Promulgated detailed applications of approaches to gender issues.
8. Through the sharing of personal experiences and group interaction created greater gender sensitization and consensus concerning areas of need.
9. Established a forum where participants became more energized, excited and optimistic about moving forward with gender initiatives.
10. Created an atmosphere that emphasized becoming more assertive in discussing continuing gender related needs: training, identifying additional resources, continued opportunities to network with other gender members, and learning about gender success stories from other Missions.

WORKSHOP RECOMMENDATIONS REPORTED BY PARTICIPANTS

Policy

- A stronger gender policy is needed within the Agency, along with additional resources. An Agency-wide institutional gender analysis needs to be undertaken.
- There needs to be a “top down” approach to gender mainstreaming at all levels within the Agency.
- USAID policies need to be re-visited in order to integrate mechanisms for gender accountability.
- USAID should ensure that gender issues are integrated within various USAID analyses.
- AFR should define gender mainstreaming for the African Region.
- Region-wide, Mission management should continue to be sensitive to gender mainstreaming and articulate a strong commitment to its achievement.
- The Agency should encourage Missions to establish gender working groups in order to better integrate gender concerns within Mission portfolios.
- USAID Missions should formulate a specific gender vision and action plan for integrating gender in all activities and SOs. Missions should revise gender policies (Mission Orders, strategies) and develop a “road map” for mainstreaming gender.

Resources

- Missions require more resources from USAID/W: financial, skilled outside gender specialists, recognition that more time needs to be allocated to gender issues, additional studies of gender-related topics.
- USAID/W should distribute more comprehensive gender guidelines and policy (e.g., frameworks for mainstreaming), as well as other training and technical assistance resources.
- The REDSO gender office should be strengthened to respond to specific Mission gender needs.
- Within Missions full time gender specialists should be hired and/or designated.

Technical Support and Training

- Gender specialists need more gender tools, “how-to” manuals and techniques and mainstreaming studies.

- Gender should be mainstreamed in all USAID training (CTO, PMP, SP and training for supervisory/activity managers). Missions should address the need for continued gender training of staff and partners.

Communication and Networking

- USAID/W should provide improved guidance on gender mainstreaming, reporting and data collection.
- Within the region sectoral gender specialists should be identified and a gender data base developed for use in the region.
- The Agency should provide gender specialists with additional formal opportunities to network with their peers and with experts in the field.
- AFR should design a format for documenting gender success stories in order to increase their utility.

IV. WORKSHOP EVALUATION

Participants were provided a workshop evaluation form in their training material on which to rate a number of aspects of the sessions: the extent to which the workshop was worthwhile; the most useful/least useful parts; rankings of content, methodology, materials and training facilities; and suggested follow-up. Overall, participants gave the workshop format, content, methodology and facilitators high marks. Moreover in informal conversations and on their workshop evaluation forms participants expressed their interest in a follow-on workshop, in addition to more training, technical assistance and opportunities to network. See Appendix D for the full evaluation report.

V. CONCLUSIONS

There is no doubt that the participants attending this workshop did so because of their personal drive to further gender mainstreaming in USAID. Their own participation and findings further support the Regional Gender Assessments conducted earlier in that participants confirmed that:

1. Benefits accrue to projects where gender analysis occurs.
2. Gender advisors and others in the field feel that gender policies are not clearly articulated in USAID, which lacks a gender conceptual framework for planning, implementing, monitoring and evaluating. (Many feel lack of direction.)
3. Training and technical assistance resources are sorely needed. These resources include practical skills and tools related to designing and applying gender analysis.
4. Missions need gender baseline data, as well as on-going data.
5. Participants would like to see follow up on progress to this particular workshop as well as additional workshops.

APPENDICES

Appendix A Participant List	A-1
Appendix B Agenda.....	B-1
Appendix C Case Studies.....	C-1
Appendix D Workshop Evaluation.....	D-1

