

# AID

AGENCY FOR INTERNATIONAL DEVELOPMENT

## GENDER CONSIDERATIONS IN DEVELOPMENT

Gaborone, Botswana  
September, 1989

USAID Southern Africa Regional  
Training Workshop

PARTICIPANT WORKBOOK

Agency for International Development  
Washington, D.C. 20523

Office of  
the Administrator

August 24, 1989

Dear Participant:

It is a pleasure to welcome you to A.I.D.'s "Training Workshop on Gender Considerations in Development" for the Southern Africa Region. Your participation in this effort furthers the Agency's commitment to the full integration of women in its strategies, programs, and projects.

The importance of women and gender issues to the overall economy of Southern Africa has been well established. Women play a critical role in all aspects of agricultural production, household farm decision-making, and the agricultural wage labor force. Across the continent, women produce 60% to 80% of the African food supply. In the private sector, women tend to predominate in the low-income areas of services, commerce, and garment making. In most Southern African countries, women's participation as entrepreneurs in the formal and informal economy is recognized and encouraged as a valuable and worthwhile human resource.

As the participation of women is crucial to achieving increased agricultural production and improved performance in private enterprise, I applaud your efforts to help us better institutionalize the inclusion of women in A.I.D.'s strategies, programs, and projects. Working together, we can and will take the critical steps needed to ensure that women's contribution to the Africa Region's economic growth is maximized.

I request your full participation in this workshop knowing that this will lead to greater success in all levels of our development activities.

Sincerely,

*Mark L. Edelman*

Mark L. Edelman  
Acting Administrator

## **GENDER CONSIDERATIONS IN DEVELOPMENT**

**Southern Africa Regional Training Workshop  
Gaborone, Botswana**

**September, 1989**

### **WORKSHOP GOAL**

To increase awareness of, knowledge about, motivation and skills for incorporating gender considerations into every stage of the U.S.A.I.D. development process.

### **WORKSHOP OBJECTIVES**

By the end of the workshop, participants will:

1. have used the Gender Information Framework (GIF) for incorporating gender in the project development process in the agricultural and private sectors;
2. have analyzed a development program, project or activity for which they are responsible in terms of gender considerations;
3. have developed a specific individual work plan for incorporating gender considerations into a development program, project, or activity for which they are responsible; and
4. have examined some gender implications of the policy environment.

### **DESIRED OUTCOMES**

At the end of the workshop, participants will:

1. be able to relate the six factors in the Gender Variable Guide to specific programs/projects;
2. be able to use the GIF as a resource document to incorporate gender considerations into development programs/projects;
3. be able to identify and use information resources available within the host country and elsewhere for effective design decisions incorporating gender;
4. be aware of and able to apply strategies incorporating gender considerations for programs/projects; and
5. be aware of types of linkages between gender considerations at the project and country programming levels.

**GENDER CONSIDERATIONS IN DEVELOPMENT**  
**Southern Africa Regional Training Workshop**  
**Gaborone, Botswana**  
**September, 1989**

**SUMMARY SCHEDULE**

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**Tuesday, September 5**

**DAY 1**

8:30 A	SESSION 1	WORKSHOP ORIENTATION
11:00 A	SESSION 2	EXPLORING THE ISSUES
12:30 P	LUNCH	
2:00 P	SESSION 3	CONSIDERING GENDER IN THE DEVELOPMENT PROCESS
5:00 P		SUMMARY AND BREAK FOR THE DAY
6:30 P		EVENING SESSION

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**Wednesday, September 6**

**DAY 2**

8:30 A	SESSION 4	INFORMATION RESOURCES AND HOW TO TAKE ADVANTAGE OF THEM
10:00 A	SESSION 5	STRATEGIES TO OVERCOME BARRIERS TO WOMEN'S PARTICIPATION IN DEVELOPMENT ACTIVITIES
11:30 A	SESSION 6	MANAGING THE PROCESS
12:30 P		LUNCH
2:00 P	SESSION 7	INDIVIDUAL APPLICATION
5:00 P		SUMMARY AND BREAK FOR THE DAY
6:00 P		RECEPTION HOSTED BY JOHN ROBERTS, DEPUTY DIRECTOR, USAID/BOTSWANA

