



USAID | **PERU**
FROM THE AMERICAN PEOPLE

GENDER TRAINING MATERIALS: Integrating Gender into Economic Growth and Environmental Programs and Analysis



March 2007

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

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the U.S. Agency for International Development or the United States Government.

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INTRODUCTION

This book of gender training materials, prepared by the USAID/WID funded GATE Project, supports the Mission's (and USAID's) commitment to gender integration, specifically for activities related to economic growth, trade, and investment and the environment. This book is intended to be used during four different workshops planned for USAID/Peru staff, contractors, and grantees. It is primarily designed to help Mission staff on the EGE Team increase their knowledge, skills, and confidence in asking the right gender questions, finding the necessary data and assistance to answer these questions, and developing appropriate program interventions to meet gender-related targets. Our goal is to support Mission staff in their efforts to use USAID programs as a means of enhancing the abilities of both men and women, including the poorest citizens, so that they can pro-actively seize the new opportunities presented by trade and economic growth activities.

The success of these workshops is likely to be enhanced by USAID/Peru's current strong commitment to gender integration, environmental protection, and pro-poor economic growth. The USAID/Peru Country Strategic Plan FY 2002–2006 acknowledges the importance of gender as a cross-cutting theme for its Strategic Objectives (SOs). Moreover, the plan notes that in increasing economic opportunities, USAID's ultimate customers are “the poor, food-insecure people—especially women and children—in rural highlands, who have limited access to income-generating opportunities, and families that live in poor, marginal urban areas with children under three that are severely malnourished.”*

Footnotes: Page 4

* USAID/Peru Country Strategic Plan for Peru FY 2002–FY2006, accessed from the World Wide Web, [Hwww.usaid.gov](http://www.usaid.gov)H, February 21, 2007.

WORKSHOP 1

Gender and Economic Growth

March 13, 2007
8:30am–10:00am
USAID/Peru Mission

WORKSHOP 1 AGENDA

OBJECTIVES

- Increase understanding of the gender dimensions of economic growth.
- Suggest ways to further integrate gender considerations into economic growth programs.
- Suggest potential indicators to measure results of gender integration.

PARTICIPANTS

Mission Officials and EGE Team


Session 1: Gender 101 8:30–8:50am	20 min.	Lecture
Session 2: Key Gender Issues Influencing Economic Growth/Trade-Related Activities 8:50–9:25am	35 min.	Lecture (20 min.) Q&A (15 min.)
Session 3: Gender Integration in Economic Growth and Trade Activities 9:25–10:00am	35 min.	Lecture (20 min.) Q&A (15 min.)

Session 1: Gender 101	
Session Facilitators	Marceline, Rosa
Time	20 minutes
Session Goals	<ul style="list-style-type: none"> • Introduce GATE Team • Provide overview of gender issues and analysis
Activities	<ul style="list-style-type: none"> • Welcome and introductions (5 minutes) • Lecture on gender considerations (15 minutes)
Input/handouts	Workshop agenda
Classroom Resources Required	PowerPoint projector and slides with agenda

Session 2: Key Gender Issues Influencing Economic Growth/Trade-Related Activities	
Session Facilitators	Marceline
Time	35 minutes
Session Goals	Introduce participants to the key gender issues and gender relations that influence economic growth and trade activities
Activities	<ul style="list-style-type: none"> • Lecture—Marceline (20 minutes) • Plenary discussion/Q&A (15 minutes)
Key Concepts Discussed	Gender and trade discussion—how and why gender differences intersect with trade and economic growth
Input/handouts	PowerPoint presentation
Classroom Resources Required	PowerPoint projector 1 flip chart and easel, marker, masking tape

SESSION 2 HANDOUT

Slide 1




Introduction to Gender and Economic Growth

Marceline White
Rosa Mondoza
Development & Training Services,
Inc. (DTS)

March 2007

Introduction to Gender and Economic Growth:
MARCELINE WHITE
ROSA MONDOZA
DEVELOPMENT & TRAINING SERVICES, INC. (DTS)

Slide 2



The Question: How to Enhance Opportunities for the Poor


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

Amartya Sen

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The Question: How to Enhance Opportunities for the Poor
"A crucial question concerns the sharing of potential gains from globalization between rich and poor countries, and between different groups within a country."

Slide 3




Trade, Economic Growth, and Poverty Alleviation

- Trade has the potential to reduce poverty but is insufficient. As trade increases, growth rates rise. Increased growth is associated with lower absolute poverty—but not necessarily relative poverty.
- The sequencing and timing of trade liberalization is important.
- Increased economic growth does reduce poverty, but the distribution of this reduction is important.
- Despite strong economic growth, poverty rates in Peru only declined from 54.0 to 51.6 percent between 2001 and 2004 (WB, 2006).

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Slide 4




Trade, Economic Growth, and Poverty Alleviation

- Trade policies are developed by governments and legally binding through bilateral, regional, and multilateral agreements.
- Macroeconomic policies need to translate into gains for the poor at the meso and micro levels.
- Labor-intensive employment (particularly in rural areas) is an important factor in redistributing gains; but wages, terms, and conditions are also important considerations.
- Creating employment in rural areas is essential in achieving "trade for the poor."

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 -Creating employment in rural areas is essential in achieving "trade for the poor."

Slide 5




Trade, Economic Growth, and Poverty Alleviation

- Peru's economy must grow more than 5 percent annually to reduce poverty.
- Economic growth has had a positive impact on reducing rural poverty from 24.4 percent in 2001 to 19.2 percent in 2004 (WB, 2006).
- Yet, the weak correlation between poverty and growth in Peru has to strengthen faster than in other countries to reduce poverty or keep it from increasing.
- Poverty levels are higher in rural areas, while inequality is higher in urban areas, notably Lima.
- Nationally, 64 percent of indigenous people live below the poverty line, while 80 percent of the rural indigenous are poor.

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 -Economic growth has had a positive impact on reducing rural poverty from 24.4 percent in 2001 to 19.2 percent in 2004 (WB, 2006).
 -Yet, the weak correlation between poverty and growth in Peru has to strengthen faster than in other countries to reduce poverty or keep it from increasing.
 -Poverty levels are higher in rural areas, while inequality is higher in urban areas, notably Lima.
 -Nationally, 64 percent of indigenous people live below the poverty line, while 80 percent of the rural indigenous are poor.

Slide 6



Gender, Economic Growth, Trade, and Poverty


- Women face an uneven playing field in benefiting from trade agreements and economic growth programs.
- In Peru, the majority of rural women are poor, and 70 percent of them are extremely poor (IFAD, 2007).
- Important reasons to include gender concerns:
 - Improves a country's economic outcomes
 - Improves the efficient allocation of labor—e.g., Peruvian mines
 - Helps achieve an intergenerational transmission of wealth—e.g., increasing access to resources for women led to better eating and more education for children (IDS, 2004)
 - Increases caloric intake associated with improved labor productivity

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Slide 7



Gender Constraints: Economic Growth, Trade, and Poverty

- Limited access to resources—women have less access than men to land titling, education, credit, and public services—key measures of poverty (GRADE, 2000).
- Social and cultural discrimination—Quechua communities division of labor in agricultural commodities.
- Class, ethnicity, religion, and geography—indigenous people lag behind non-indigenous people in levels of access to services, infrastructure, and more; and indigenous women lag behind indigenous men.
- Labor segmentation, segregation, and wage disparities—women's wages equal to 74 percent of Peruvian men's wages
- Time poverty—women work up to one-fifth more than men and poor women work more than wealthier ones; in some areas, women work 17 hours a day compared with 9 hours for men (IPC, 2004).

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Gender, Economic Growth, Trade, and Poverty

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Slide 8



Gender, Trade, and Poverty

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


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Slide 9



Gender, Economic Growth, and Poverty

- Economic growth programs focus on
 - Non-traditional exports
 - Small and medium enterprises
 - The informal sector
- There are gender dimensions within all of these areas.

