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Final Report

**CONCEPTS, TOOLS AND APPLICATIONS
FOR
CONSIDERING GENDER IN DEVELOPMENT**

**TRAINING AND TECHNICAL ASSISTANCE REPORT
TO
USAID/HONDURAS**

**Presented By:
Management Systems International**

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FINAL
CONCEPTS, TOOLS AND APPLICATIONS
FOR
CONSIDERING GENDER IN DEVELOPMENT

TRAINING AND TECHNICAL ASSISTANCE REPORT
TO
USAID/HONDURAS

FEBRUARY 1992

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GLOSSARY OF ACRONYMS

EPZ	-	Export Processing Zone
ESF	-	Economic Support Fund
FACACH	-	National Federation of Credit Unions
FDF	-	Financial Development Fund
FHIA	-	Honduran Agricultural Research Foundation
GCID	-	Gender Considerations in Development
LUPE	-	Land Use and Productivity Enhancement
NGO	-	Non-Government Organizations
NTAE	-	Non-Traditional Agricultural Exports
NTE	-	Non-Traditional Exports
SFOS	-	Small Farmer Organization Strengthening
WID	-	Women in Development

EXECUTIVE SUMMARY

From October 22 to 29, 1991, three two-day workshops were held for USAID/Honduras focusing on gender considerations in development, conducted by an MSI/Genesys training and technical assistance team. 97 Mission staff were trained. After the training, the team held technical assistance sessions with 15 project, strategy and program teams as well as special sessions with members of the Offices of Development Programs, Development Finance, and Agriculture and Rural Development.

This training and the follow-up technical assistance were intended to support the institutionalization and integration of gender analysis into USAID/Honduras' development programs and projects. Its objectives were to provide information and skills on the history, importance and application of gender consideration for Mission staff's work in Honduras. It was designed for participants to develop strategies for integrating gender as a variable in their professional work.

The majority of participants found that the workshop increased their understanding of gender considerations in development and provided them with useful tools for applying gender analysis to their projects. It appeared that by training such a large percentage of the mission professional and administrative staff, a change in mission "culture" may have occurred. This change has elevated the awareness of gender as a critical variable in development and hopefully will be seen in improved outcomes and project success.

The need for gender disaggregated data to improve individual project programming was perhaps one of the most important outcomes of this raised awareness. For many projects, gender concerns cannot be fully taken into account until specific project-related information is gathered. A number of projects have identified the types of data that should be gathered to provide a basis for increased project success.

For example, a number of projects have success stories to tell but lack data on baseline and subsequent project-related changes to adequately present these outcomes in anything but an anecdotal manner. Other projects have less clear notions of actual project outcome because they have not been measuring people level impact. The establishment of clear, gender specific project and program level indicators -- unequivocally linked to the measurement of impact and results -- will yield valuable information on gender-related differences in project impact and program results.

The team recommends, for future work on USAID/H program-level strategic objectives and indicators and project-level outcomes and indicators, that gender considerations be included in the scope of work. This will insure that gender concerns raised by Mission staff

are integrated into the mission-wide monitoring of program and project success.

In addition, the team recommends that a linked baseline study be made to enable the Mission to analyze changes in intra-household and community patterns due to increased participation by women in a number of participant and beneficiary settings promoted by Mission projects. A linked study would concentrate resources and prevent redundancy while gathering the types of data needed for impact analysis within and across sectors.

In order complete this type of baseline study (and other data collection tasks), USAID/H should conduct a short training for prospective local consultants on how A.I.D. perceives gender issues and their relevance to its portfolio. After this training, the Mission would have available a roster of consultants that would understand the broader issues of gender as opposed to women in development.

Based on recommendations received from Mission staff, the team recommends a GCID training in Honduras for government and NGO counterparts in the next year. For many counterparts, this will be the best opportunity to fully integrate gender concerns in their work. Only those counterparts in projects identified as having important gender impacts should attend the full-scale training. A shorter training course may be more appropriate to those projects that have less gender impact, but that could use some overall awareness raising of how gender considerations impact on project success.

Finally, based on discussions with staff, USAID/H should consider a follow-up technical assistance visit by the MSI/Genesys team in eight months to one year. After the establishment of a consultant roster, the development of a useful baseline and analysis of preliminary data, the strategic objectives/outcomes and indicators exercise, and counterpart training, individual project teams will be prepared to identify next steps in integrating gender concerns more fully into their projects.

TRIP REPORT

Key In-Country Pre-Training Event Activities

In August, 1991 a needs assessment was conducted by Alan Lessik for development of the training design and to identify projects for follow-up technical assistance. The needs assessment was used to finalize the scope of work for the team, to make arrangements for the hiring of a local sociologist to participate in the training, to develop a local case study for use in the training and to develop final versions of training materials.

Upon arrival in country, the Genesys trainers visited the training site, reviewed final arrangements, and assisted the in-country gender expert with document revision.

In addition, one of the trainers facilitated a meeting that the USAID/H WID officer, Carmen Zambrana, set up with the Mission's WID Committee. (List of committee members in Appendix B.) The meeting clarified committee members' roles as presenters in the training session in which they were enrolled. It also provided a forum for them to ask questions and discuss the handout they had prepared for distribution during the training.

Key In-Country Post-Training Event Activities

In addition to the follow-on technical assistance as described in the section following, a final debriefing was held with the WID Committee after the training and technical assistance sessions were concluded. The team presented the draft of the training/technical assistance report to the Committee for their comments. They also presented a series of recommendations outlined in the executive summary.

TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES

Training Activity

Name of Training Event

Concepts, Tools, and Applications for Considering Gender in Development.

Participant Summary

Number of participants: 97

Number of training days/per participant: 2

Summary of participants' professional affiliation: Project, program and administrative staff

Goal and Objectives

WORKSHOP GOAL: To support the institutionalization and integration of gender analysis in the development programs and projects of USAID/Honduras.