**GENDER CONSIDERATIONS IN DEVELOPMENT**  
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**SUMMARY SCHEDULE**

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**Thursday, September 7**

**DAY 3**

8:30 A	SESSION 8	GENDER IMPLICATIONS IN THE POLICY ENVIRONMENT
11:30 A	SESSION 9	PLANNING FOR ACTION
12:30 P		LUNCH
2:00 P		PLANNING FOR ACTION (CONTINUED)
3:00 P	SESSION 10	WORKSHOP SUMMARY AND EVALUATION
4:30 P		SESSION-CLOSING ACTIVITY

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**Friday, September 8**

**DAY 4: FIELD APPLICATION**

9:30 A		PANEL AND SMALL GROUP DISCUSSIONS: WOMEN IN THE PRIVATE SECTOR, BOTSWANA
11:15 A		BREAK FOR LUNCH
2:00 P		CONSULTATIONS WITH MINISTRY OFFICIALS: IDENTIFYING GENDER FACTORS IN PRIVATE SECTOR DEVELOPMENT
3:30 P		PLENARY SESSION TO REVIEW AND SUMMARIZE FINDINGS OF MINISTRY CONSULTATIONS
4:00 P		CLOSE OF DAY AND WORKSHOP

**DAY 1**

- Session 1: Workshop Orientation
- Session 2: Exploring the Issues
- Session 3: Considering Gender in the Development Process

**1**

**DAY 2**

- Session 4: Information Resources and How to Take Advantage of Them
- Session 5: Strategies to Overcome Barriers to Women's Participation in Development Activities
- Session 6: Managing the Process
- Session 7: Individual Application

**2**

**DAY 3**

- Session 8: Gender Implications in the Policy Environment
- Session 9: Planning for Action
- Session 10: Workshop Summary and Evaluation

**3**

**DAY 4**

Field Application

**4**

**ADDITIONAL RESOURCES/REFERENCES**

"Participatory List"  
"Management"

**5**

**SESSION 1:                      WORKSHOP ORIENTATION**

**TIME:                              2 Hours, 30 Minutes**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have been officially welcomed to the training workshop by representatives of the sponsors;
2. have been introduced to the training staff and the logistics and administrative support team;
3. have heard the vision and expectations of PPC/WID;
4. have reviewed AID policies and procedures for incorporating gender considerations in development programs/project design, implementation, and evaluation;
5. have reviewed major activities related to Women in Development legislation;
6. know the names and work locations of at least 3 persons they did not know before;
7. be aware of why the workshop is being conducted and what we intend to accomplish together;
8. know which of the expectations we can and cannot address; and
9. be aware that their active participation is critical to the success of the learning experience.

**SESSION 1:      WORKSHOP ORIENTATION    (Continued)**

<b>Time</b>	<b>Activities</b>
8:30 A	Official Welcome to Participants <ul style="list-style-type: none"><li>● Introduction of Lead Trainer and Workshop Staff</li></ul>
9:00 A	Opening comments by Representatives of PPC/WID
9:30 A	Question and Answer Time
9:50 A	Small Groups' Get Acquainted Exercise
10:20 A	Reports from Small Groups
10:30 A	Break
10:45 A	Plenary Session <ul style="list-style-type: none"><li>● Overview of Training Workshop Goals, Objectives, and Schedule</li><li>● Presentation of Workshop Assumptions</li><li>● Questions and Answers</li></ul>
11:00 A	Close of this Session



**SESSION 3:                    CONSIDERING GENDER IN  
   THE DEVELOPMENT PROCESS**

**TIME:                            3 Hours**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. be able to list and utilize 6 key gender factors to be considered in the baseline situation for project/program design;
2. become aware of how the Gender Information Framework can be used as a resource in development programming and training; and
3. have reviewed a case example using the six key gender factors.