APPENDIX A

PARTICIPANT LIST

**Regional Gender Impact Assessment
Dissemination Workshop
USAID/REDSO/ESA
January 28 – 30, 2003**

Mission & S.O. Team	Name of Participant	Title
REDSO/ESA WORKSHOP SPONSOR	Wanjiku Muhato	Regional Gender Advisor
<i>Program Development and Implementation (PDI)</i>	Loise Mukira	Program Specialist
<i>SO5: Food Security Office</i>	Mary Hobbs Esther Muchiri Carolyn Jefferson	Environmental Advisor ICT Specialist Org. Development Advisor
<i>SO7: Health</i>	Janet Hayman	HIV/AIDS Advisor
<i>SO6: D & G</i>	Njeri Karuru	Regional Conflict Management and Governance Advisor
Non-Presence Countries:		
<i>Somalia</i>	Maura Barry	Somalia Program Officer
<i>Sudan</i>	Inez Andrews	Sudan Education Program Manager
USAID/Kenya		
<i>SO 7-ABEO</i>	Beatrice Wamlawa	Program Assistant
<i>SO 3- Health</i>	Jerusha Karuthiru	
USAID/ETHIOPIA	Yeshiareg Dejene, Ph.D.	Gender Specialist
USAID/TANZANIA	Jimmy Msaki Nuru Mtulia	M&E Private Sector
USAID/DRC	Anaia Bewa	Gender Task Force
USAID/UGANDA	Liz Regan Liingi	PPD
AID/W		
<i>AFR/DP</i>	Afia Zakiya	
Development Associates, Washington	Ann Sanders Miriam Gachago	Facilitator Facilitator

APPENDIX B

AGENDA

Day 1 – January 28, 2003

USAID and Gender in Development – Lessons Learned

Objectives for Day 1:

1. Articulate the importance of gender as a development variable.
2. Review findings and recommendations from the Regional Gender Impact Assessment for USAID/REDSO/ESA
3. Develop a common perspective on gender and identify avenues for USAID interventions
4. Identify priority issues of significance to REDSO/ESA and the USAID Missions represented
5. Share information, lessons learned and best practices for dealing with the issues and concerns identified
6. Identify obstacles to gender integration and approaches to overcoming them

AGENDA	
9:00 am – 9:30 am	<p>Welcome and introductions: Wanjiku Muhato, Regional Gender Advisor</p> <p>Opening remarks: Diana Putman, PhD, Director, Food Security Office</p> <p>Security briefing:</p>
9:30 am – 9:40 am	Facilitators’ review of objectives, agenda and format
9:40 am – 10:25 am	Participant introductions and workshop expectations. Small group exercise
10:25 am – 11:10 am	Tea Break
10:40 am – 11:10 am	Key findings from the Regional Gender Impact Assessment. Presentation
11:10 am – 12:00 pm	Identifying priority issues and concerns raised by the Assessment. Small group exercise.
12:00 pm - 1:00 pm	Lunch
1:30 pm - 2:30 pm	Lessons learned: Successes documented in Regional Impact Assessment case studies. Small group exercise.
2:30 pm - 2:45 pm	Characteristics of successful efforts. Large group discussion
2:45 pm – 3:00 pm	Obstacles to gender integration. (What has not worked and why not). Large group exercises.
3:00 pm – 3:15 pm	Tea Break
3:15 pm – 4:00 pm	Background to data base: Wanjiku Muhato, Regional Gender Advisor
	Data base presentation: Esther Muchiri, ICT/Food Security
	Day 1 Wrap-up

Day 3 – January 30, 2003

The Work Planning Process

Objectives for Day 3:

1. Review key elements and considerations for effective work planning
2. Define categories needed for comprehensive work plans
3. Prepare and review draft work plans

AGENDA	
9:00 am – 9:10 am	Review of Day 3 objectives and introduction to the work planning process
9:10 am – 10:30 am	Defining work plan categories and content. Small group exercise
10:30 am – 10:45 am	Tea Break
10:45 am – 11:30 am	Small groups report on work plan categories and content
11:30 am – 12:00 pm	Preparing work plans: participants share personal experiences
12:00 pm – 1:00 pm	Lunch
1:00 pm – 3:00 pm	Continuation of elaborating work plans. Small group exercise
3:00 pm – 3:15 pm	Tea Break
3:15 pm – 3:30 pm	Small groups share key elements of their work plans and discuss where we go from here
3:30 pm – 3:45 pm	Workshop Closing: USAID/Kenya Deputy Mission Director, Dwight (Al) Smith/ Remarks by Nancy Hardy
	Workshop Evaluation

APPENDIX C CASE STUDIES

ANIMAL HEALTH WORKERS

Description of the Problem

REDSO regional partner OAU/IBAR was carrying out a program to train community-based animal health workers in northern Kenya. It should be noted that gender relations among the local pastoral/cattle-raiding and frequently fighting ethnic groups in this area may be among the most patriarchal in the world.