OBJECTIVES: At the close of workshop, the participants will:

1. understand A.I.D.'s policy history and current priorities with respect to gender considerations and their impact on development.
2. gain a greater understanding of the importance of including gender considerations in their work in Honduras.
3. learn and practice the basic skills of gender analysis.
4. identify, applying gender analysis skills, gender-related constraints and opportunities in their programs and projects.
5. learn and practice basic skills for including gender considerations in monitoring and evaluating Mission programs and projects.
6. develop and present strategies for integrating gender as a variable in their work (action planning.)

Summary of Training

Three two day trainings were conducted for a total of 97 participants. The first was opened by Buster Brown, Mission Director, and the remaining two were opened by Deputy Mission

Director Loc Eckersley. Overall, the evaluations were positive. Participant feedback as well as trainer judgement from the first two trainings were used to modify the final two trainings.

Evaluations from all three trainings reported the presentations on Gender Analysis and its applications as the most valuable part of the training, followed by the Setting the Context session and the Monitoring and Evaluation session. Several participants commented specifically on the great value of the presentation on the Honduran context. There were several requests for additional material or more depth of presentation in this area.

The training as designed, flowed well. The final training design and schedule, with session-by-session comments, are in Appendix B. Most participants came away with an understanding that this is a seminar about the role of gender in the overall success or failure of development projects and not just a focus on women's or WID issues. The training team's perception is that many participants experienced changes in attitudes and knowledge toward GCID. This was evidenced not only in the training, but in the issues and questions they raised during the follow-up technical assistance.

The team received excellent support from the USAID/H WID Officer and staff. Participant lists were supplied and back-up copying was done in a timely and accurate manner. The inclusion of an ODP secretary in each training as a participant who could also provide back-up support or logistic services contributed to a smoothly conducted training.

In summary, the majority of participants found the training increased their understanding of gender considerations in development and provided them with valuable tools to apply gender analysis to their projects.

Follow-on Technical Assistance

Participant Summary

Number of participants: approximately 60

Number of technical assistance sessions: 15

Summary of TA topics: 10 Projects, 2 programs, 1 strategy and USAID/H Action Plan and USAID/H Social and Institutional Profile

Technical Assistance Objective

To support the institutionalization and integration of gender analysis in USAID/H's development programs and projects in Honduras.

Summary of Technical Assistance

Technical assistance was conducted for seven days following the training. The main objective of the technical assistance was to further incorporate gender analysis and gender issues into the actual programming concerns of the mission. Most of the technical assistance sessions built upon work that participants started in the training when they applied gender analysis to their own projects.

Most technical assistance sessions were focused on projects, both those in design and those in implementation. Assistance was also given to USAID's PL 480 Title III and ESF programs. Finally, on request of mission staff, the team also reviewed and discussed the USAID/H Action Plan and the Social and Institutional Profile for inclusion of gender concerns. In most cases, one or two American consultants and the local consultant worked with each group. Most sessions lasted one to two hours.

The sessions focused on meeting specific concerns or interests including:

- the lack of data on gender roles and their potential impact,
- questions on how to apply gender analysis to larger community or national institutions or in the policy setting,
- where to find human resources to carry out studies,
- how to incorporate gender concerns within counterpart organizations, and

- what kinds of Mission wide gender-related indicators need to be monitored.

Summaries of each technical assistance session follow in the next section.

Improvement of Project Programming

The need for gender disaggregated data to improve individual project programming was perhaps the most important outcome of raised awareness. For many projects, there were only hypotheses or assumptions available about gender roles. Thus the first step was to gather specific project-related information. Brainstorming and discussion in some sessions helped to identify the types of data that should be gathered to provide a basis for increased project success.

From discussions, it appears that some projects have success stories to tell but presently lack data on baseline and project-related changes to adequately present these outcomes in anything but an anecdotal manner. Other projects have less clear notions of actual project outcomes because they have not been measuring people level impact. The establishment of clear, gender specific project and program level indicators -- unequivocally linked to the measurement of impact and results -- will yield valuable information on gender-related differences in project impact and program results.

Gender-Disaggregated Indicators

Strategic and program level indicators that are gender disaggregated must emerge from the sector teams within the Mission. At the time of the TA sessions, the Mission had not yet revised its strategic objectives and indicators. Thus the review of the Action Plan focused on how those objectives and indicators might change, rather than the specification of gender disaggregated indicators. Subsequently, the Mission completed this exercise which was able to identify indicators on all strategic objective levels and many program output levels. The draft report of that exercise identified those indicators that should be gender disaggregated.

With the completion of both the gender training and the initial strategic planning exercise, the Mission is in an excellent position to review their agreed upon objectives and program outputs to determine if any other opportunities exist for identifying gender-related indicators.

Guidelines for Baseline Data

In addition, the completion of the strategic planning exercise will allow the Mission to identify its needs for baseline data.

While a number of needs were identified in the technical assistance sessions, final decisions regarding strategic objectives were not yet completed. From the initial sessions, it became clear that there were clear connections in the baseline data needs in the agricultural and export processing sectors.

Gender-related baseline data must be examined in the context of Mission data needs. While collection efforts can be made solely focusing on gender questions, such a focus is likely to be too limiting. Rather gender-based data collection should be integrated into other Mission efforts.

Guidelines for baseline data collection include:

- Determine the need for and use of gender-related baseline data. In the TA sessions, several uses were identified: to improve project design or implementation, to determine the impact of the project or program, and to measure progress towards meeting strategic objectives. While all three types of data needs are dealt with in these guidelines, the first lends itself to more ad hoc efforts, whereas the latter two require longer-term systemization.
- Determine the data points or indicators required for collection. A master list of indicators/data points for all programs should be assembled to assess overlap and linkages. Reduce the number of data points to the bare minimum that will satisfy the needs of the different programs.
- Assess the availability of baseline data sources already in existence. What areas are not covered adequately and where does new data collection need to occur? When new data collection is necessary, can it be done through existing sources without great difficulty?
- Determine the best and least expensive means for collecting data. Project mechanisms often will allow for the easiest and most timely collection of data. However, special baseline study efforts may have to be made to get a larger than project view.
- Establish a database within the Mission that collects and tabulates the data for regular reporting and monitoring usage. This effort should be part of the Mission's Phase II strategic planning process for data related to indicators.
- Use existing Mission mechanisms to assure that data is reported to WID Officer. All information must eventually reach the WID Officer, but due to time constraints, she

should not be tasked with collection or maintenance of the data base. These tasks are better left to the program teams with oversight from the WID Committee. Data should be interpreted and reported regularly through SARs or other existing mechanisms.