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Gender, Economic Growth, and Poverty
-Economic growth programs focus on

- Non-traditional exports
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- The informal sector

-There are gender dimensions within all of these areas.

Session 3: Gender Integration in Economic Growth and Trade Activities	
Session Facilitators	Marceline
Time	35 minutes
Session Goals	Overview of ways to integrate gender into EGE activities
Activities	<ul style="list-style-type: none"> • Lecture—Marceline (20 minutes) • Q&A/group plenary (15 minutes)
Key Concepts Discussed	Gender can be integrated into EGE activities through procurement, evaluation, research, data, and specific sectoral activities
Input/handouts	GIST tables
Outputs	
Classroom resources required	Powerpoints with Gender Integration Strategies Tables (GIST) Tables

WORKSHOP 2

EGE Gender Strategies

March 13–14, 2007

Day 1: 1:00pm–4:30pm

Day 2: 8:30am–4:30pm

Hotel Libertadores

Calle Los Eucaliptos 550

San Isidro, Salón Quenamari, piso 12.

WORKSHOP AGENDA

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Enhance the knowledge of the EGE Team about gender mainstreaming tools, resources, and strategies. • Improve the gender mainstreaming skills of the EGE Team. • Developing gender action plans for each EGE Program Component and Team. 		
<p>PARTICIPANTS</p> <p>EGE Team</p>		
<p>DAY 1</p>		
Session 1: Workshop Overview and Introductions 1:00–1:20pm	20 min	Mini-lecture and Ice-Breaker
Session 2: Key Gender Issues Influencing Economic Growth/ Trade-Related Activities with Sectoral Examples 1:20–1:50pm	30 min	Lecture and Plenary Brainstorm
Session 3: Gender Analyses and Consultant TORs 1:50–2:30pm	40 min	Lecture and Plenary Brainstorm
Session 4: Gender Sensitive Indicators 2:30 –2:55pm	25 min	Lecture and Plenary Q&A
Session 5: RFPs for Gender-Integrated Programming 2:55–3:30pm	35 min	Small Group Exercise
Afternoon Break 3:30–3:40pm	10 min	
Session 6: Brainstorming: Part A–Gender Integration Opportunities in EGFE Program Components 3:40–4:20pm	40 min	Individual Brainstorm
Session 7: Summary of the Day 4:20–4:30pm	10 min	Mini-Summary with Group Input

DAY 2		
Session 8: Overview of the Day 8:30 –8:50am	20 min	Mini-Summary
Session 9: Key Gender, Economic Growth, Trade, and Environment Issues 8:50–9:50am	60 min	Lecture and Group Plenary
Morning Break 9:50–10:00am		
Session 10: Brainstorming, Part B—Gender Integration Opportunities for EGE Program Components 10:00-10:30am	30 min	Exercise (done in pairs)
Session 11: Gender Action Plans A—EGE Projects 10:30am–12:30pm	2 hours	Small Group and Plenary Activities
Lunch Break 12:30–1:30pm	1 hour	
Session 12: Gender Action Plans B—Team and Individual Actions, Commitments, and Next Steps 1:30–4:00pm	2.5 hours	Small Group and Plenary Activities
Session 13: Closing Session and Evaluation 4:00–4:30pm	30 min	Summary and Evaluation

DAY 1—MARCH 13

Session 1: Workshop Overview and Introductions	
Session Facilitators	Marceline
Time	20 minutes
Session Goals	Overview of workshop agenda
Activities	Mini-lecture
Key Concepts Discussed	Introductions, objectives, ground rules
Input/handouts	Day agenda (1.5 days)
Outputs	
Classroom Resources Required	PowerPoint projector and slide with workshop agenda

Session 2: Key Gender Issues Influencing Economic Growth and Trade-Related Activities	
Session Facilitators	Marceline and Rosa
Time	30 minutes
Session Goals	Increase understanding of gender issues in EG and Trade
Activities	<ul style="list-style-type: none"> • Lecture—Marceline (20 min.) • Plenary Brainstorm (10 min.)
Key Concepts Discussed	<ul style="list-style-type: none"> • Links between gender concerns and impact on EG and Trade • Links to current Mission programming
Input/handouts	Table of gender, economic growth, and trade and links to Mission Strategic Objectives (SOs)
Outputs	Additional items to put into tables
Classroom Resources Required	PowerPoint projector and slides with tables on them

SESSION 2 HANDOUT

**Table 1: Gender and EG Links for SO2
(SO2: Increased Economic Opportunities for the Poor in Selected Economic Corridors)**

Program Component	Trade/Economic Growth Issues	Gender Issues	Potential Interventions
<p>Program Component: Increase trade and investment</p>	<p>Trade/Economic Growth Issues: Trade can increase growth and benefit the poor if targeted in ways that create labor-intensive employment and reach the rural areas, the informal urban employment, and marginalized populations.</p>	<p>Gender Issues: Women, particularly indigenous women, often lack access to participate in trade-led growth. Lack of land titling, lower education, and domestic chores restrict their opportunities.</p> <p>Indigenous women's traditional role in saving seeds and using traditional medicinal plants may be challenged under the Free Trade Agreement rules.</p> <p>Access to medicines may be more difficult under FTA rules.</p>	<p>Potential Interventions: Ensure trade-led growth has forward and backward links to rural areas and generates new formal sector employment in urban areas.</p> <p>Develop programs to harness this knowledge of plants to create export products (example –mate in Argentina).</p> <p>Promote informed consent rules with government policymakers and others.</p>
<p>Protect and Increase food security of</p>	<p>Trade/Economic Growth Issues: A shift to export-led commodities</p>	<p>Gender Issues: Women often have less power to negotiate their</p>	<p>Potential Interventions: Promote export-crops that can be grown close to home (potatoes, snow peas,</p>

<p>vulnerable populations</p>	<p>may reduce the supply of domestic staples. Paid and unpaid labor may be pulled off home gardens to work more labor-intensive cash crops.</p> <p>An increase in cheaper, imported foods may benefit local consumers but harm local producers.</p>	<p>labor supply and may be pulled off home gardens.</p> <p>Women in Peru are more malnourished than men because men's food intake is a priority. This has productivity implications for women's labor.</p> <p>Men and women may cultivate different crops, so who is helped or harmed by trade depends on which crops are exported and which are imported.</p>	<p>avocados) and/or a new crop that is "ungendered."</p>
<p>Strengthen the financial services sector and access to capital</p>	<p>Trade/Economic Growth Issues:</p> <p>Changes in trade policy can expose local businesses to increased competition; many SMEs have limited access to global markets.</p> <p>Increased support to SMEs can assist them in expanding their businesses for domestic or international competition.</p>	<p>Gender Issues:</p> <p>Women face more limited access to financial credit and loans.</p> <p>Business development services (BDS) and financial service providers may focus on service provision to male micro and meso entrepreneurs. The times and location of trainings is important.</p>	<p>Potential Interventions:</p> <p>Ensure that the provision of credit, BDS, and financial services reaches women, and assist women in moving from micro-entrepreneurs to small- and medium-sized enterprises.</p> <p>Consider supporting women's business associations or women's seats in local chamber of commerces.</p> <p>Hold trainings at times and in places that are accessible to women.</p> <p>Use family-approach, particularly in more conservative areas.</p>