<b>Time</b>	<b>Activities</b>
2:00 P	Presentation of the 6 key gender factors to be considered in the baseline situation for project/program design and adaptation, followed by questions and answers
2:30 P	Practice with the Key Factors <ul style="list-style-type: none"><li>● Reading and discussion of case example and background paper in small groups</li></ul>
3:15 P	Break
3:30 P	Total group - analyzing document using the gender factors
3:45 P	Presentation of Gender Information Framework
4:15 P	Questions and Answers
4:30 P	Summary
5:00 P	Close of this Session

**SESSION 4: INFORMATION RESOURCES AND HOW TO TAKE ADVANTAGE OF THEM**

**TIME: 1 Hour, 30 Minutes**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have skills to assess data needs for answering questions posed in the Gender Information Framework;
2. be able to identify alternatives for obtaining data;
3. be able to assess the usefulness of existing data in the development process;
4. be able to identify alternatives for obtaining new data when necessary;
5. have used existing data to examine assumptions in project documents and identify alternative approaches; and
6. have generalized skills for using information and developing strategies from a project to the broader development process.

<b>Time</b>	<b>Activities</b>
8:30 A	Day's Orientation
8:45 A	Assessing Needs for Information--Lecture and Discussion
9:00 A	Identifying Information Resources--Group Discussion <ul style="list-style-type: none"><li>● Existing Information</li><li>● Data Collection Alternatives</li></ul>
9:15 A	Small Group Exercise

**SESSION 4: INFORMATION RESOURCES AND HOW TO TAKE ADVANTAGE OF THEM (Continued)**

**TASK:** Groups will work with a case example to:

1. re-examine underlying assumptions about gender issues;
2. check those assumptions using additional information resources; and
3. use information to plan at least one alternative approach.

<b>Time</b>	<b>Activities</b>
9:45 A	Small Group Reports and Discussion
10:00 A	Close of this Session

**SESSION 5: STRATEGIES TO OVERCOME BARRIERS TO WOMEN'S PARTICIPATION IN DEVELOPMENT ACTIVITIES**

**TIME: 1 Hour, 30 Minutes**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. be able to identify at least 3 project features that are frequent barriers to women's participation in development projects;
2. be able to select strategies for adapting mainstream sectoral projects so that key elements of the project incorporate gender considerations and, therefore, do not inadvertently discriminate against or pose barriers to the appropriate participation of women.

<b>Time</b>	<b>Activities</b>
10:00 A	Introduction to Session and Lecture
10:30 A	Plenary discussion on strategies to overcome barriers to women's participation in projects
10:45 A	Small Group Consultation Task
11:15 A	Reflection and Summary
11:30 A	Close of this Session

**SESSION 6:                   MANAGING THE PROCESS**

**TIME:                         1 Hour**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have identified assumptions about how gender issues will be considered in the programming process;
2. have identified where gender issues should be addressed within the Mission programming processes, such as managing a project design team or coordinating project review; and
3. have briefly discussed, for one stage in the process, alternative strategies for incorporating gender issues.

<b>Time</b>	<b>Activities</b>
11:30 A	Plenary Session to review USAID-provided chart on programming process within a "typical" mission and discuss assumptions about the process vis-a-vis gender, as well as strategies for adapting one stage of the process
12:30 A	Summary and Closing of the Session

**SESSION 7: INDIVIDUAL APPLICATION**

**TIME: 2 Hours, 30 Minutes**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have analyzed, individually and in consultation groups, the development materials they brought to the workshop for gender issues, additional baseline information needed and strategies for adaptation;
2. have gained additional skills in identifying project activities and outputs which should reflect gender considerations previously identified;
3. be able to select strategies for designing/adapting mainstream projects so that key elements of the project incorporate gender considerations; and
4. have begun to develop basic criteria for distinguishing projects/programs which have adequately considered gender from those which have not.