Use of Gender Analysis

Finally, other TA sessions focused on the use of gender analysis to gain further insight for increasing project success. In several cases, new ways of approaching project components were identified, an example being the potential approaches to dealing with voter registration based on gender-related constraints. In other cases, new activities such as the inclusion of women construction team members in a school project were identified to strengthen the existing activity.

Recommendations

- The establishment of clear, gender specific program and project level indicators is needed in order to measure impact and provide data on program and project success.
- Gender considerations be included in the scope of work for future work on USAID/H strategic program objectives, project outcomes, and indicators. This will insure that concerns raised by Mission staff are integrated into the Mission-wide monitoring of program and project success.
- A linked baseline study be carried out to enable the Mission to analyze changes in intra-household and community patterns due to increased participation by women in a number of participant and beneficiary settings promoted by Mission projects. A linked study would concentrate resources and prevent redundancy while gathering the types of data needed for impact analysis within and across sectors.
- GCID training should be given to government and NGO counterparts in the next year. For many counterparts, this will be the best opportunity to fully integrate gender concerns in their work. Only those counterparts in projects that have important gender impacts should attend the full-scale training. A shorter training course may be more appropriate to those counterparts from projects that have less gender impact but, that could use some overall awareness raising of how gender considerations bear on project success.
- USAID/H should consider a follow-up technical assistance visit by the MSI/Genesys team in eight months to one year. After the establishment of a consultant roster, the development of a useful baseline and analysis of preliminary data, the strategic objectives/outcomes and indicators exercise, and

counterpart training, individual project teams will be prepared to identify next steps in integrating gender concerns more fully into their projects.

- Gender-related studies and reports should be made available as reference material for Mission technical staff. A bibliography of materials presently available should be developed and circulated. The LAC Bureau will soon be adding a R&D/WID-supported gender in development specialist to its staff who will be able to provide assistance in document identification and validation, and in the physical provision of documents.
- A roster of local consultants should be developed. To insure that A.I.D.'s approach to gender concerns is well understood, a half-day training should be developed and given to prospective consultants.
- The Women in Development Committee should carefully review the technical assistance summaries and follow-up on the progress of the project teams in meeting the actions suggested in those summaries, specifically identifying support the WID Committee can provide in moving the projects forward.

Project: Action Plan

Actions Proposed or Suggested:

1. Refine strategic objectives and program outputs and related indicators.

Type of Action*

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X

2. Identify indicators that have gender considerations for disaggregation.

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3. Rewrite policy related indicators to identify impacts of policies, rather than simple completion of policy.

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X

Date of Action:

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Office/Person Responsible:

1. 2. 3.

Comments:

The current action plan was reviewed with the Deputy Program Officer. While the initial intent was to review the current objectives, outputs and indicators for gender disaggregation, it became clear that the Action Plan would have to be revised before this exercise would be useful to the Mission. In particular, the Action Plan contained a number of policy level performance indicators that did not attempt to measure the impact of those policy change. Although many working groups discussed potential gender related indicators, inclusion of such indicators must wait until the strategic plan is reworked.

- * Key to Actions: T = Principally TRAINING
- I = Principally INFORMATION
- P = Direct PARTICIPATION of women in projects
- S = SUBSTANTIVE focus on women in projects

WID Technical Assistance for Honduras

Project: PL 480 Title III

Actions Proposed or Suggested:

1. Develop and conduct a nutrition survey designed to gather information that would provide the environment for arguing what is already assumed -- that malnutrition is a serious problem in Honduras. A gender disaggregated survey would allow for analyzing the differential impacts of malnutrition on men and women.
2. Analyze the data collected by the survey. Specific analytical attention would be given to determining the extent of malnutrition in Honduras, and the effects of malnutrition on female/male productivity, female/male morbidity, and female/male school dropout rates.
3. On the basis of item 2's analysis, determine the intersectoral actions that PL 480 Title III can support (e.g., raising food coupon values, the best use of local currency funds, beneficiary targeting) to reduce malnutrition.

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Office/Person Responsible:

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Comments:

The principal theme of this TA session was that malnutrition is a most serious problem in Honduras, but that the extent of the problem is not well known. Neither is it known what the impact of current and projected levels of malnutrition may have on the Mission's programs (structural change) and projects. It is possible that these latter may, at least temporarily, contribute to increases in malnutrition which may in turn negatively effect the programs and projects. It is also possible that the "safety net" aspect of PL 480 Title III (e.g., food aid and food coupons) may not sufficiently offset the nutritional problems resulting from policy reform. These are critical issues concerning national economic and social development that must be explored, and it is vitally important that the Mission appoint someone to take the lead.

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WID Technical Assistance for Honduras

Project: Privatization																													
<p>Actions Proposed or Suggested:</p> <p>1. Collect gender disaggregated data on employment generated or lost in the course of privatization.</p> <p>2. In two companies, conduct a more in-depth study of impact of jobs among men and women, participation in ECOPS, changes in family nutrition, education, health, fertility, and income. Use surveys and focus groups to accomplish this.</p> <p>3. Analyze results of the study to determine any other benefits or services that might be offered to women and men to help increase the positive impact of employment.</p>	<p>Type of Action*</p> <table border="1"> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> <tr><td colspan="2"> </td></tr> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> <tr><td colspan="2"> </td></tr> <tr><td>T</td><td></td></tr> <tr><td>I</td><td></td></tr> <tr><td>P</td><td>x</td></tr> <tr><td>S</td><td>x</td></tr> </table>	T		I	x	P		S				T		I	x	P		S				T		I		P	x	S	x
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<p>It appears that women have potentially benefited significantly from this project, but that these impacts have not been documented.</p>																													

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WID Technical Assistance for Honduras

Project: Strengthening Democratic Institutions

Actions Proposed or Suggested:

1. Develop a list of gender-related indicators for each component of the project and collect data through surveys, focus groups and interviews.