**Table 2: Gender and EG Links for SO4
(SO4: Strengthened Environmental Management to Address Priority Problems)**

Program Component	Trade and EG Issues	Gender Issues	Potential Interventions
<p>Sustainable Management of Natural Resources and Biodiversity</p>	<p>Trade/Economic Growth Issues: Economic opportunities or employment that provides people around the conservation areas with decent livelihoods is critical to stop erosion of the forests. Certain commodities that are in demand for export may be made with fragile woods.</p> <p>Access to affordable fuels may reduce dependence on firewoods.</p>	<p>Gender Issues: Women may be the ones charged with procuring wood for fire and therefore have a vested interest in resource protection.</p> <p>Women, particularly indigenous women, may not be included in participatory planning processes.</p> <p>Conservation activities such as eco-tourism or the development of NBEs may be difficult for women to enter because of their domestic responsibilities, time poverty, illiteracy, etc.</p>	<p>Potential Interventions: Ensure that participatory planning efforts include women from different generations and areas under protection.</p> <p>Ensure that conservation activities take gender considerations into account in terms of hiring, training, and access to these opportunities.</p>

Session 3: Gender Analyses and Consultant TORs	
Session Facilitators	Marceline
Time	40 minutes
Session Goals	Increase awareness of the options for gender analysis
Activities	<ul style="list-style-type: none"> • Lecture—Marceline (15 min.) Gender analyses (types, approaches, frameworks) Review elements of a Gender-focused consultant TOR) • Plenary brainstorm—Rosa (25 min.) Additional gender data and technical analyses needed for SO activities
Key Concepts Discussed	<ul style="list-style-type: none"> • Gender analysis • Gender TORs
Input/handouts	Gender analysis and TOR
Outputs	Data needs and gender TORs
Classroom Resources Required	1 flip chart and easel, markers, masking tape PowerPoint projector

SESSION 3 HANDOUT

Gender Analysis

I. Introduction

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

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

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

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

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

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

Footnotes: Page 21

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

Gender analyses can illuminate areas where trade and economic growth activities might address women's *practical needs* and *strategic needs*. *Practical needs* can be defined as the bare necessities such as food, water, shelter, income, and health care within a specific context. Projects that address these needs may improve the lives of the beneficiaries without contributing to systemic change or to equality. *Strategic interests*, on the other hand, refer to the relative status of women and men within society. The interests vary widely but may include gaining legal rights, closing wage gaps, redistributing the unpaid labor within a home, or increasing mobility outside of the home. To be sustainable, projects should take into account both basic needs and strategic interests.

The specific recommendations that derive from a gender analysis should be driven by the over-arching, gender-related objectives described in Session 4. Is it sufficient to be gender-neutral or gender-sensitive or is a more wholistic, gender-positive or gender-transformative approach more appropriate? For USAID/Peru, the empowerment of women has been an objective. Accordingly, gender analyses for all Mission activities need to identify strategies that go well beyond the principle of "do no harm" and actively remove gender-related impediments and maximize gender-related opportunities.

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

Purpose

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

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

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

baseline or monitoring information in order to remedy deficiencies in follow-on project activities.]

Background

Artichoke production and processing in Peru is an increasingly important contributor to Peru's foreign exchange earnings, accounting for \$70 million in exports in 2006 and capturing 20 percent of the U.S. market alone. Accordingly, USAID/Peru wishes to develop a project focused on increasing exports of traditional and non-traditional artichokes. The project's objectives also include reducing poverty in the region and increasing the number of jobs, as well as increasing the income of small producers. The project will be located in two rural districts with few other opportunities. There are a number of indigenous people living in the area who hold traditional views of gender relations. Women tend to work close to their homes. Women and girls lack access to education, and rampant violence against women exists in the area.

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

Tasks

The consultant will assist the EGE SO Team to:

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

Methodology

In addition to information related to gender, economic growth, and trade, the Consultant will collect appropriate information about the basic conditions of men and women in Peru, their customary roles, and their relative access to resources and power.

- Review and analysis of pertinent literature and documents. USAID documents might include donor-funded studies and assessments in relevant sectors, as well as reports from nongovernmental organizations (NGOs), national governments,

regional organizations, and the academic literature. Non-USAID documents might include donor-funded studies and assessments in relevant sectors, as well as reports from NGOs, national governments, regional organizations, and academic literature.

[Note: The mix of documents reviewed should always include internal and external documents, as well as a review of web-based documents, particularly those from other donors or relevant academic works. List-serve discussions are another possible source of information. Some information will be drawn from gender-specific data sources, including national and international sources (e.g., multilateral and bilateral agencies, international monetary institutions, private foundations). Annex 5 includes a list of gender information sources.]

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

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

[Note: If gender-related primary data is collected from community-based stakeholders, then it is particularly important to make efforts to minimize methodological bias. For example, the presence of males or high-level officials or donor representatives while conducting all-female focus groups will affect the comfort of women and the quality of information obtained. Question wording is quite important, as is the language of the interview. For example, it may be necessary to ask directly about specific tasks or time expenditure to get information about women's work because women often discount many of their household chores as work or may under-report their work hours to increase their status among other community members. Women in a community may prefer the local language to the national language.]

- Field visits to potential program sites.

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

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

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

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

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

Estimated Level of Effort and Performance Period

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

Team Qualifications

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

Deliverables

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

Session 4: Gender-Sensitive Indicators	
Session Facilitators	Marceline and Rosa
Time	25 minutes
Session Goals	<ul style="list-style-type: none"> • Increase understanding of gender indicators
Activities	<ul style="list-style-type: none"> • Lecture—Marceline (10 min.) • SO Teams select 1 relevant indicator for each of their current activities (10 min.) • Teams present indicator and criteria for selecting indicator (5 min.)
Key Concepts Discussed	<ul style="list-style-type: none"> • Types of gender-related criteria • Decisionmaking criteria for gender-related indicators
Input/handouts	Training materials
Outputs	Indicator list for each group
Classroom Resources Required	Large index cards for writing down indicators Four flip charts with easels, markers, masking tape PowerPoint projector

SESSION 4 HANDOUT

Gender Indicators Background

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

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

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

- *Quantitative indicators* are numerical measurements of changes in the behaviors, attitudes, and practices of targeted individuals, disaggregated by sex and/or other social variables such as age, education, socioeconomic class, etc. For example, the number of men and women who have gained new jobs since workforce training.
- *Qualitative indicators* are more subjective measures that address perceptions and less-quantifiable outcomes, including a program's progress toward reducing gender-related impediments and improving gender equality. Qualitative indicators can provide information on why people behave a certain way and the relationships between them. Scales, ranking, and indices can be used to try to quantify qualitative

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

changes. For example, a qualitative indicator could describe the number of men and women ranking their satisfaction level with government services.

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

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

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

Typically, many of the indicators for economic growth and trade-related activities have not been gender-sensitive. Many have emphasized macroeconomic sectoral measurements such as:

- Foreign direct investment
- National levels of exports and imports
- WTO accession progress
- Impediments to trade-related investment measures
- Economic policy reform
- Business volume impacted
- Tax revenues
- Value of sales
- Loan portfolios
- Value of deposits in U.S.-supported financial institutions

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

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

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

Table 1: Gender-Sensitive Indicators for Activities Common to EGE/Trade Topics

Training

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

Completion of topical or skills training

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

Training results

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

Trainer demographics

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

Training characteristics

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

Informal training

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

Communication campaigns

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

Policy

[Note: Policy topics related to EGE include codes of conduct related to gender-based labor

issues, living wages, worker rights, informal workers, barrier reduction for poor people, pricing, ICT issues, and women's access to credit.]