<b>Time</b>	<b>Activities</b>
2:00 P	Plenary Session - Presentation and Discussion
2:15 P	Individual work on development materials brought to the workshop and choose consultation groups
2:30 P	Consultation Groups Work
4:00 P	Reports in Total Group <ul style="list-style-type: none"><li>● Discussion, Reflection and Summary</li></ul>
4:30 P	Close of this Session

**SESSION 8: GENDER IMPLICATIONS IN THE POLICY ENVIRONMENT**

**TIME: 3 Hours**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. Have examined gender-differentiated implications for project design of higher level objectives found in A.I.D.'s world-wide mission; also gender implications of the country strategy and action plan;
2. Have used factors of labor, resources, income, and expenditures in project/program analysis to discover where gender is a significant variable in the documentation process;
3. Have worked through an analysis of constraints and opportunities afforded by gender differences in roles and responsibilities to improve the documentation process; and
4. Have identified linkages between mission goals, the Country Development Strategy Statement, Action Plans, and WID Action Plans.

<b>Time</b>	<b>Activities</b>
8:30 A	Lecturette and group discussion: Gender Implications in the Policy Environment
9:00 A	Triads: Gender Considerations in the Action Plan
9:30 A	Full Group Discussion
10:00 A	Linkages between the Action Plan and the WID Action Plan
10:15 A	Break
10:30 A	Small Group Work
11:00 A	Small Group Reports, Summary, and Discussion
11:30 A	Close of this Session

**SESSION 9: PLANNING FOR ACTION**

**TIME: 2 Hours**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have developed an action plan for incorporating gender considerations into one component of their work; and
2. have identified the data needed for implementing their action plan, and sources or methods for obtaining those data.

<b>Time</b>	<b>Activities</b>
11:30 A	Planning as a Process - Presentation and Discussion
11:40 A	Individuals Identify "Solvable Problems" (Use Consultation Groups as Desired)  Individuals Develop Work Plan
12:30 P	Break for Lunch
2:00 P	Group Summary and Discussion
2:40 P	Summary
2:45 P	Close of this Session

**SESSION 10:                   WORKSHOP SUMMARY AND EVALUATION**

**TIME:                           1 Hour, 30 Minutes**

**OBJECTIVES**

At the conclusion of this session, participants will:

1. have reviewed the training workshop content and process for the last three days and discussed ways of incorporating the training in their work situations; and
2. have provided written evaluations of the workshop sessions.

<b>Time</b>	<b>Activities</b>
3:00 P	Workshop Summary
3:15 P	Workshop Sessions Evaluation
4:00 P	Workshop Sessions Closure <ul style="list-style-type: none"><li>● Appreciations and Goodbyes</li></ul>
4:30 P	Sessions Closing Activities

## FIELD APPLICATION

**TIME:** Full Day

### OBJECTIVES

At the conclusion of this day, participants will:

1. Have applied some of the skills learned in gender analysis and development design to private sector development in Botswana;
2. Examined opportunities and constraints to incorporating women into private sector development activities in Botswana; and
3. Discussed implications of the field application process to their own projects and programs.

<b>Time</b>	<b>Activities</b>
9:30 A	Panel Discussion: Women in the Private Sector - Botswana
10:00 A	Small Group Discussions
10:30 A	Plenary Discussion and Summary
11:15 A	Break for Lunch
2:00 P	Consultation with Ministry Officials: Identifying Gender Factors in Private Sector Development
3:30 P	Plenary Session to Review and Summarize Findings of Ministry Consultations
4:00 P	Close of Day and Workshop

## **GENDER CONSIDERATIONS IN DEVELOPMENT**

### **Southern Africa Regional Training Workshop**

**Gaborone, Botswana  
September 5-8, 1989**

#### **PARTICIPANT LIST**

Fatemah Ali-Nejadfard	UNICEF/Mozambique
Barbara Belding	USAID/Gaborone
Frances Sue Benedetti	US Embassy/Botswana
David Benedetti	AED/Botswana
Sarah Bishop	USAID/Harare
Indira Biswas	USAID/Lilongwe
Patricia K. Buckles	USAID/Harare
Candace Haring Buzzard	USAID/Maseru
Golden Chekenyere	USAID/Harare
William Elliott	USAID/Gaborone
Allita Endressen	NORAD/Oslo
Stephanie Funk	PPC/WID
Brian Gama	USAID/Mbabane
Anita Henwood	USAID/Mbabane
Irene Whalen-Hopwood	USAID/Lusaka
Allison B. Herrick	USAID/Harare
Christine Hjelt	USAID/Dar es Salaam
Mary Huntington	USAID/Mbabane
Margareta Husen	SIDA