Type of Action

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2. Based on data collected in number 1, make recommendations for future actions to promote full and equitable participation in democratic institutions by men and women.

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3. Identify the process for registering and voting and determine if any gender-related barriers exist. Make recommendations to overcome barriers.

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I	x
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Date of Action:

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Office/Person Responsible:

1. 2. 3.

Comments:

An in-depth analysis should be conducted for each component of the project. The preliminary TA session identified a number of areas with incomplete data. Once some of these data are in place, targeted recommendations can be made to insure equitable participation in all democratic institutions. The potential gender impact of this project is quite large.

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WID Technical Assistance for Honduras

Project: Small Farmer Organization Strengthening II																													
<p>Actions Proposed or Suggested:</p> <p>1. Gender disaggregate the information system -- by membership, elected leadership, and employees (by function). In addition, develop case studies describing the effective roles of women in membership, leadership and staff positions.</p> <p>2. Conduct opportunity screening to enable the analysis of gender specific effects on or of proposed agri-business activities, off-farm and on-farm.</p> <p>3. Provide information and counterpart training to FDF Project Managers for considering gender in organizational diagnostics and in development. Specifically answering the question, drawing on the information generated by items 1. and 2., how does considering gender benefit the coop as a business?</p>	<p>Type of Action*</p> <table border="1"> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td>x</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> <tr><td colspan="2"> </td></tr> <tr><td>T</td><td>x</td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> </table>	T		I	x	P		S	x			T		I	x	P		S				T	x	I	x	P		S	
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<p>This TA session focused on agricultural service cooperatives. Its premise was that the most effective way to introduce gender considerations into the cooperative movement is through the Project Managers of FDF, as they are the principal advisors/governors of the cooperatives. In addition to the sequenced actions recommended above, the consultant and the project team felt a real need to conduct a broader survey than that of opportunity screening to gather data that might shed light on the intrahousehold roles and responsibilities of women and men in agriculture and the cooperative movement. It was suggested that such a survey be conducted by region and by segment (landless, land reform, small commercial and large commercial) as it is assumed that women and men participate differently in these settings. Of particular importance would be gathering data to allow analysis of the effects of agricultural policy implementation (and other policies) on gender roles and responsibilities with special reference on nutrition.</p>																													

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UID Technical Assistance for Honduras

Project: Rural Roads Maintenance																															
Actions Proposed or Suggested: 1. Obtain and review studies or project documents from other A.I.D. projects with road components that involved women in order to identify sample indicators. 2. Investigate what data already exists in the Mission and determine what additional data needs to be collected. 3. Set up a pilot project, possibly on the north coast (where women already engage in many non-traditional roles). This would demonstrate that women, not just single mothers, can do road maintenance.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Type of Action</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td colspan="2" style="padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td colspan="2" style="padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> </tbody> </table>	Type of Action		T		I	x	P		S				T		I	x	P		S				T		I		P	x	S	
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Comments: The Peon Caminero program is funded by the government. If the project could demonstrate that women do as good, better, or more productive maintaining roads as men the government might be convinced to spend some of its limited resources in paying them for rural road maintenance.																															

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WID Technical Assistance for Honduras

Project: Land Use and Productivity Enhancement																																	
Actions Proposed or Suggested: 1. Incorporate a new component of community banking into LUPE during the next six months.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Type of Action*</th> </tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;"> </td><td style="padding: 2px;"></td></tr> </table>	Type of Action*		T		I		P		S	x			T		I		P		S				T		I		P		S			
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VID Technical Assistance for Honduras

Project: Nutrition Strategy																									
<p>Actions Proposed or Suggested:</p> <p>1. Bring to Mission management's attention the importance of cross-sectoral participation in the strategy. An effective way of doing this may be to demonstrate the relationship between nutrition and productivity.</p> <p>2. Coordinating with other baseline surveys planned by the Mission, develop questions (disaggregated by gender) to be asked to gain a perspective on the effect of new jobs created in the export sector on family nutritional well-being.</p> <p>3. Identify additional actions to be taken in projects based on the results of the survey data and specify those actions in the nutrition strategy. Innovations such as Accion Internationals street vendors and nutrition project may be useful models, and the consultants will provide the Mission with information on this project.</p>	<p>Type of Action*</p> <table border="1"> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> <tr><td>T</td><td></td></tr> <tr><td>I</td><td>x</td></tr> <tr><td>P</td><td></td></tr> <tr><td>S</td><td></td></tr> <tr><td>T</td><td></td></tr> <tr><td>I</td><td></td></tr> <tr><td>P</td><td>x</td></tr> <tr><td>S</td><td></td></tr> </table>	T		I	x	P		S		T		I	x	P		S		T		I		P	x	S	
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<p>The principal learning from this session was the critical need for participation in preparing the nutrition strategy from all relevant sectors. For example, there may be significant opportunities for cooperatives to act as "gatekeepers" for information on nutrition to the public. Also, LUPE's kitchen garden component may allow for gender sensitive support to the nutrition effort. Several questions arose about the relationship between other project activities and nutrition that beg answering; e.g., how do food aid programs affect women as providers/processors of food for the home; do the EPZ's and/or commercial scale agricultural projects provide special nutritional problems for women -- especially women heads of household -- and their families (is land being taken out of auto-consumption production to serve commercial purposes, are women working in the EPZ's paid enough to buy nutritious foods they might have otherwise grown); what are the correlations between literacy and nutrition? These questions, and others like them, are crucial in determining not only the current nutritional status of Hondurans (particularly women and children) but future status as well and --intersectorally broach the issue of correlates between nutrition and productivity.</p>																									