This makes for a challenge; it also makes for some overlap between Economic Growth/Food Security and Democracy and Governance/Conflict interests. For example, REDSO people involved in the former can tell partners and clients that animal services assistance has a prerequisite: peace. Indeed, the management of the OAU/IBAR program, which is aimed at providing much-demanded community based animal health services, has found that the program must promote conflict resolution, if it is to function. Accordingly, about five years ago OAU/IBAR realized that they were, in fact, dealing almost exclusively with men and that there might be advantages to promoting greater involvement of women.

What Happened?

Initially, the OAU/IBR team, then all-male, dealt with all male elders, who appointed 95 percent men for animal health training. However, given the foregoing, it became apparent over time that the small number of women appointed were outperforming the men. They were very committed, conscientious and honest. In particular, they didn't abuse monies from the sale of animal health drugs, or hand them out to their friends, as so many of the men did.

OAU/IBAR decided to try and get more women selected for training. To develop the rationale for this decision, they commissioned a female veterinarian and gender specialist, Dr. Hellen Mulomi Amuguni to conduct two research studies. Both studies, conducted in areas populated by ethnic Somalis, found that the "common wisdom" that men were the mainstays of the pastoral division of labor was wrong. Women proved to have major roles in livestock management as well as control of milking and milk distribution, an important source of income. In addition, it was the women who cared for young and sick animals of all types and who were responsible for treating them with traditional medicine. Yet even female household heads (a numerous group) had been excluded from animal health activities such as field days, vaccination campaigns and drug user association meetings.

Findings from Dr. Amuguni's studies led OAU/IBAR to hire two women veterinarians and a woman communications expert. Although the project at this time shifted from training community animal health workers to working with NGOs, one of the female veterinarians now serves as a gender advisor to the NGOs in addition to carrying out the normal duties of a veterinary field officer.

Over time, even without encouragement from USAID, the OAU/IBAR project has found additional instances where incorporating women enhanced success. In the 1999-2001 emergency response to the drought decimating the pastoral sector in Kenya they found that there were women's groups in the drought region that wanted to market goats but lacked capital. So the project gave small amounts of money to the women's groups. The women's groups paid back from the first cycle and thereafter continued goat buying and selling on their own, i.e., they had become self-sustaining.

Instructions

In your small groups discuss the case study and what your group thinks contributed to the success. Also discuss lessons learned from this vignette, that can be applied to other settings. Refer to the instruction sheet in your workbook for the format to be used in making your responses.

CASSAVA CASE STUDY

Description of the Problem

The mosaic virus spread to East Africa at the end of the 1980s, depressing cassava yields and lowering food security in its wake. Since then, IITA (the International Institute of Tropical Agriculture) has been trying to develop mosaic-resistant varieties that would be acceptable to the hard-hit cassava growers. However, few of their scientists actively worked with their clients resulting in mosaic resistant varieties that remained “on the shelf,” rather than in the fields.

What Happened?

Dr. Goret Ssemakula, a cassava breeder working in the Namulonge Agricultural and Animal Production Research Institute in Uganda, proposed working with clients to jointly develop a mosaic-resistant cassava variety that people would want to plant because it would also embody all the traits they most valued in cassava. Her Director of Research, also a woman, agreed.

In 1998, Dr. Ssemakula began working with the leaders of a new cassava group founded in 1997 by five women and one man in the nearby village of Vvomba. She found out that the two traits they valued most highly in cassava (over and above mosaic resistance) were (1) taste and (2) ease/speed of cooking. Other considerations, such as the amount of dry matter content, the preferred distance between nodes, and the preferred branching or canopy traits of the plant, also were named by group members, but were secondary to the “appetizing and easy” criteria: Taste (sweet, not bitter), color (white), texture (not hard; easy to peel) and cooking (fast).

Working with the group, Dr. Ssemakula came up with cassava variations for them to test. Soon a new variety began to emerge, with characteristics almost too good to be true. Its taste and cooking characteristics were as good as the old variety that was succumbing to mosaic. It was so mosaic-resistant that it was not infected even when the villagers planted it in the same plots as sick, already virus-ridden cassava. Further, the variety was not “woody,” had abundant nodes at the preferred distance apart, a canopy size that was “just right” for intercropping – not too bushy, not too scrawny – and the type of medium length and straight shaped tubers the villagers found most convenient for stacking and marketing. On top of everything, this variety proved easy to slice and fry, made lovely white flour, and had a taste highly appealing to children. Miraculously, the new variety also proved to have much higher yields (as much as 400 percent higher) than the villagers’ traditional variety.

The new variety was named “Vvomba” after their village and the organization’s membership swelled to 300 as the new cassava’s moneymaking potential became known. Group members give away planting materials to neighbors, friends and relatives but sell both planting materials and tubers to everyone else.