Policy analysis

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

Policy advocacy and dialogue

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

Policy reform

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

Community decisionmaking

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

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

Session 5: RFPs for Gender-Integrated Programming	
Session Facilitators	Marceline
Time	35 minutes
Session Goals	Increase understanding of how to include gender-related considerations in RFP documents and RFP evaluation criteria
Activities	<ul style="list-style-type: none"> • Lecture—Review elements of a RFP and evaluation criteria for a program with gender dimensions (15 min.) • Plenary discussion (20 min.)
Key Concepts Discussed	<ul style="list-style-type: none"> • Gender-related RFP elements • Gender-related RFP criteria
Input/handouts	Sample evaluation criteria
Classroom Resources Required	1 flip chart with easel, markers, masking tape PowerPoint projector

SESSION 5 HANDOUT

Sample Evaluation Criteria for Proposals

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

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

Maximum Points Available:_____

A. Technical Approach (Overall Technical Approach Points _____)

Technical and creative merit of proposed plan for:

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

B. Personnel (Overall Personnel Points _____)

Successful experience among key staff in:

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

C. Institutional Capability (Overall Institutional Capability Points _____)

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

D. Past Performance (Overall Past Performance ____)

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

OVERALL TECHNICAL RATING POINTS _____

Session 6: Brainstorming, Part A—Gender Integration Opportunities for EGFE Program Components

Session Facilitators	Marceline
Time	40 minutes
Session Goals	<ul style="list-style-type: none"> • Encourage individual EGE team members to feel confident about identifying gender integration opportunities • Build upon EGE insights related to gender integration
Activities	<ul style="list-style-type: none"> • Brief definition of “Gender Integration Opportunities (GIOs)” A Gender Integration Opportunity refers to actions taken by project managers and staff to reduce gender-related barriers, maximize gender opportunities and/or improve women’s status. These actions can be taken to adjust program activities (e.g., participation in decision-making and planning processes and policy-making; research and analysis topics and methodology; reports and publications; workshop agendas; partnering and networking choices, capacity building topics and participation and transforming household-level gender relations and roles). Program support opportunities could include program performance measures and data collection; internal organizational policies related to gender equity, staffing and personnel issues. • Individual participants use index cards to write down as many gender integration opportunities as possible for the four Program Components under the EGE SO. Each index card will have one idea (15 min.) • The Facilitator will post these cards on four different flip charts (one for each Program Component) and with participants’ help, the cards will be grouped into clusters (25 min.)
Key Concepts Discussed	GIOs
Key Tools Introduced/Used	Sorting exercise
Outputs	Four flip charts with clusters of GIOs under each one
Classroom Resources Required	Large index cards and markers Four flip chart sheets headed with program component name Masking tape

DAY 2—MARCH 14

Session 7: Review of Day 1	
Session Facilitators	Marceline
Time	10 minutes
Session Goals	<ul style="list-style-type: none"> • Sum up Day 1
Activities	<ul style="list-style-type: none"> • Mini-summary with group input
Key Concepts Discussed	Review of Day 1 topics,
Key Tools Introduced/Used	GIOs, EGE links and gender
Inputs/Outputs	Day 1 agenda
Classroom Resources Required	PowerPoint projector and slides of Day 1 concepts and accomplishments

Session 8: Overview of Day 2	
Session Facilitators	Marceline
Time	15 minutes
Session Goals	<ul style="list-style-type: none"> • Review yesterday's activities
Activities	<ul style="list-style-type: none"> • Review day 2 agenda
Key Concepts Discussed	Agenda, issues from Day 1
Key Tools Introduced/Used	Gender Action Plans, GIOs,
Inputs/Outputs	Day 2 agenda
Classroom Resources Required	PowerPoint projector and slides of Day 1 concepts and accomplishments and Day 2 agenda

Session 9: Key Gender, Trade, Economic Growth issues for Four Sectors: Agriculture, Natural Resources, Export-led Growth, SMEs	
Session Facilitators	Marceline
Time	60 minutes
Session Goals	Clarify participants' understanding of both trade and gender issues relevant to three major economic sectors
Activities	<ul style="list-style-type: none"> • Lecture on gender issues in key sectors (20 min.) • Participants divide into four sectoral groups (20 min.) and complete the matrix for trade and gender impacts • Report-outs (5 min. per group)
Key Concepts Discussed	Gender and trade issues by economic sector
Key Tools Introduced/Used	Analytical matrices for the topics above
Input/handouts	Tables of economic growth and trade issues for agriculture, MYPEs, alternative development, and natural resource management
Outputs	Flip charts for discussion
Classroom Resources Required	3 Flip charts, easels and markers PowerPoint projector and lecture slides

SESSION 9 HANDOUT

Table 1: Economic Growth/Trade Issues for Agriculture

Economic Growth/Trade Questions	Gender Questions	Examples	Potential Response
<p>Economic Growth/Trade Questions: Have large producers switched from staple crops to export ones? Have small producers?</p>	<p>Gender Questions: Do women and men produce different crops?</p>	<p>Examples: In Quechua communities, the conservation and production of potatoes is a woman's job. This is related to Quechuan beliefs about Pachamama and the relation of women to the earth and nature.</p>	<p>Potential Response: Analyze production roles for men and women When evaluating production changes, include impact on household nutrition Consider family approach</p>
<p>Economic Growth/Trade Questions: Do export crops require lots of land or can they be home-based production?</p>	<p>Gender Questions: Are there constraints that limit women or men's productivity or the time they can allocate to cultivation?</p>	<p>Examples: In Peru, women's time-poverty and dual responsibilities constrain their ability to participate in labor-intensive production</p>	<p>Potential Response: Look at export crops that can be cultivated near home Create forward and backward links to crops</p>
<p>Economic Growth/Trade Questions: Have cheaper imports been introduced into the market?</p>	<p>Gender Questions: How would the introduction of cheaper crops affect men and women producers and consumers?</p>	<p>Examples: The U.S-Peru FTA limits the special safeguard application meaning that when it expires, tariffs will be eliminated on chicken hindquarters. In Peru, women small holders produce about two-thirds of the poultry production in some areas.</p>	<p>Potential Response: Focus now on workforce development training for small producers that will be affected by tariff elimination Promote targeted social safety transition nets and/or loans and business development services (BDS) training for potentially displaced producers</p>
<p>Economic Growth/Trade Questions: Do export crops require new training or techniques to succeed?</p>	<p>Gender Questions: Are men and women equally able to access such training?</p>	<p>Examples: In Peru, a livestock training was provided for male heads of households despite the fact that women were involved in carrying out the tasks included in the training (IFAD, 1994)</p>	<p>Potential Response: Assess who does tasks before recruiting for training Ensure training held at appropriate time, provide daycare for training</p>
<p>Economic Growth/Trade Questions: Can large and small producers access</p>	<p>Gender Questions: Do women and men have equal access to export markets?</p>	<p>Examples: 400 women grow Café femenino, a fair trade product in Peru, earning</p>	<p>Potential Response: Ensure BDS services are provided to men and women</p>

export markets?	export markets?	product in Peru, earning 17 cents more per pound than the average farmer.	women Look at organic and Fair Trade (FT) markets for some small producers and larger ones Look at use of ICT to get women and men access to price and market info
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Table 2: Economic Growth/Trade Issues for MYPEs

Economic Growth/Trade Questions	Gender Questions	Examples	Potential Responses
Economic Growth/Trade Questions: Is finance and microfinance available in rural areas? In urban ones?	Gender Questions: Do men and women have equal access to microfinance?	Examples: In Peru, a study of microfinance projects found that those benefiting least were women ages 33–38 with young children. Female-headed households and widows also did not benefit.	Potential Response: Look at scaling up Mi Banco’s pro-poor, demand-driven approach and its expansion of products to include loans for fixed assets, housing, etc.
Economic Growth/Trade Questions: What type of collateral is needed for credit or loans?	Gender Questions: Do men and women have equal access to collateral?	Examples: Even if the household has title, women may not be on it, further restricting their access to credit.	Potential Response: Promote joint-titling of land Look at other assets or ways to extend loans to those who lack traditional collateral
Economic Growth/Trade Questions: Do entrepreneurs have access to pricing and market information?	Gender Questions: What are the gender issues around access to pricing and markets?	Examples: Literacy, mobility, and the need to balance paid and unpaid work may impede women’s ability to get pricing and market information.	Potential Response: Establish computer, mobile, or pda devices to transmit price and market info to entrepreneurs Hold trainings at times and in places that women can attend
Economic Growth/Trade Questions: Are formal or informal businesses expanding?	Gender Questions: Where are men and women concentrated in informal markets?	Examples: 78% of the total female labor force is concentrated in MYPEs in Metropolitan Lima*	Potential Response: Efforts to upgrade businesses Efforts to pool informal workers into

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* Data from the Encuesta Permanente de Empleo for 2006 for Metropolitan Lima.