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 S = SUBSTANTIVE focus on women in projects

UID Technical Assistance for Honduras

Project: Municipal Development	
Actions Proposed or Suggested: 1. Include gender considerations in training for targeted municipal workers. 2. Develop an outreach plan that encourages members of both sexes to be involved in community participation and training events cognizant of gender differences in education and other community status indicators.	Type of Action*
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WID Technical Assistance for Honduras

Project: FHIA																															
<p>Actions Proposed or Suggested:</p> <ol style="list-style-type: none"> 1. Develop and apply a simple standard participant registration format for all of FHIA's outreach activities wherever they might occur to find out who attends the trainings and why. Adding a female/male check box will enable this disaggregation of the data gathered. 2. Use the information collected through item 1 to better target technology recipients, as well as to uncover new needs among the beneficiary group -- female and male. 3. Give some thought as to how appropriate vegetable and fruit technologies might be disseminated to the general public, again female and male. For example, a quarterly FHIA newsletter describing useful technologies may be distributed through coops, credit unions and farm supply stores (all frequented by women). 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Type of Action</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td colspan="2" style="padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> <tr><td colspan="2" style="padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">T</td><td style="padding: 2px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">I</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">P</td><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">S</td><td style="padding: 2px;"></td></tr> </tbody> </table>	Type of Action		T		I	x	P		S				T		I	x	P	x	S				T		I	x	P	x	S	
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<p>At Craig Anderson's request, a consultant met with him for 1.5 hours to look at FHIA and "bat around" ideas on considering gender more fully in that project environment. FHIA already collects gender disaggregated training data -- by producer, professional, student and long term -- but only resident trainings use hard copy forms for this purpose. The data on field days and other visits is word of mouth and therefore suspect. Craig and Ed Comstock discussed a wide range of possible gender sensitive FHIA initiatives, a few of which are given above.</p> <p>Ed shared with Craig the information the several of the CGIAR's (IRRI, CIMMYT) have been working for some years at disaggregating their data bases with respect to beneficiary services, and are now beginning to look at similar issues internally regarding the management of the institutions. FHIA could look to these institutions for models.</p>																															

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WID Technical Assistance for Honduras

Project: Small Business Development II																																	
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Project already has gender concerns developed and monitored.																																	

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WID Technical Assistance for Honduras

Project: Private Sector Population Program II

Actions Proposed or Suggested:

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Project already has gender concerns developed and monitored.

- * Key to Actions: T = Principally TRAINING
- I = Principally INFORMATION
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WID Technical Assistance for Honduras

Project: Social and Institutional Profile

Actions Proposed or Suggested:

1. Review Hilda Caldera's bibliography and report to determine if they meet the Mission's needs for an adequate statement on gender issues in Honduras.

2. If not, develop a SOW with questions to be answered and contract out the research and writing of such a paper.

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Comments:

The SIP is primarily a historical and economic analysis of Honduras. Gender was not a variable discussed nor analyzed. Rather than attempting to add gender to the existing document, the Mission should consider whether the review and bibliography completed by Hilda Caldera will be adequate. Any future update should start from this material.

- * Key to Actions:
- T = Principally Training
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MISSION WOMEN IN DEVELOPMENT SUMMARY

Key WID and Gender Consideration Issues

These issues have been largely addressed above. However, the MSI/GENESYS team would make the general comment that USAID/Honduras is poised for exciting and productive work in women in development. This assertion is based on the team's observations of the progress made in considering gender in development during its visit through the training and technical assistance sessions.

Most Missions are, not surprisingly, heterogenous with respect to the awareness, knowledge and skills required to incorporate gender considerations into programs and projects; and USAID/Honduras was no different than most in this respect. The team strongly feels, however, that the knowledge and skills imparted during the training and technical assistance, combined with the focus on gender, our visit has created a new awareness of gender as a critical variable in development and an ability to apply the gender analysis skills in adapting programs and projects in conformance with this new awareness. Honduran women, and men, will benefit greatly from this.

Summary of Mission Next Steps

In the exit briefing, the MSI/GENESYS team presented its findings (see Follow-on Technical Assistance Recommendations, above) and invited the WID Committee members and Office Directors present to plan "next steps." The following is a summary of their deliberations.

Things to be done right away (next three months):

- Restructure the WID Committee, with Office Directors interviewing their staff to determine the most appropriate WID Committee member.
- WID Committee staff level meetings will be held more regularly. As the following "next steps" make plain, the Committee has a continuing purpose of coordination and innovation that demands more regular meetings.
- Develop and implement a mechanism, through the WID Committee, to insure that all sectors coordinate closely on gender issues.
- Plan and implement, perhaps through existing data collection mechanisms, a linked (i.e., intersectoral) survey designed to "get at" the important implications of gender in USAID/H's programs and projects. An intra-household, nutritional survey -- amended to reflect other sector's concerns -- might be used.

- On the basis of the above analysis, conduct intensive project reviews both of "new" and existing projects. A local consultant with expertise in gender analysis might be employed to work with project teams toward this end.

Things to be done soon (next three to six months):

- As the project specific reviews are completed, the learnings from this analysis will be applied to planning new projects and project amendments, as appropriate. These would have gender specific outputs and indicators for implementation, monitoring and evaluation purposes.
- Update the Mission's WID Action Plan.

Things to be done later (next six to nine months):

- Develop gender specific strategic objectives and indicators.
- Develop an implementation plan for reiterating the data collection, analysis, project and program reviews to continue to improve the efficiency and effectiveness of USAID/H's program of development assistance to Honduras.

All of the above next steps are meant to answer the question of "are we doing the right things," with regard to the implications of gender, to develop Honduras in a fair and equitable manner.

