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Final Report

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Training Needs Review Preliminary to Gender Considerations in Development Training  
for USAID/Honduras

Submitted by:  
Alan Lessik

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September 1991  
Prepared for:  
Office of Women in Development  
Bureau for Research and Development  
Agency for International Development  
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**GENESYS**

**TRAINING NEEDS REVIEW**

**preliminary to**

**Gender Considerations in Development Training**

**for**

**USAID/Honduras**

**F I N A L R E P O R T**

**SUBMITTED BY**

**Alan Lessik**

**GENESYS**

**September 9, 1991**

## EXECUTIVE SUMMARY

A review of USAID/Honduras staff training needs, preliminary to a Mission-sponsored training in Gender Considerations in Development (GCID), was conducted in Tegucigalpa by an A.I.D. Washington/S&T/WID - GENESYS training specialist from August 26 through August 30, 1991. The review was organized in response to USAID/Honduras's buy-in to S&T/WID for GCID training and technical assistance.

The purpose of the GCID training needs review was to identify and assess the level of awareness, knowledge and skills among USAID staff and collaborators for incorporating gender considerations into the Mission's portfolio. In addition, the training specialist focused on the approach and training content of the various interventions planned for the USAID from October 21 to November 9, 1991.

This report describes the needs review results and presents a draft outline for a two-day core GCID training program and project-specific follow-on activities. The suggestions for training and follow-on were developed in meetings and interviews among the members of the Mission WID Committee, the training specialist and project personnel. The responses of the thirty-two review participants are summarized within.

The focus of the two-day core training will be on the consideration of gender in implementing project planning and design tools. This approach represents the increased capacity in S&T/WID training to provide practical GCID skill-building exercises in development planning and management. In most cases these exercises are conducted with a technical or sector focus.

Specific recommendations are also provided for the selection of participants, the training team, the course content and detailed "next steps" for the USAID and S&T/WID.

The success of this needs review was due, in large part, to the high enthusiasm and close collaboration exhibited by the USAID and its project contractors and collaborators.

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## **I. Objectives of the GCID Needs Review**

The Objectives of the GCID Needs Review were to:

- assess the level of existing GCID knowledge and interest
- identify Honduran case studies for use in the training
- identify up to 15 projects or sectors for technical assistance follow-up
- define the content and length of the training sessions
- identify a Honduran sociologist to participate in the training.

## **II. Description of the Needs Review Activities**

The training needs assessment was conducted in Tegucigalpa by GENESYS training specialist Alan Lessik from August 26 to 30, 1991. In anticipation of his arrival, the USAID/H WID officer, Carmen Zambrana, scheduled interviews with all eleven offices within the Mission. Zambrana circulated copies of a needs assessment questionnaire developed by Lessik to all of the offices to be interviewed. (A copy of the questionnaire is in Appendix 3.)

The USAID/H WID Committee met with Lessik immediately upon his arrival. The Committee, chaired by the Deputy Mission Director Loc Eckersley, expressed great enthusiasm for the up-coming training and indicated that the training had high level Mission support. In addition, the Committee felt that the Mission had a number of success stories to tell in WID and wanted to be sure that these were examined. After Lessik explained the purpose of the GCID training, he answered questions posed by Committee members.

The WID Committee had met two weeks earlier to discuss the training and developed a number of concerns and questions about its content. Zambrana then met with each office and recorded their issues or questions. These were presented to the WID Committee and Lessik, and are shown in Appendix 4.

Zambrana and Lessik spent the remainder of the week interviewing USAID/H staff. Each of the eleven technical and management offices were included in the interview process. In total, 32 staff members were interviewed. The list of names appears in Appendix 5. The interviews used the questionnaire only as a jumping off point for discussion.

Several times during the week, Lessik and Zambrana met to discuss logistics, training design and timing and team composition. Due to time and other constraints, Lessik was not able to meet with the candidates for the sociologist position. However, he

and Zambrana reviewed the CVs of four candidates and developed some minimal criteria for eventual Mission decision-making.

The final meeting was with the DMD, ODP Office Director, Zambrana and Lessik. Lessik made a preliminary presentation of findings and their implications for the training. The DMD signed off on the recommendations and expressed great enthusiasm for the training.

### III. Conclusions and Recommendations

The interviews with USAID/H staff and discussions with the WID Officer reveal a felt need for GCID training. Some of the most important findings can be summarized as follows:

- Many staff members felt stymied by WID reporting requirements and felt unable to respond appropriately. In some cases, inappropriate project indicators were suggested in order to meet these requirements.
- Gender has played an important role in a number of projects in determining project outcome. However, there were few cases when gender considerations were explicitly part of the project design, implementation or monitoring.
- Some staff members confused GCID with affirmative action programs, the creation of women-only projects or the development of a special interest within A.I.D.
- Non-project assistance was most often seen as not having any gender considerations.
- Gender analysis has not played a major role in developing the Mission's major policy and strategy statements.
- Virtually all staff noted the lack of baseline data and information regarding women's participation in Honduran economic life.