## PARTICIPANT LIST

Mark Johnson	USAID/Pretoria
Elias John Kambalame	USAID/Lilongwe
Ulla Kann	University of Botswana
George Kasozi	USAID/Maseru
Maletete Khalikane	USAID/Maseru
Wendy LeBlanc	USAID/Gaborone
Aileen Marshall	USAID/Maputo
Nomea Masihleho	USAID/Pretoria
Nomtuse Mbere	SNV/Botswana
Prisca Mokgadi	NORAD/Botswana
Oduetse Motshidisi	USAID/Gaborone
Harold Motshwane	USAID/Pretoria
Valencia Msibi	USAID/Mbabane
Douglas Pickett	USAID/Harare
Claude Reece	USAID/Harare
John Roberts	USAID/Gaborone
Stephen Shumba	USAID/Lilongwe
Paula Tavrow	USAID/Dar es Salaam
Brad Wallach	USAID/Harare
Gillian Williams	USAID/Harare

## **PARTICIPANT LIST**

### **TRAINING TEAM**

Virginia Hubbs-Caye

Al Rollins

Rosalie Huisinga Norem

Barbara Howald

### Table Groups' Task

- Discuss one of the following (to be assigned):
  1. What are some implications for your own work from the new legislation and agency mandates about gender?
  2. How does appropriate consideration for gender relate to other issues you must address in the process of improving the way development is carried out?
  3. What are some potential effects of failure to give adequate consideration to gender differentiation on project success and/or the process of development?
  4. What are some ways that adequate consideration of gender in policy and project design can increase the success potential of a project?
- Be prepared to present a summary of your discussion and findings to the total community.
- YOU HAVE 25 MINUTES FOR THIS TASK.

2.2.1/2.2.2

### **Consultants**

1. Work with 2 factors
2. Identify 1 assumption
3. What do you know?
4. What do you need to know?
5. Plan interview/do interview

### **Informants**

1. Work with 2 factors
2. Choose roles
3. Describe situation (creative thinking)
4. Be interviewed

### **Descriptive Factors**

1. Labor
2. Income
3. Resources
4. Expenditures

### **Forming Conclusions**

1. Constraints
2. Opportunities

### Small Groups' Task

1. From your own experiences of project difficulties incorporating women's appropriate/intended participation, identify one or two barriers/constraints you think are most actively affecting that intended level of participation.
2. Explore the nature of that constraint and develop a proposed strategy to reduce or remove it.
3. Prepare to present a summary of your group's work to the total community.

YOU HAVE 30 MINUTES FOR THIS TASK.

5.2

### Gender Factors

1. Labor
2. Income
3. Expenditures
4. Resources
5. Constraints
6. Opportunities

"...mainstream projects that ensure women participation in proportion to their roles/responsibilities...are more likely to achieve their immediate purposes and broader socio-economic goals than projects that do not."

-WID: ND's Experience 1973-1985 CDIE, 1987

**Session 3: Small Group Task**

1. Select a group reporter
2. Read Case (10 minutes)
3. Agree on main points of project (5 minutes)
4. For each of the 6 factors, list 1-2 questions which need to be addressed in order to see if gender is an issue. (30 minutes)

**Session 3: Small Group Task**  
**Assignments**

- Table A - Botswana Part 1
- Table B - Botswana Part 2
- Table C - Botswana Part 4
- Table D - Togo Part 1
- Table E - Togo Part 2
- Table F - Togo Part 3

## 1. Labor M/F

Who does what?  
 When? (seasonal?)  
 Household, ag, non-farm...