Appendix A

Scope of Work

Women in Development (WID) Training Scope of Work

Background

USAID/Honduras requires training in the area of Women in Development (WID) for its Project Officers, Project Support Officers, Design Officers and Office Directors. The objective of the training is to clarify WID issues, and provide guidelines that will allow integration of WID concerns into the development process supported by USAID in Honduras.

The Mission portfolio is comprehensive involving areas such as health, education, shelter, agriculture, finance, natural resources, policy reform, food assistance, investment and export development, microenterprise, strengthening democratic institutions and local government.

Approximately 75 participants will participate in this training.

Objective

The Contractor will provide a team of trainers who will carry out a workshop and related activities such as training needs assessment and WID portfolio assistance, to increase participant awareness, understanding, motivation and ability to integrate WID concerns in every stage of Mission's development activities. The Contractor will demonstrate the advantages (cost effectiveness) of introducing gender considerations into project design, implementation and evaluation activities.

Scope of Work

The Contractor will provide the services necessary to conduct the WID training as described below. All activities will be aimed at familiarizing Mission personnel with WID concerns and issues. The Contractor will also provide guidelines that will allow further integration and ensure sustainability of WID concerns into the development process supported by USAID/Honduras. Trainers will provide guidance to participants on how to address WID concerns in areas such as democracy, local government strengthening, shelter, finance, land tenure, microenterprise, health, education, and particularly in trade and investment, policy reform, and agriculture. Trainers will discuss project as well as non-project assistance approaches to WID.

The workshop will include the following subject areas:

Agency WID Policy

To motivate participants by discussing the importance of including gender considerations for the development process, analyzing the benefits and the constraints.

Project Decision

To discuss approaches to integrate WID concerns during project conceptualization, Project Identification Document (PID) and Project Paper (PP) development. This will include collection of gender-disaggregated data (information sources), most common gender-disaggregated indicators by sector, needs for special WID analysis during project conceptualization and development -- in addition to social soundness analysis.

Project Implementation

To explain how project implementation activities should integrate the gender approach for ongoing and new projects. For ongoing projects, describe useful and practical mechanisms for integrating WID activities into projects that may have been designed excluding such concerns and are well underway. Explain how to address constraints to women's participation, how to take advantage of project gender-disaggregated data for effective and efficient use of resources and successful project developmental impact.

Evaluation

To explain how progress and impact evaluations should address WID concerns. Describe the need and mechanisms for collecting gender-related baseline data that allows measurement of project impact, and explain how such data can be used to keep records of gender behavior by sector to warrant a continuous, sustainable and improved Mission gender approach. Provide guidelines for developing a Mission gender baseline data.

Non-project Assistance and Food Programs

To discuss how WID concerns can be addressed in these areas.

The workshop will be country specific and highly participatory.

In order to ensure a successful experience, a three-day Training Needs Assessment will be performed in August and prior to the workshop to discuss technical training needs, the focus of training, and gather and review related information such as project and program documents, existing data and studies on gender roles in Honduras.

In October, the Contractor will carry out three one-day training sessions. These training sessions will be followed by up to a maximum of eight days of sectoral sessions and/or individual and small group project portfolio assistance, to be determined during the Training Needs Assessment. Up to fifteen target projects will be identified by the Mission for gender skills applications.

The team will be assisted by a local Honduran Sociologist during the preparation and one-day training sessions. At the team leader's discretion, the Sociologist will assist the team in the small group skills application phase and the exit briefing. The contracting of this Sociologist is the responsibility of USAID/Honduras.

Reporting Requirements

Prior to carrying out the workshop the Contractor will provide to USAID/Honduras 75 copies of the outline and agenda for the three one-day workshop and subsequent activities in accordance with the objectives as specified in this scope of work. In addition, the Contractor will provide 75 topical modules, detailed exercises and readings for participants, and other workshop materials; and 10 drafts and final reports, to the Mission WID Officer, summarizing WID benchmarks and performance indicators as well as cross-cutting issues and policy level performance indicators. The draft report will be submitted to the Mission prior to team departure. The final report will be submitted to the Mission one week after receiving Mission's comments.

The trainers will arrive three working days prior to the workshop to make final arrangements, and revision and approval by the Mission of the proposed outline and agenda. The training agenda will include use of small discussion groups, case studies, and other similar techniques.

The Contractor will provide training materials in English for use by English speaking participants.

Team Composition

The services of one Training Needs Advisor will be required to carry out the Training Needs Assessment. Three trainers are required to carry out the training sessions and subsequent activities. The Training Needs Assessor may also act as one of the three trainers. Team members must be fluent in English and have knowledge of an experience with development projects and programs, A.I.D.'s Women in Development Policy, experience in the implementation of WID concerns in Latin America, preferably in Central America and Honduras, and experience in carrying out similar training activities. Trainers will be personally familiar with the material developed for this workshop. Team members should be computer fluent.

Performance Period

The Contractor shall initiate work on/or about August 1, 1991.and conclude all activities no later than November 30, 1991

Appendix B
Persons Contacted

WID Committee

Chairperson: Loc Eckersley, DMD
WID Specialist: Carmen Zambrana, ODP
Members: Margaret Kromhout, ODF
Mike Maxey, ARD
Fanny Sanchez, ARD
Connie Paraskeva, HRD
Ramiro Irabien, RHUDO
Bernai Velarde, PSP
Jorge Luttich, EPA
Francisco Figueroa, ENG
Frank Caropreso, CONT

Appendix C

Final Training Design and Schedule

TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES

Training Activity

Name of Training Event

Concepts, Tools, and Applications for Considering Gender in Development.

Participant Summary

Number of participants: 97

Number of training days/per participant: 2

Summary of participants' professional affiliation: Project, program and administrative staff

Summary of Training

Three two day trainings were conducted for a total of 97 participants. The first was opened by Buster Brown, Mission Director, and the remaining two were opened by Deputy Mission Director Loc Eckersley. Overall, the evaluations were positive. Participant feedback as well as trainer judgement from each training session was used to modify subsequent sessions.