#### GCID Training

A recommendation was made and accepted by the Deputy Mission Director that a two day GCID training course be developed for all staff. In order to train the approximately 90 staff members slated to attend, the course would be broken in three separate sessions of no more than 30 people each. The two day sessions could be held back to back or separated by a day, depending on Mission preference. The outline for the training is Appendix 6.

The initial training will be followed by technical assistance to (up to) 15 projects, non-project assistance programs or program strategies. One or two trainers will work a

half day with teams on current issues or problems facing that group in design, implementation or evaluation. A list of the projects to be included and offices responsible are in Appendix 7.

A final half day session will be held for all participants at the end of the technical assistance assignments. At this session, each project team will describe what they learned from the process and what tools they used to apply gender considerations to their task. This summary will wrap up the training.

**IV. Illustrative Schedule of Activities**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14	15	16	17 Team ETA/prep	18 19 Team prep	
21 Holiday - Team prep	22 23 GCID Training - Group A	24 25 GCID Training - Group B	26 Team Prep		
28 29 GCID Training - Group C	30 31 Nov 1 Technical Assistance			2 Team Prep	
4 5 6 7 Technical Assistance			8 Final Session	9 Team ETD	

**V. Next Steps**

USAID/H and WID Committee

- Arrange for training site (away from the Mission) suitable for 30 people with break out rooms or areas for small group work.
- Contract with local sociologist for training assistance and to deliver the WID context for Honduras section.
- Send to Genesys trainers the WID documents requested.
- Notify staff regarding training dates and have people sign up in advance. After sign-up sheets have been returned, assure that participants are distributed evenly among the three groups.
- Finalize the list of TA follow-up projects and schedule sessions. Circulate schedule and sign-up sheets in advance of workshop.
- Compile documents that will aid trainers understanding for use in TA sessions.

**S&T/WID and GENESYS**

- Finalize training team of three trainers.
- Provide assistance as needed to WID Officer in preparing a scope of work for sociologist.
- Develop specific objectives and task descriptions for the two-day GCID training and follow-on technical assistance.
- Collect and prepare training and resource materials, including Honduran case studies.

## APPENDIX 1

### SCOPE OF WORK

#### Women in Development (WID) Training

##### I. 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.

##### II. 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.

##### III. 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 nonproject assistance approaches to WID.

The workshop will include the following subject areas:

A. Agency WID Policy

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

B. 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.

C. 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.

D. 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.

E. Nonproject 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.

#### IV. 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.

#### V. 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.

**VI. PERFORMANCE PERIOD**

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

<b>MONTH</b>	<b>ACTIVITY</b>	<b>CALENDAR DAYS</b>	<b>STAFF PERSON DAYS</b>
08/91	Training needs assessment	3	3
08/91-09/91	Training preparation in homebase	12	30
	In-country coordination and preparation including training model validation and final logistical arrangements	3	9
	Three one-day workshops.	3	9
	Sectoral topic sessions and/or individual and small group project portfolio assistance.	11	33
11/91	Draft report preparation	5	15
	Submission of draft report and exit briefing	1	3
	Submission of final report	5	15
		<b>43</b>	<b>117</b>

## APPENDIX 2

### S&T/WID'S "BLENDED" APPROACH TO GCID TRAINING

The integration within one training intervention of training delivery and technical assistance in gender-analysis techniques and sectoral-specific foci represents the result of years of "lessons-learned" in S&T/WID Mission-based training. The rationale for this approach is based on the recognition that project personnel require practical support to move beyond the level of GCID awareness toward the application of analytical skills to incorporate gender in their work.

To do so the training first seeks to establish a "critical mass" of development professionals who share a set of core concepts and techniques in gender analysis. Opportunities for project specific technical assistance are then created to guide project managers in determining practical applications of these tools in their development activities.

S&T/WID, through its training and technical assistance project GENESYS (Gender in Economic and Social Systems), provides cost and time effective skills training and project assistance to USAID's via a matching fund mechanism. As intimated above, the typical training intervention is planned in two parts: a core training and a series of follow-on project work groups.

Within the core training a variety of participatory training techniques are used which include videos, case studies, plenary sessions and small group work. The content of a Mission training is determined through a GCID training needs review. During the needs review, a S&T/WID trainer will identify particular areas of interest and assess the nature of the Mission's portfolio and country WID context. The review is conducted in collaboration with the Mission WID Committee who guide the proceedings and formulate recommendations for the training content.