## 2. Income

Sources? (control of)  
 Seasonal?  
 Inputs, T.A.  
 How are goods marketed?

## 3. Expenditures

Who pays for what?  
 Seasonality

## 4. Resources

What's required?  
 Access to resources vs. control over resources

## 5. Constraints

Time?  
 Educational level?  
 Credit?  
 Legal?

## 6. Opportunities

Specialized knowledge?  
 Specialized skills?

Legislation: Women as agents: Design implementation evaluation:  
 Beneficiaries

Legislation: Gender disaggregated data: Proportional assistance

Income

Inputs

The Family

Expenditures

Benefits

## Session 7: Individual Application

### Part 1: Individually

1. Clearly define the problem/task you wish to study.
2. Identify:
  - a. gender differential issues
  - b. additional baseline data needed
  - c. strategies for accomplishing this

15 MINUTES

### Part 2: In Consultation Trios

1. Choose 2 people to work with as your "consultants".
2. For each person in turn:  
analyze/strategize his/her project/issue.

\*Use Part 1, items 2a, 2b, 2c.

20 MINUTES/PERSON

**Project Features Most Commonly Identified as Presenting Barriers to Women's Full Participation**

- Choice of promotion strategy
- Choice of technical package
- Timing and duration of activities
- Delivery systems
- Location of project activities or services
- Design of credit component
- Eligibility criteria
- Nature and distribution of benefits

5.1

### Group Task

1. Use Botswana project
2. Identify up to five potential outputs based on purpose and activities
3. Identify two for each activity verifiable indicators which would incorporate gender
4. Identify policy constraints

**Evaluation Guidelines: NPA**

1. Cross-cutting issues
2. Development impact
3. Distribution of benefits
4. Institutional impact and the private firm
5. Equity

### A Simple Personal Change Model

1. How is "IT" now?
2. How would I like "IT" to be?
3. What is keeping/blocking "IT" from being like I'd like "IT"?
4. What resources do I have ? - do I need?
5. How will "IT" be/look when "IT" is like I'd like "IT" to be?
6. \*What steps do I want/need to take to move/change "IT" from now to then?

BY MARCH 16, 1990

## Norms

- Full participation
- Share ideas
- Speak 1 at a time
- Listen
- Start and stop day on time

**Development with People**

Participants

Individual M/F

Families

Groups

Organizations

Institutions

Nations

Change in beliefs, values,  
attitudes, knowledge, behaviors/  
skills

Participants/  
Beneficiaries

**Development Process**

Perceived Needs  
(Assumptions)

Information Gathering  
(RE Felt Needs)

Data Analysis

Problem Definition

Purpose/Goal

Implementation/Work Plan

Implementation Monitoring &  
Evaluation

New Problem/Opportunity

**USAID'S PROG/PROJ. DEV. PROCESS & DOCUMENTS**

Country Development Strategy Statement (CDSS)

Action Plan/W.I.D. Action Plan

Project Identification Document (PID)

Project Paper (PP)

### **Project Assistance**

- Based on a single activity designed to generate specific results

### **Non-Project Assistance**

- Also referred to as program assistance
- Is accomplished by the transfer of resources in the form of foreign ex. or commodities

### **AID World-Wide Objectives**

- Eliminate world hunger and malnutrition
- Economic growth
- Broaden participation in benefits of development
- Reduce illiteracy
- Support democratic institutions

### **Components of a WID Action Plan**

- Mission training
- Project/program
- Development and implementation
- Modification of sectoral objectives
- Special analysis

(Need to include benchmarks, timelines, indicators)

**Project Assistance**  
**Project Level Objectives**

	Inputs	Outputs	Purpose
labor			
income			
expenditure			
resources			
constraints			
opportunities			
specific gender considerations			

**Non-Project Assistance**

Inputs

Outputs

Purpose

**Policy**

**Policy Level Objectives**

AID/WW

CDSS

Action Plan  
WID Action Plan