		<p>72% of the total male labor force is concentrated in MYPEs in Metropolitan Lima</p> <p>More women are underemployed than men: 20% of women report being underemployed as compared to 12% of men.</p>	<p>associations with men and women reps</p>
<p>Economic Growth/Trade Questions: Are wages for informal and formal sector similar?</p>	<p>Gender Questions: Are wages similar for men and women?</p>	<p>Examples: Women who work in enterprises with less than 10 employees earn on average 498 Soles per month while men earn 745 soles per month.[†]</p> <p>Gender wages gaps are also visible in small enterprises. Women who work in small enterprises with between 10 and 50 employees earn on average 760 Soles per month while men earn 1154 soles per month.</p>	

Table 3: Economic Growth/Trade Issues for Alternative Development

Economic Growth/Trade Questions	Gender Questions	Examples	Potential Responses
<p>Economic Growth/Trade Questions: Will infrastructure improve access to markets?</p>	<p>Gender Questions: Do men and women use roads, water, telecoms and power in different ways?</p>	<p>Examples: Women in rural Peru need roads to obtain fuel and food while men don't have this responsibility.</p>	<p>Potential Response: Ensure women are consulted in project design</p>
<p>Economic Growth/Trade Questions: Will infrastructure projects address other</p>	<p>Gender Questions: Are men and women involved in selecting and designing</p>	<p>Examples: Peru Rural Roads project required that women participate in the</p>	<p>Potential Response: Develop local enterprises to maintain roads; consider working</p>

* This is based on the number of people who work less than 35 hours a week involuntarily expressed as a ratio of the total population that is economically active. These data are from the Encuesta Permanente de Empleo for 2006 for Metropolitan Lima.

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† Data from the Encuesta Permanente de Empleo for 2006 for Metropolitan Lima.

community needs as well?	and designing infrastructure projects?	women participate in the Roads committee as well as the micro-enterprises that helped maintain roads and tracks. As a result, the project improved roads largely used by women. More than 42 percent of women said that the new roads provided greater income opportunities.	roads; consider working with women's microenterprises or cooperatives to maintain roads
Economic Growth/Trade Questions: Will infrastructure and nature park conservation generate employment?	Gender Questions: Are men and women recruited and trained for nature park conservation sector?		Potential Response: Ensure that women and men are trained for conservation efforts/guides Create linkages with local artisans and other craftspeople Men and women can promote respective cultural roles: women can discuss traditional plants and their uses, while men can discuss wildlife

Table 4: Economic Growth/Trade Issues for Natural Resource Management

Economic Growth/Trade Questions	Gender Questions	Examples	Potential Responses
Economic Growth/Trade Questions: How do low-income Peruvians living near biodiverse areas, forests, watersheds, interact with their environment?	Gender Questions: Do men and women have different tasks or relate differently to these resources?	Examples: In Guatemala, women save corn seeds and determine which types to save for next year's harvest, maintaining diverse stocks. A project in the Amazon found that women knew more about what resources were at different locations and how they were used while men knew more about commercialization	Potential Response: Design project activities that build on existing knowledge and practices

		and finances.	
Economic Growth/Trade Questions: What environmental issues are most challenging for the urban poor?	Gender Questions: Do men and women have the same challenges or different ones in urban areas?	Examples: Women in urban areas note that access to water and sanitation are most important while men remarked on access to energy.	Potential Response: Design projects that take both male and female input into account
Economic Growth/Trade Questions: Do conservation efforts include forest dwellers in planning projects?	Gender Questions: How are men and women selected and included?		Potential Response: Flora Tristan has conducted surveys that provide insight into male and female issues on biodiversity and are organizing this information to influence the Peru strategy on Biodiversity
Economic Growth/Trade Questions: How do low income Peruvians cope with natural disasters?	Gender Questions: Are there differences between men and women's coping strategies/assets?	Examples: Men may have more access to financial capital while women may have to rely on social capital—both use behavioral change but rarely use money-management techniques. Men's title to land may enable them to borrow against land, a resource women often lack.	Potential Response: Projects that assist the poor in creating and maintaining savings may be beneficial. Women may need identity cards to do so, which many women do not have.
Economic Growth/Trade Questions: How are those closest to these areas affected by environmental degradation?	Gender Questions: Are there different effects for men and women?	Examples: Environmental degradation may affect men and women's time burden differently. Deforestation or desertification may increase women's time and task burdens.	Potential Response: Design projects that account for time and task differences

Session 10: Brainstorming Gender Integration Opportunities for EGE Program Components	
Session Facilitators	Marceline
Time	30 minutes
Session Goals	Identify additional GIOs
Activities	<ul style="list-style-type: none"> • Participants work in pairs and use index cards to identify additional Gender Integration Opportunities (GIOs) within the current EGE portfolio. One idea is written on each card. • Cards are added to 4 Program Component flip charts and the same clusters identified during Session 2.
Key Concepts	Gender Integration Opportunities (GIOs)
Output	Expanded clusters with additional GIOs on the four Program Component flip charts.
Classroom resources required	Index cards 4 Flip charts with card clusters from Session 2

Session 11: Gender Action Plans A—EGE Projects	
Session Facilitators	Marceline and Rosa
Time	2 hours
Session Goals	<p>Complete Gender Action Plans for four hypothetical EGE projects:</p> <ul style="list-style-type: none"> – Horticulture Export Project (HEP) – Business and ICT Competitiveness Project – Environment Project – Alternative Development Project
Activities	<ul style="list-style-type: none"> • Explanation of Gender Action Plans (GAPs) (15 min.) • Participants divide into four project teams. Each group will be filling in GAP—Worksheet #1 for their project, borrowing ideas from the Day 1 brainstorming sessions and other Day 1 session outputs. <ul style="list-style-type: none"> – Step 1: Using Worksheet #1, each group will identify a minimum of ten GIOs for each project (20 min.) – Each group reports out on their GIOs and posts their flip charts on the walls (20 min.) – All participants will get up and review the identified GIOs. They will use three different colored Post-Its (#1, #2 and #3 choices). Five GIOs will be selected for each project based on top votes (20 min.) • After a tally is done, the top favorites for each project will be identified. Plenary discussion regarding decisionmaking criteria (20 min.) • For the selected GIOs, each group continues working on their Gender Action Plan—Worksheet #2 using the flip charts (40 min.) <p>[Marceline and Rosa circulate among the four groups to help them work through the GAP form.]</p>
Key Tools Introduced/Used	Gender Action Planning
Input/handouts	<p>GAP—Worksheets #1 and #2 and instructions</p> <p>Descriptions of four hypothetical EGE programs:</p> <ul style="list-style-type: none"> – Horticulture Export Project (HEP) – Business and ICT Competitiveness Project – Environment Project – Alternative Development Project <p>Box 1. Gender Facts for Polumbia</p>

Outputs	Completed Worksheet #1 Partially completed Worksheet #2
Classroom Resources Required	PowerPoint projector and slides 3 flip charts with easels, markers, masking tape

SESSIONS 11 HANDOUTS

Gender Action Plans

Instructions

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

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

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

Gender Action Plan—Worksheet 1

Name of Project:

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

Gender Action Plan—Worksheet 2

Name of Project:

GIOs	Deliverable or other means of tracking activity progress	Timeframe needed to complete activity	Additional resources required—financial or technical assistance	EGE responsibilities and lead person	Contractor responsibilities and lead person

Hypothetical EGE Programs

Polumbia Horticulture Export Project (HEP)

<p>Project Description: The Polumbia Horticulture Export Project (HEP) will build on USAID's past successes with promoting the growth of agro-enterprises in Polumbia. The horticulture sector showed great promise for growth under an open, competitive market environment. Project success will be measured in increased sales, increased exports, and increases in jobs for men and women. Work in horticulture will emphasize the development of regional supply chains and will focus on both technology and operational improvements. Improving labor rights along the chain will also be an important facet of this project. Policy work for both topics will emphasize expanding opportunities for small- and medium-sized entrepreneurs, especially in the Polumbian Highlands.</p> <p>Project Timeframe: FY 2008–2012</p>	
Goal	Promote the growth of internationally competitive horticulture and agro-enterprises owned by men and women.
Objective 1	Promote development of competitive export-oriented horticulture value chains.
Activity 1.1	Support development of sustainable public-private partnerships along the value chain.
Activity 1.2	Support development of products for specific niche markets, e.g., organic certified horticulture or fair trade.
Activity 1.3	Improve conditions of workers in Polumbia's horticulture industry.
Objective 2	Improve productivity and increase revenues from domestic and international sales of horticulture in Polumbia.
Activity 2.1	Improve adoption of appropriate technology for horticulture farms of all sizes.
Activity 2.2	Strengthen the effectiveness of horticulture producer associations.
Activity 2.3	Improve provision of business services and technical assistant to small and medium farms.

Polumbia Business and ICT Competitiveness (BICTC) Project

<p>Project Description</p> <p>The Polumbia Business and ICT Competitiveness project aims to increase the competitiveness of small businesses in Polumbia through the strategic use of information and communication technology (ICT). The ability to integrate different types of ICT, including cell phones, computers, and the Internet, can allow business men and women to gather information on markets and customer preferences; communicate more efficiently with customers; and modernize business processes. The Polumbia BICTC project will employ ICT to improve the ability of Polumbian businesses to compete in global and domestic markets. The project also aims to improve the development of ICT enterprises and ICT-related services for small entrepreneurs, both male and female.</p> <p>Project Timeframe: FY 2008–2012</p>	
Goal	Build the competitiveness and productivity of small businesses in specific sectors through the strategic use of ICT.
Objective 1	Improve the capabilities of small business entrepreneurs to use ICT to increase productivity and efficiency.
Activity 1.1	Identify appropriate “high-impact” technology and applications for small businesses in specific sectors.
Activity 1.2	Increase the opportunities for small business entrepreneurs, both men and women, to participate in ICT trainings.
Activity 1.3	Expand access and affordability of computers and related infrastructure for small businesses (e.g., infrastructure policies, financing, private sector incentives for reduced pricing, etc).
Objective 2	Increase the number of ICT enterprises and ICT-related service providers.
Activity 2.1	Increase the awareness of existing ICT entrepreneurs of the opportunities for servicing micro and small enterprises.
Activity 2.2	Create commercially sustainable ‘ebiz’ centers to provide ICT-based business development services.
Activity 2.3	Decrease legal and regulatory barriers to entry for small and medium ICT service providers.

Alternative Development Project

<p>Project Description: The Alternative Development project aims to reduce illegal coca production in a sustainable manner through voluntary eradication. The project will support the promotion of economic opportunities in the area as well as offering support to local governance and improvements in education, health, and nutrition services. Policy work will focus on a framework for counter narcotics and alternative development. A communications strategy will be employed to encourage behavioral change and raise awareness.</p> <p>Project Timeframe: FY 2008–2012</p>	
Goal	Reduce illegal coca production in a sustainable manner through voluntary eradication.
Objective 1	Support expansion of high-value export crops by former coca producers.
Activity 1.1	Increase the number of producers moving from coca to coffee, cacao, and palm oil.
Activity 1.2	Provide business development services and appropriate technology to producers.
Activity 1.3	Improve market access for producers through infrastructure improvements.
Objective 2	Improve health, nutrition, and education in the area.
Activity 2.1	Increase quality and supply of education in the area for boys and girls.
Activity 2.2	Raise awareness of health and hygiene issues through communications campaign (potable water, transmission of infectious diseases, food safety, and others deemed appropriate).
Activity 2.3	Increase access and affordability of health services to rural men and women in targeted areas.

Biodiversity Management Project

Project Description:

This project will combat illegal logging and promote sustainable management of forest resources by supporting timber certification, the inclusion of different population groups in the processes, and the improvement of national parks.

Project Timeframe: FY 2008–2012

Goal	Combat illegal logging by supporting timber certification.
Objective 1	Expand timber certification program to new areas.
Activity 1.1	Identify areas to expand timber certification program into.
Activity 1.2	Raise awareness with small producers and indigenous community members of the benefits of timber certification.
Activity 1.3	Begin tree replanting program (as in Kenya) with male and female fuel and firewood users.
Objective 2	Increase the inclusion of indigenous communities in forest conservation and national park activities.
Activity 2.1	Develop new, nature-based enterprises for indigenous communities to participate in as a livelihood diversification strategy.
Activity 2.2	Expand employment opportunities for indigenous communities through the expansion of the eco-tourism sector.
Activity 2.3	Create private-public-indigenous partnerships to improve national park management.

Box 1: Gender Facts for Polumbia

- Polumbia is a society where traditional and modern cultures interact in rural and urban areas. As a consequence, gender roles and relations tend to be somehow different considering urban/rural settlements, modern/traditional economies, and other factors such as ethnicity, education, religion and income.
- Women participate in the economy at different levels and occupations. Women are 44.2% of the Economically Active Population (EAP). One third of them receive less income than is required to cover the costs of the minimum family basket.
- Almost 35% of working women are independent workers, most of them as retailers. 14.3% of women in urban areas work in micro-enterprises of less than 9 workers. In rural areas, 56% of working women work as non-wage family workers.
- Wage differentials exist between men and women, in every educational level. Women's wages are, in general, 67.8% of men's. The worst situation is among workers with a high-school education level, where women earn, on average, 59.8% of men's wages.
- Women are known worldwide for their handicrafts, including knitted alpaca's sweaters, embroideries, among others. Older men and women know how to sustain and harvest natural resources for these handicrafts, but this knowledge is being lost as many youth abandon rural areas for the cities. Non-sustainable harvesting of natural resources has threatened supply in some areas.
- In rural areas, women's participation in farming activities is very important. Considering the agriculture calendar, their participation in sowing is similar to men's, but they are more in charge of harvest and post-harvest activities, as well as storage and sale. At the same time, women are primarily responsible for cattle management on a daily basis.
- Women workers are often hired seasonally for export agriculture.
- Women's income is typically spent on school fees and health-related costs; men's income is spent on both family and personal expenses. Women decide by themselves on the use of their income in 65% of the cases and take part in the decision with their partners in 31% of the cases, and only in 4% men decide alone about their wives' income.
- In rural Andean communities, men and women complement their tasks within households as units of production and consumption, where production is mostly for self-consumption. However, there is a gender hierarchy where men have more power at the decisionmaking level, the household representation level within the community, and in front of the society as a whole.
- 22.7% households are female-headed. The situation is slightly more relevant in urban households (25.9%) than in rural households (17.1%).
- The average monthly income of female-headed households (FHH) is 40 percent of male-headed households.
- Domestic violence is an extensive problem. 40.1% of women recognize having suffered it at least once on their lives. Poor regulation does not help to punish the perpetrators.
- One out of five women of reproductive age has been denied her right to study or work because of a spouse's decision.
- Although education helps, 15% of women with university degree have suffered that prohibition.
- Educational levels for men and women have been increasing over time. In urban areas, young men and women spend 10.5 years at school, while rural girls spend only 7 years, as compared with boys who spend 8.3 years at school.
- Although literacy rates have risen, women comprise 75% of the illiterate population (17% of the whole population).
- Mean age of marriage is 23. 12.7% women from 15 to 19 years old have at least one child.
- The Global Fertility Rate (GFR), which is the number of births for each woman, has decreased from 2.9 children per woman in 1997 to 2.4 children per woman in 2000. However, GFR is 80% higher in rural areas (3.6) as compared with urban areas (2.0).
- Due to the high level of extra-institutional births, it is impossible to have a good measure of low birth weight. 33.2% births in rural areas and 4.7% in urban areas were not weighed while being born. From those who have been weighed, 8.2% have low weight (less than 2.5 Kgs.). Regarding women with extra-institutional births, 54% did not have any post-natal medical control. From those who had this control, half of them had it between 7 to 14 days after birth, which is usually late for preventing post-partum diseases.
- The maternity mortality rate is 164 deaths per 100,000 children born alive. The country has the second highest maternal mortality rate in the region.