Evaluations from all three trainings reported the presentations on Gender Analysis and its applications as the most valuable part of the training, followed by Setting the Context session and the Monitoring and Evaluation session. Several participants commented specifically on the great value of the presentation on the Honduran context. There were several requests for additional material or more depth of presentation in this area. Generally speaking, the participants found the trainers knowledgeable and skilled. Multiple participants in the first training requested additional examples to illustrate the concepts and tools. As a result of the trainers' response, few comments of this nature appeared in later sessions.

There were some requests, especially in the first group, for pre-work. There were also suggestions in all three trainings that a generic case, closely related to the gender analysis factors we are teaching, be used throughout the program. Some participants requested more precise instructions for activities. This was remedied by the increased use of flip charts with pre-charted instructions and by the trainers' increased familiarity with the training design.

The number of people reporting the training was too long dropped from the first to the third delivery. In fact, some

comments on the third program suggested providing follow-up training or extended programs for selected groups. In general the people who asked for shorter seminars were already knowledgeable about GCID or failed to see the application of GCID to their projects or programs. A few were individuals who had learning styles that would be more responsive to lecture formats than participatory training. Several people requested content or Spanish language documents that could help them convey gender considerations material to counterparts. Several participants felt the training audience should be made more homogeneous, on a sector, project, or experience basis. Participants appreciated presentations that reflected trainer comprehension of AID's functioning and processes.

The training as designed, flowed well. The final training design and schedule, with session-by-session comments, are in Appendix B. Most participants came away with an understanding that this is a seminar about the role of gender in the overall success or failure of development projects and not just a focus on women's or WID issues. The training team's perception is that many participants experienced changes in attitudes and knowledge toward GCID. This was evidenced not only in the training, but in the issues and questions they raised during the follow-up technical assistance.

The team received excellent support from the USAID/H WID Officer and staff. Participant lists were supplied and back-up copying was done in a timely and accurate manner. The inclusion of an ODP secretary in each training as a participant who could also provide back-up support or logistic services contributed to a smoothly conducted training.

The use of an off-site conference center close enough to Tegucigalpa for participant commuting contributed to participants' ability to focus on the learning tasks. Gloriales, the site selected, worked well for this training. Participants and equipment were transported in a timely and efficient manner. Future trainings should attempt to have a comparable facility available including sleeping accommodations for the training team during program delivery. The excellent quality, and on-time presentation of meals and breaks also contributed to participant comfort and readiness to learn.

In summary, the majority of participants found the training increased their understanding of gender considerations in development and provided them with valuable tools to apply gender analysis to their projects.

FINDINGS AND RECOMMENDATIONS

Training Content and Presentation

- Participants responded well to having Hilda Caldera, a local expert on gender issues, provide a context of the Honduran woman's situation. A number of them have expressed interest in having additional help from her in integrating gender considerations into their work.
- Feedback from participants as well as observations of the training team indicate the need for a generic teaching case to better illustrate the elements of gender analysis. We recommend that GENESYS undertake the development of such a case.
- The participants in the groups were highly mixed in terms of professional levels and projects. Participants ranged from administrative assistants to the Deputy Mission Director and included controllers as well as project and program staff. The request had specified English as the language of delivery the training. However, the training was actually delivered in a combination of Spanish and English. Participants were encouraged to speak in whichever language they felt most comfortable. Several of the participants had limited English or Spanish speaking/comprehension ability.
- One of the strengths of this training was the application of the gender analysis tools to the participants' own projects. This focus should be retained.
- The training team suggests both pre-work for future courses and an overnight reading assignment between days one and two. Pre-work might consist of: 1) a letter from the director of R&D/WID explaining that there are two background documents she would like participants to read in preparation for the course; 2) a background information document on the status of women in the country in which the training is being conducted (this country background reading piece would be a document comparable to CIDA's "Profile of Honduran Women." The identification and/or preparation of appropriate background information may require the contracting of an in-country gender expert a month prior to the workshop); and, 3) the generic case aforementioned.
- All future trainings should include a presentation by the Mission's WID Committee to give them increased visibility, to strengthen their ability to ensure the Mission addresses gender considerations, and to showcase Mission initiatives in women in development.

- The trainers found that small group work was essential for reinforcing concepts and tools. Future trainings should devote longer time slots to small group work, especially in the practice sessions on applying the exploratory factors of gender analysis. When groups report out, it is important for trainers to listen critically and either acknowledge the accuracy of the information reported or provide constructive criticism. An alternative method to ensure accurate application examples is to identify work groups which have developed high quality examples and limit the reports only to two or three of these groups. Trainers need to focus on increasing the amount of positive feedback they use, especially with the small groups.
- The following curriculum revisions are needed:
 - A.I.D. Context: editing and enhancement of materials, preparation of graphically attractive overheads.
 - Gender Analysis Model - refine additional steps, find new labels for "constraints" and "opportunities"
 - Monitoring and Evaluation - identify new back-up documentation.

Logistics

- Since many American carriers to Central America strictly limit the number of bags that accompany passengers on incoming flights, training materials must be shipped by air cargo at least two weeks in advance. The three U.S. trainers carried in their luggage the videotape, notebooks, handouts, as well as course certificates and name tags for the first delivery. The shipped materials arrived the second day of the first training. In the future, all course certificates should be hand-carried to ensure sufficient time for calligraphy and the Mission Director's signature.

Equipment

- Throughout the training the Mission graciously made available a VCR and video monitor, overhead projector and screen. We had two flipchart easels for the first training and four for the remaining trainings. This equipment was perfect for the training's needs.

Supplies

- Substitute El Marko brand or scented type markers as these brands write easier than those supplied and they do not bleed through to the next flip chart sheet.

If name tags are prepared in advance, type the first name in large letters (at least 3/4" high) so the trainers can read them from a distance.

Include a "handouts" section in the participant notebook to save the need for distributing them throughout the training.

SESSION BY SESSION RECOMMENDATIONS

Introductory Session (Session #1)

The introductory session went smoothly as designed.