With the success of the new variety, the percentage of men in the group rose steadily to 43%. In addition, although women continue to run the group, the kinship and land inheritance systems in the area are patri-oriented, and it is the men who market the crops and control the resulting income. The women sell a little fried cassava and their husbands don’t begrudge them this small amount of income, given the men’s high return from the cassava tubers and planting materials.

Despite the impressive new income generated by the variety and improvements in family standards of living, women want is to capture more of that income for themselves. Given all their labor in farming the cassava, they want to be able to pay for their children's school expenses and not be dependent on their husbands economically. They feel that with more income, they would have more ability to promote their children's welfare directly, as well as influence their husbands' decisions on such matters.

In a focus group, the women suggested the possibility of obtaining a processing machine that would be owned by the women as a group. The machine would enable them to produce cassava flour, i.e., a value-added product. The group would have a master bank account, giving the women assured control of any resulting income. Since the men were profiting from the sale of the tubers and planting materials, the focus group women didn't think that the husbands would object to their wives turning some of the cassava into flour and into their own profits.

Instructions

In your small groups discuss the case study and what your group thinks contributed to the success. Also discuss lessons learned from this vignette that can be applied to other settings. Refer to the instruction sheet in your workbook for the format to be used in making your responses.

THE MONEY MAKER IRRIGATION PUMPS

Description of the Problem

In many developing countries 70-80% of the population live in rural areas where most depend on agriculture-based activities for a livelihood. Few have access to electricity and diesel pumps for irrigation and household water systems are expensive to purchase and maintain. Thus, the amount of land under cultivation, and family incomes, are limited by the area women are able to water regularly using buckets to haul water to the crops.

What Happened?

Appro-TEC, a Kenyan organization, dedicates itself to the development and distribution of technologies to help small scale businesses increase earning from existing resources. They have designed three principal manual technologies: irrigation pumps, an oil press and a hay baler. The pedal powered irrigation pump, which has evolved over the years, was very popular when introduced in 1996 because of its ease of operation and maintenance and pocket-friendly price.

In the course of developing the popular irrigation pumps, branded “money maker,” much effort went into getting feedback from users, including sufficient feedback from both men and women. For example, during development, the women complained about the position of the pedals, which affected their efficiency in running the pump. Their views were recorded and used for improvements and similar gender disaggregated data was maintained throughout the development process.

In addition, research showed that women tend to be intimidated by most technologies and therefore take less advantage of a new technology than do men. Thus Appro-TEC arranges for a demonstrator to accompany dealers to teach potential customers how the pump operates.

Most of the pumps are used for farming horticultural crops, where women normally have greater access to and control of resources than other cash crops. The disposable income for women is, therefore, likely to increase.

Water fetching, even in irrigation situations, is a women’s activity, and therefore this technology, where adopted, has gone a long way in reducing women’s work in three ways: One is that the male adults and children now participate more in the irrigation activity, because the technology is more interesting and less tedious. Secondly, it has reduced the drudgery of watering and takes much less time, thus allowing women to carry out other productive activities. Thirdly, the pumps are also used to pump water for domestic use and this again reduces the time needed for women’s domestic chores.

The fairly low price for a very durable and usable product gives incentive to women and men to save for the purchase of the pump.

Since the introduction of the pump the statistics reveal the following:

- ▶ 20,000 pumps have been sold nationally, creating over 28,000 jobs;
- ▶ 8,000 pumps have been sold under the USAID-funded Micro-PED project;

- ▶ pump owners are making an average annual profit of US\$1,300 from the irrigated crops;
- ▶ 24% of the pumps are under the management of women;
- ▶ 19% are under both husband and wife management; and
- ▶ 57% are under the management of men.

Instructions

In your small groups discuss the case study and what your group thinks contributed to the success. Also discuss lessons learned from this vignette that can be applied to other settings. Refer to the instruction sheet in your workbook for the format to be used in making your responses.

WOMEN IN TRANSITION PROJECT

Description of the Problem

Thirty women who fled Rwanda during the civil war and who later returned found themselves landless, homeless, and hungry. They formed an association in the hope of obtaining agricultural land from the local administration. They got land, carried out farming activities, were able to provide food for their families, and to sell small amounts to earn cash. However, the women were still desperately in need of adequate housing.

What Happened?

USAID worked with the Rwandan Ministry of Family and Women Promotion on the Women in Transition Project (WIT) which was designed to help returnees. The Abashyirahamwe Association Shelter Project is one of the shelter projects funded by WIT. In this case, when the WIT project started in this commune, the local administration was aware of this group of women who were desperate for shelter. The women's group applied for a shelter grant and they were given the resources to build 30 houses. WIT provided funds directly to the association, thus enabling the women to make their own determinations.