Session 12: Gender Action Plans B—EGE Team and Individual Actions and Commitments	
Session Facilitators	Marceline and Rosa
Time	2.5 hours
Session Goals	<p>Complete Gender Action Plans for the two individual projects</p> <p>Identify how the USAID EGE Team, as a whole and individually, will ensure the implementation of the program component and individual project GAPs</p>
Activities	<p>For the selected GIOs, each group continues working on their GAP Worksheet #2, using the flip charts</p> <p>Groups report out on their GAPs for the four projects</p> <ul style="list-style-type: none"> – The EGE Team then discusses next steps for Team and Project GAPs once their project procurements are finalized – The EGE Team then discusses next steps for individual commitments – Groups report out their team and individual actions – Plenary discussion <p>[Marceline and Rosa rotate among the four groups to help them work thru the GAP form]</p>
Key Tools Introduced/Used	Gender Action Planning
Input/handouts	Instructions and matrix for Gender Action Plan
Outputs	Completed Form for Gender Action Plan—EGE Team
Classroom Resources Required	<p>PowerPoint projector and slides</p> <p>4 flip charts with easels and markers, masking tape</p>

Session 13: Closing Session and Evaluation	
Session Facilitators	Marceline and Rosa
Time	30 minutes
Session Goals	Sum up Days 1 and 2 with participant feedback
Activities	<ul style="list-style-type: none"> • Mini-lecture/group discussion • Evaluation
Key Concepts and Tools Discussed	All
Input/handouts	Evaluation form
Outputs	Completed evaluation forms
Classroom resources required	PowerPoint projector and summary slides

SESSION 13 HANDOUT

Workshop Evaluation: March 13–14, 2007

<p>Instructions:</p> <p>Please rank the workshop sessions using the scale below. We would also greatly appreciate your constructive suggestions regarding how to improve these sessions for future trainings at other Missions. Please feel free to write on the backside of this form.</p> <p>Please circle your SO Team: SO2 Other (specify):</p>		
March 13	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments/ Constructive Suggestions
Session 1: Workshop Overview and Introductions	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 2: Key Gender Issues Influencing Economic Growth/Trade-Related Activities with Sectoral Examples	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 3: Gender Analyses and Consultant TORs	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 4: Gender Sensitive Indicators	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:

Session 5: RFPs for Gender-Integrated Programming	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 6: Brainstorming, Part A—Gender Integration Opportunities in EGFE Program Components	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 7: Summary of the Day	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
March 14	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments/ Constructive Suggestions
Session 8: Overview of the Day	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 9: Key Gender, Economic Growth, Trade, and Environment Issues	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 10: Brainstorming,	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting	Comments / Constructive Suggestions:

Part B—Gender Integration Opportunities for EGE Program Components	1 = Not at all useful/interesting	
Session 11: Gender Action Plans A—EGE Projects	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 12: Gender Action Plans B—Team and Individual Actions, Commitments, and Next Steps	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
Session 13: Closing Session and Evaluation	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:
What did you learn that you can apply to your day-to-day work?		

WORKSHOP 3

Workshop for Contractors on EGE and Gender (in Spanish)

March 15, 2007
9:00am–6:00pm

Note: This workshop covers the majority of the material covered in the EGE training although material on procurement, indicators, and several other topics more pertinent to USAID/Peru have been removed due to time constraints.

WORKSHOP 4

Bringing it Together—USAID/EGE Team with Contractors/Grantees

March 16, 2007
8:30am–12:30pm

WORKSHOP AGENDA

<p>OBJECTIVES : TO BRING EGE TEAM AND CONTRACTORS TOGETHER TO DEVELOP ONE JOINT GAP</p> <p>TO DISCUSS WAYS CONTRACTORS AND EGE TEAM CAN BETTER INTEGRATE GENDER AND HIGHLIGHT WAYS TO OVERCOME OBSTACLES TO DOING SO.</p>		
<p>PARTICIPANTS EGE TEAM AND CONTRACTORS</p>		
<p>Session 1: Introductions and Objectives 8:30–8:45am</p>	<p>15 min.</p>	<p>Mini-Summary</p>
<p>Session 2: Comparison of USAID/Contractor’s Gender Action Plans and Projects 8:45–9:15am</p>	<p>30 min.</p>	<p>Lecture and Discussion</p>
<p>Session 3 a: Working Together—Opportunities and Challenges 9:15–10:00am</p>	<p>45 min.</p>	<p>Small Group Exercise</p>
<p>Break 10:00–10:15am</p>	<p>15 min.</p>	
<p>Session 3b: Working Together—Opportunities and Challenges 10:15–11:00am</p>	<p>45 min.</p>	<p>Small Group and Plenary activities</p>
<p>Session 4: Integrating Action Plans and Next Steps 11:00am–12:15pm</p>	<p>75 min.</p>	<p>Small Group and Plenary Activities</p>
<p>Session 5: Closing Session and Evaluation 12:15–12:30pm</p>	<p>15 min.</p>	<p>Summary and Evaluation</p>

Session 1: Introductions and Objectives	
Session Facilitators	Marceline and Rosa
Time	15 minutes
Session Goals	Sum up the days
Activities	Introduce EGE team and contractors to one another
Key Concepts Discussed	Review rules for the next half-day Mini-lecture/group discussion
Input/handouts	Evaluation form provided
Outputs	
Classroom Resources Required	PowerPoint with the agenda on it PowerPoint projector and slides

Session 2: Comparison of Action Plans	
Session Facilitators	Marceline and Rosa
Time	30 minutes
Session Goals	Compare EGE Team and Contractor Action plans
Activities	Mini-lecture/group discussion
Key Concepts and Tools Discussed	Compare/contrast Gender Action Plans
Input/handouts	EGE Team and Contractor Gender Action Plans
Outputs	
Classroom resources required	PowerPoint projector and slides

Session 3: Working Together—Opportunities and Challenges	
Session Facilitators	Marceline and Rosa
Time	45 minutes
Session Goals	Compare EGE Team and Contractor Action plans
Activities	Small group exercise (sorting)
Key Concepts and Tools Discussed	<ul style="list-style-type: none"> • Examine opps and challenges in working together • Layout opps and challenges in thematic clusters
Input/handouts	
Outputs	Results of sorting exercise
Classroom Resources Required	PowerPoint projector and slides Index cards, flip charts