Setting Expectations: The senior mission representative giving the opening remarks needs to be briefed on how to set expectations of the course. Loc Eckersley, the DMD of AID/Honduras, provided excellent support in this role.

As the trainers did, it is essential that participant expectations generated in the introductory exercise are addressed as to what will and will not be addressed in the course.

It is important to walk participants through the contents of the participant notebook as part of the introductory session.

The Jamaican Women's Construction Collective: This lively and provocative film provides graphic examples of women's success in a non-traditional field. It sets the context of how women's participation can contribute to successful development outcomes. We recommend that it be used in all future English language GCID workshops and that comparable videos in French or Spanish be used in those trainings, if available. The film should be accompanied with a back-up handout summarizing the project's progress since the film was released.

Setting the Context (Session #2)

The A.I.D. Context presentation needs to be simplified. Overheads for the presentation should be concise, in landscape (horizontal) format, and with letters at least 18 points tall. The overheads would benefit from simple graphics to strengthen the

visual impact of the content. The supporting material in his section of the manual needs to be reorganized and its content enhanced.

The Country Context will be strengthened by provision of pre-work reading. This will allow the country expert on women to give an in-depth presentation to people who may lack base-line information on the circumstances of women in the country in which they work. The themes in this topic address country specific information on the cultural, economic, social-political, and legal situation of women. The themes should be expanded to include a segment on current activities and past history of women's participation in development in the country. The inclusion of this topic can speed the elimination of country specific stereotypes of what women can and can't do.

The USAID Context. The inclusion of a presentation of the WID Committee in this section of the training gives visibility and validity to the role of the committee as well as useful information to the rest of the Mission.

Gender Consideration in Development Tools : (Session #3)

Feedback from participants indicates they grasped the concept of analyzing projects using the 6 exploratory factors. Use of actual AID examples to illustrate each factor as well using the Southern Africa sorghum example from the basic GIF document helped participant understanding. What is needed now is a re-evaluation of the steps of the model and inclusion of the intermediary steps that were presented and reinforced in this training. The additional steps in the model include the insertion of "findings" between the exploratory and conclusion drawing factors; an "actions" step to follow conclusion-drawing factors; followed by objectives, indicators, data needs, and data questions.

Terminology needs to be changed in part of the model. "Conclusion Drawing Factors" may need a new name to clarify the summary nature of that stage of the analysis. In addition the terms, "constraints" and "opportunities" need to be changed to something that will distinguish them from other ways in which these terms are used in A.I.D. work.

A generic teaching case that could be used anywhere in the world needs to be developed. The case should start at the beginning of the design process, provide a lot of "country" information, have information that allows participants to answer questions about the 6 exploratory factors, deduce conclusions, and write objectives. Built into the case, or accompanying it as handout, should be worksheets with a graphic format (e.g. boxes) in which participants can write responses to the questions for each factor. This case might be supplied to participants as part of their pre-work.

The LUPE Case, which was developed for this course provided a satisfactory working tool for practicing gender analysis. However, future in-country cases should not include actual EOPS taken from project documents, rather the EOPS indicators and measures should be worked into the narrative portion of the case.

The in-country case might be given as an overnight reading and practice assignment between the first and second day of a two day course. If there will be an overnight assignment, participants should be warned when they receive their confirmation of course attendance.

Keep open the notion of using two cases, one generic and one country specific, depending on the length of the course and the level of gender analysis skill needed by a particular Mission.

Overheads and/or well-developed flip charts for each of the 6 factors need to be prepared in advance to accompany the presentation. These overheads should be tied to the generic case, should be laid out landscape, and have appropriate graphics.

The person who conducts the needs assessment prior to the training should identify the level of logframe understanding of the group. This information can prepare trainers to differentiate between questions that need response in a logframe context and those that do not.

Applying Gender Considerations to Development (Session #4)

Fine as is. In a longer or differently proportioned training, more time might be spent in the small group work to ensure greater grasp of concepts and facility in using them.

Summary and Closure, Day 1 (Session # 5)

As an end of the day evaluation technique the trainers posted a flip chart with a 5-point scale for ranking reactions to the day ("temperature check!") Each participant was given a self stick colored dot and asked to vote on how they ranked the day's experience. This provided the training team a quick visual on the impact of the day. Future use of the technique should include careful selection of words to represent each point on the scale and to set up a scale that is truly a 5 point scale rather than one that lends itself only to the middle three points, as happened in the Honduras training.

Considering Gender in USAID/Honduras (Session #6)

For the second and third deliveries of this session we added a brainstorming component to help participants identify how to apply the six exploratory factors at the community and national policy levels as well as at the household level.

When participants worked on their own cases they came up with questions for which they did not have answers. Early in the presentation of gender analysis the trainers need to set up an expectation that unanswerable questions arise. In teaching this material trainers need to reinforce that answers do not currently exist for every gender question participants identify. The worksheets for the 6 Exploratory Factors and for Constraints/Opportunities may need to be revised to include a section for unanswered questions.

Monitoring and Evaluation (Session #7)

The flow of this session, accompanied by an adequate number of explanatory flip charts, helped participants handle the topic. However, the inclusion of data collection methods so late in the program left some participants tired and frustrated. Perhaps data collection methods should be presented earlier in the Monitoring and Evaluation session.

It may be important in delivering this topic to clarify the difference between the way objectives and indicators are defined and used in gender analysis and the way they are used in a project logframe.

The sample objective used to illustrate well-written objectives needs to be polished and should be drawn from the teaching case. Well-written sample objectives should be included in the participant handouts.

Delete the current document in the participant handbook on monitoring and evaluation and replace it with a yet to be identified document that will be more useful.

The Scope of Work topic, which in this training closed the Monitoring and Evaluation session, is an optional component depending the Mission. It allows participants to practice generating appropriate Gender Analysis questions to include in Scopes of Work in order to produce data and services that the Mission really needs to get its work done.

Action Planning and Workshop Close (Sessions #8 and #9)

These were fine the way they were designed and delivered.