Core training content is determined by the participants' need and interest in acquiring new development management or planning techniques or in expanding their proficiency in gender considerations within a technical context. The "gender considerations" component of the training in development management or planning techniques is presented as an fundamental aspect of implementing the new skill.

The training participant group may be enlarged to include project partners (contractors and collaborators). A larger audience encourages institutionalization of gender considerations in host country institutions.

Topics and tasks for project-specific assistance are determined by the project personnel during the needs review and refined during the core training period. The activities are "product driven" and may include the larger project audience of collaborators, contributors and beneficiaries.



4. Do you believe that there is a demonstrated needs for improved gender inclusion in your particular portfolio?

5. Given your knowledge of the Honduran cultural context, how should USAID/Honduras development assistance best address the development needs of Honduran women?

## APPENDIX 4

### QUESTIONS, CONCERNS

#### ENG

#### 1. Integration of WID into Mission portfolio

- To what extent should outputs be disaggregated by gender?
- How does this affect technical and administrative procedures? What basic changes should be introduced into the mission system?
- How long will this integration take place?

#### 2. Host Country

What actions need to be taken with the Host Country to ensure adoption of the gender concept?

#### RHUDO

#### 1. Definition of WID

What are "WID issues"? This term is frequently used, but probably much less understood. Some examples of different types (if they exist) of "WID issues" would be very helpful.

#### 2. Quantity and quality of gender data

- How difficult is it to gather gender disaggregated data?
- What mechanisms should be followed to ensure the collection of reliable data?
- How "much" data should be collected?

#### 3. Project impact on women vs. impact of women participation on projects

How do women contribute to addressing many development problems in Honduras? The workshop should address the contribution of, and impact on, women in development. It should not be focussed on the impact of AID projects on women.

## PSP

### 1. Statistical Data

How should the mission address the issue of lack of statistical information and base line data to measure the impact that AID programs have on women by economic activity?

### 2. Institutional Outreach

How should the mission address the issue of nonexistent or very weak institutional mechanism and capability to reach a significant number of women outside the main urban centers?

### 3. Informal credit programs

There is a need to support informal credit programs at competitive market rates to reach women which have no access to credit in the rural areas. Are these financial programs financially sustainable?

## EPA

Feasibility of estimating the impact of macroeconomic and sectoral reform policies, disaggregated by gender

- Has empirical evidence from other countries indicated that the implementation of policy reform measures--such as exchange rate devaluation, reduction in tariff and non-tariff barriers to trade, reduction of the fiscal deficit, liberalization of financial markets, promotion of export processing zones, liberalization of agricultural factor and product markets--has impacted on investment and production decisions in a manner which systematically affects the relative socioeconomic status of women?
- If this is the case, what are the most effective empirical tools to measure these differences in order to determine their significance within the Honduran context?

## ARD

No questions.

## ODP

### 1. Raising the consciousness of project officers on WID issues

How can benefiting women benefit projects and programs?

### 2. Establishing a WID data base

■ Should data be gathered on a project by project basis or is there a more comprehensive approach that should be taken?

■ Are there systems developed by other missions that would be useful here?

### 3. WID Strategy

■ What is a WID strategy? Does it follow the same type of approach as a sector strategy, or does it have a different structure?

■ What is the best way of determining the "problem" the Mission is trying to address?

■ What types of goals and targets are best for determining our effectiveness?

### 4. Expertise

It appears that there is a need of WID expertise on a regular basis in project design and evaluation. This expertise would either be brought in from the outside, or contracted locally.

■ What do other missions do?

■ Does it make sense to have local expertise on retainer?

## ODF

### 1. Country Development Strategy Statement (CDSS), Action Plan (AP), Congressional Presentation (CP)

How can Mission Management better identify, address, and integrate beneficiary analysis, particularly regarding the participation of both sexes, into the design of the portfolio and its planning documents (CDSS, AP and CP)?

### 2. WID, policies and sectoral programs

What evidence, other than the "trickle down" theory, exists to demonstrate the impact of policy changes and sectoral programs on the majority of Hondurans?

3. Social and Institutional Profile

Would a complete and thorough updating of the 1980 "Social and Institutional Profile: Honduras" by P. Harrison, help the Mission to better understand the role and potential of women in Honduran development?

4. Impacts on beneficiaries

- How can impact on beneficiaries better be measured?
- How could this be done for projects that are not specifically directed at an easily identifiable and quantifiable target population?

5. Importance of women's contribution to small business development, housing, ag production and processing and in the traditional social sectors

- To what degree does the Mission recognize this importance?
- What mechanisms should be followed to best track changes?