This method of project implementation made women responsible for the management of the grant and the construction process. The plan was to construct a few houses at a time, until all the houses were completed. It was the women's responsibility to determine who was most desperate and therefore build their houses accordingly. WIT funding provided the women not only the means to build houses, but with opportunities for decision making, leadership and sharing. A side benefit was that since this project was in operation as the women were returning to the country after the genocide, it served as a therapy group, and many of the women had their self-esteem restored. They learned how to withdraw money from a bank, purchase materials for building a house and supervise the construction of the houses - activities that they had never done before in their lives.

As a project, WIT progressed from supplying shelter to women returnees to a level where it funds individual women enterprises. For women to be provided with assistance, they have to be organized in associations. These associations help track the loans and encourage the members to carry out their objectives. The associations also act as a forum for leadership development for women. The grassroots associations have their own elected leadership and elect representatives to the cell level and up to the commune level. This committee of representative from different levels makes decisions on the loans. The women are, therefore, receiving practical leadership training as they execute their duties. It is not a wonder that WIT is credited with contributing significantly towards the election of many women to the local councils during the last elections. WIT thus provides the type of cross-sector linkages that are necessary to long-term development.

As reported by Buddy Shanks, the Acting Director of WIT, the project has provided 1,600 grants to 1,450 women's associations in 85 communes and 11 of Rwanda's 12 prefectures. Grants have been used for shelter, livestock, income generation and other activities, improving the lives of more than 163,000 beneficiaries. WIT falls between two SOs – Democracy and Governance and Economic Growth. Under its original funding, the main objective for WIT was to provide

economic empowerment for women, leading to participation in community level decision-making and as a means of promoting unity and reconciliation.

Instructions

In your small groups discuss the case study and what your group thinks contributed to the success. Also discuss lessons learned from this vignette that can be applied to other settings. Refer to the instruction sheet in your workbook for the format to be used in making your responses.

APPENDIX D

WORKSHOP EVALUATION

Of the 15 participants, only eight returned their evaluation forms. Even though facilitators reminded participants a number of times, several participants had to leave the final session for return travel home, and approximately two participants from the REDSO were unable to attend on the final afternoon. For these reasons, the evaluation data discussed below does not use percentages. Each item on the evaluation form and the ratings appear below:

- **Overall, how worthwhile was the workshop? (Using a 5-point scale, with 5 being the most worthwhile and 1 being the least worthwhile):**

5 points – 3 participants; 4 points – 5 participants

- **Which parts of the workshop were most useful to you?** Participant responses include:

- Work plan for mainstreaming gender – 4 people
- Case studies
- Data base presentation – 2 people
- Last day's discussion (i.e., work planning)
- Understanding USAID system and identifying gaps
- Recommendations
- Getting energized
- Hearing what other Missions are doing
- Handouts
- Group discussions

- **Which parts of the workshop were least useful?**

- None – 5 people
- Other combined remarks:
 - o Identifying priority issues
 - o Group work took too much time, reduced feedback/discussion
 - o Key findings of the assessment
 - o Role play

- **Please rank the following aspects of the workshop (Using a 5-point scale, with 5 being excellent and 1 being poor):**

- Content of workshop 5 points– 4 participants; 4 points – 4 participants
- Methodology used 4 points – 5 participants; 3 points– 3 participants;
- Facilitators 5 points - 2 participants; 4 points– 6 participants
- Materials/handouts 5 points– 2 participants; 4 points– 4 participants; 3 points – 2 participants
- Hotel/training facilities 4 points – 7 participants (one non respondent)

- Other comments included in this response:
 - o The 3-day session is rather short, given the content; this affected the methodology
 - o Need all regions to do the assessments and provide feedback
- **What type of follow-up to this workshop would you recommend? Training? TA? Policy changes? Funding? Other**
 - Some communication of the recommendations done by our groups
 - Follow-on workshop
 - Policy changes
 - Training and TA on how to design and report on gender at the Mission and Washington levels
 - Training and TA
 - Opportunities to network
 - Information disseminated quickly
 - Training assessment done of Missions
 - Exchange [of this group] on progress following this workshop
 - Further dissemination of information from this workshop
 - Policy **commitment** at all levels
 - Funding to strengthen gender staff and staff depths
 - Training
 - More information on gender guidelines
 - Training of trainer workshop
 - Additional funding for gender advisors