HRD

1. Identifying gender-related issues in different fields

- What mechanisms should be adopted in order to move from gathering data strictly on "women served" to measuring the impact of such service to development overall?
- Honduran women earn less than men do, what gender issues have bearing on the earnings gap?

2. Identifying the type of data that needs to be gathered

- What type of data needs to be gathered in projects to measure progress in gender-related areas?
- What type of gender-specific data is maintained for similar projects in the region and/or the world?

CONT

No questions.

**EXO**

No questions.

**MDO**

We have some important and interesting stories to tell about the impact of some of our projects on women, however, we have little information on the impact women have on development in Honduras. Without a substantial increase in cost, how can we better define and measure both sides of the coin?

How do we internalize and ensure consideration of women issues in project design? Directing projects at women does not seem appropriate, they probably should be gender neutral.

## APPENDIX 5

### LIST OF PERSONS INTERVIEWED

#### Mission Director's Office

Loc Eckersley

#### Development Programs

Lorraine Simard  
Donald Soules  
Carmen Zambrana  
Betty Cárcamo  
Sonia Zacapa

#### Development Finance

Richard Wheldon  
Margaret Kromhout  
Melissa Stephens

#### Controller

Frank Caropreso  
Ray Lewman  
Jose Flores  
Marco Zavala

#### Executive

Anna Marie Scott

#### Economics and Policy Analysis

Charles Richter  
Jorge Luttich

#### Engineering

Robert Adams  
Francisco Figueroa  
Rolando Chavarría  
Roberto Aguero

#### Private Sector Programs

Reese Moyers  
Bernai Velarde

#### Agriculture and Rural Development

Dwight Steen  
Fanny Sánchez  
Rafael Rosario  
Lee Arbuckle

#### Human Resource Development

Emily Leonard  
Robert Haladay

#### RHUDO

Dianne Tsitsos  
Ramiro Irabien  
Thomas Johnson  
Sigifredo Ramírez

## APPENDIX 6

### OUTLINE FOR TWO DAY GENDER CONSIDERATIONS IN DEVELOPMENT (GCID) WORKSHOP

#### Day One

1. GCID Orientation

WID history and legislation; W.I.D.'s development of WID policy, what GCID is and isn't; overview of S&T/WID program and resources.

2. The WID Context in Honduras

Small group sessions to establish a common "baseline" description of the legislative, social, economic and cultural opportunities and constraints for Honduran women with special considerations given to issues in agriculture, private enterprise and democratic initiatives.

3. Gender Analysis Framework

An analysis of a short "PID-stage" case study using examples from projects in agriculture, natural resources, participant training, health, and private sector development. Small group work followed by report out. Specific product is to develop a list of gender differences important to project development.

4. Pre-project Feasibility Analysis

- a. A stakeholders analysis exercise to identify key project players/contributors, and the different effects of project outcomes on men and women. This analysis tool can be used to analyze the players and outcomes at various levels development intervention. This tool can be used later by Mission personnel in the analysis of policy change.

## **Day Two**

### **Pre-project Feasibility Analysis (Cont'd.)**

- b. How to conduct a project needs assessment. Possible topics may include: planning an activity, collection of baseline information through group meetings, interviewing, "men talking to women", informing/educating beneficiaries to elicit participation, identification of existing in-country and regional data sources.

### **5. Project Objective Setting Exercise**

Preparation of accurate, finite and measurable project objectives based on program goals. Practice in evaluating objectives for quality and measurability as well as gender focus.

### **6. Project Monitoring and Evaluation**

Formulation of objectively verifiable indicators based on project objectives. Planning and implementation of project monitoring/evaluation activities that include consideration of gender differences and opportunities.

### **7. Action-planning**

Participants outline steps they will take to incorporate their new learning into their personal work plans and identify areas for follow-up.

APPENDIX 7

GCID TECHNICAL ASSISTANCE FOLLOW-UP

<u>STAGE</u>	<u>PROJECT NAME</u>	<u>OFFICE</u>
1. D	Investment and Export Promotion	PSP, ARD
2. D	Small Farmer Organization Strengthening	ARD
3. D	Strengthening Democratic Institutions	HRD
4. D	Shelter Sector Program - Amend.	RHUDO
5. I	Primary Education Efficiency	HRD, ENG
6. I-E	Health Sector II	HRD, ENG
7. E	Land Use and Productivity Enhancement	ARD
8. E	Private Sector Population II	HRD
9. D	Policy Analysis and Implementation - Amend.	ARD, EPA, PSP
10. D	PL 480 III	ARD
11. I	Small Business II	PSP
12. I	Municipal Development	RHUDO
13. I	ESF	EPA, DF
14. D	Nutrition Strategy	HRD, ARD, DP, DF
15. I	Rural Roads Maintenance	ENG

D - Design  
I - Implementation  
E - Evaluation