Session 4: Integrating Actions Plans and Next Steps	
Session Facilitators	Marceline and Rosa
Time	75 minutes
Session Goals	Integrate EGE Team and Contractor Action plans
Activities	<ul style="list-style-type: none"> • Working in small groups, draft one GAP with USAID and Contractor Team, project and individual commitments based upon projects • Share results of workplans • Group discussion
Key Concepts and Tools Discussed	Gender Action Plans (GAPs)
Input/handouts	EGE and Contractor GAPs
Outputs	Combined Gender Action Plans, individual and group commitments
Classroom Resources Required	PowerPoint projector and slides Index cards and flip charts and markers

Session 5: Closing Session and Evaluation	
Session Facilitators	Marceline and Rosa
Time	15 minutes
Session Goals	Summarize session
Activities	<ul style="list-style-type: none"> • Mini-lecture • Group plenary
Key Concepts and Tools Discussed	Review GAPS, opportunities and challenges exercise Team and individual commitments and next steps
Input/handouts	Agenda for the day
Outputs	Evaluation forms
Classroom Resources Required	PowerPoint projector and slides Index cards and flip charts and markers Evaluations

SESSION 5 HANDOUT

Workshop Evaluation: March 16, 2007

<p>Instructions: Please rank the workshop sessions using the scale below. We would also greatly appreciate your constructive suggestions regarding how to improve these sessions for future trainings at other Missions. Please feel free to write on the backside of this form.</p> <p>Please circle your SO Team: SO2 Other (specify):</p>		
March 16	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments/ Constructive Suggestions
Session 1: Introductions and Objectives	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 2: Comparison of USAID/Contractor's Gender Action Plans and Projects	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 3a: Working Together— Opportunities and Challenges	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 3b: Working Together— Opportunities and Challenges	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:
Session 4: Integrating Action Plans and Next	<p>4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting</p>	Comments / Constructive Suggestions:

Steps		
Session 5: Closing Session and Evaluation	4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting	Comments / Constructive Suggestions:

ANNEX 1. GENDER TERMINOLOGY

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

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

ANNEX 2. TRADE TERMINOLOGY

Term	Definition
Agreement on Agriculture	WTO agreement committing countries to improve market access and reduce domestic support payments and export subsidies in agriculture.
Domestic content requirement	A requirement that goods produced in a country contain a certain proportion of domestic content.
Export Processing Zone	Designated area or region where firms can import duty-free as long as the imports are used as inputs into the production process.
Export Promotion	A strategy for economic development that stresses expanding exports—often through policies to assist the process, such as export subsidies.
Foreign Direct Investment	A corporation's acquisition abroad of physical assets such as plants and equipment, with operating control residing in the parent corporation outside the country where the acquisition occurs. Includes mergers and acquisitions of corporations in one country with or by those in another country.
General Agreement on Trade in Services (GATS)	WTO agreement that provides a legal framework for trade in services, and the negotiated, progressive liberalization of regulations that impede this trade. It covers areas such as transport investment, education, communications, financial services, energy and water services, and the movement of persons.
Market Access	The extent to which a country permits imports. A variety of tariff and non-tariff barriers can be used to limit the entry of products from other countries.
Most Favored Nation (MFN)	A commitment that a country will extend to another country the lowest tariff rates it applies to any other country.
National Treatment (NT)	Commitment to treat foreign producers and sellers the same as domestic firms.
Non-tariff Barriers (NTBs)	Describes international barriers to trade other than tariffs. They include import quotas, voluntary export restraints, labeling and package requirements, subsidies and domestic content requirements, and other similar measures.
Non-tariff Measure	Any government action with a potential effect on the value, volume, or direction of trade.
Tariff	A government-imposed tax on imports.
Trade Integration	The broader economic process of increasing exchanges with other countries. It includes expanded trading with other countries, greater foreign investment, as well as the increased flow of labor, technology, and communication across national boundaries.
Trade Liberalization	The reduction of tariffs and removal or relaxation of non-tariff barriers.
Trade Policy	Formed as the result of a political process. Governments, often working through their foreign ministries or commerce ministries, negotiate national commitments to open domestic markets to foreign investors in exchange for reciprocal commitments from other governments. These trade and investment policies are codified in binding bilateral, regional, and multilateral trade agreements. The commitments may lead to changes in tariff levels, national regulations, and domestic policies. Many trade agreements also define a process for resolving trade disputes between countries.

Trade-Related Aspects of Intellectual Property Rights (TRIPS)	WTO Agreement aimed at establishing minimum standards of intellectual property rights protection for all products and services, covering copyrights, trademarks, geographical indications, industrial designs, and trade secrets.
Trade-Related Investment Measures (TRIMS)	WTO Agreement aimed at eliminating the trade-distorting effects of investment measures taken by members.

ANNEX 3. GENDER-SENSITIVE INDICATORS FOR EGE/TRADE-RELATED ACTIVITIES

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

Governance and Labor

Legal reforms related to governance, transparency, and inter-agency coordination

- Number of reforms modified to have a gender-neutral impact, including costs and budget allocations.
- Number of reforms promoted that would benefit poor women.
- Number of those reforms that were adopted.
- Number of reforms revised or pro-poor, pro-women reforms developed by ministry staff following training.
- New gender-related language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions.
- Increased involvement of gender-concerned civil society groups in trade dialogue with government.
- Number of gender-related civil society concerns included in government's trade deliberations.

Labor laws, unions, living wage reform

- Reports of labor law violations, disaggregated by sector and sex of worker.
- Number of workers who go to legal project for assistance, disaggregated by sector and sex.
- Reports of gender-based labor rights violations, by sector and by sex.
- Number of factories that adopt gender-specific codes of conduct.
- Changes in knowledge, attitudes, and behaviors related to living wage campaigns.
- Number of female and male leaders involved in living wage campaigns.

Informal workers

- Number of new networks created for and by informal workers.
- Number of members of new networks, disaggregated by sex.
- Number and percentage of workers who seek assistance at the shelter, disaggregated by sex and by reason for visit (legal, food, etc.).

Export Promotion, Customs Reforms, and Small- and Medium-sized Enterprise (SME) Support

Export-oriented clusters and value chains

- Number of exporters entering new clusters, disaggregated by sex.
- Average sales of women-owned and men-owned export businesses by sector and size of business.
- Number of workers employed in sectors, per year, disaggregated by sex (after workforce development activities).
- Salaries of workers employed per year, disaggregated by sector, by sex, and by job category (after workforce development activities).
- Number of “female-value chains” developed by sector.
- Change in income of women engaged in “female-valued chains” measured annually.
- Marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing, and strategic linkages with other firms or sub-sectors, disaggregated by the size of enterprise and sex of owner.
- Number of women entrepreneurs involved in creation of web portal for women.
- Number of links established with Fair Trade organization for women’s goods and annual sales from Fair Trade contracts.
- Number of links/contracts established with other entrepreneur to form a women’s goods cluster. Annual sales from this link.
- Annual sales for women artisans via web (e-commerce), in person, etc.
- Annual sales from contract with supermarkets, disaggregated by sex of exporter.

Reduction of customs-related operational and administration constraints

- Number of exporters in the country, disaggregated by sex.
- Number of policy measures implemented to address costs of customs procedures and constraints of poor producers.
- Number of women’s groups, associations, and women leaders engaged in advocacy for pro-poor customs policy.
- Number of users of online customs forms, disaggregated by sex.
- Number of customs forms processed online, disaggregated by sex.

Business services and training for SMEs

- Number of new entrants entering SME sector assisted by project, disaggregated by sex.
- Percentage of ownership of businesses/sex of owner/sector.
- Average size of loans by sector and size of business, disaggregated by sex of business owner.
- Number of women’s associations created or assisted.
- Number of gender-sensitive policies implemented in areas that will assist entrepreneurs.
- Number of loans dispersed through funding mechanism.
- Number of clients that receive loans, disaggregated by sex.
- Number of clients that receive pre-and-post investment counseling.
- Number of clusters developed that present opportunities for women owners and workers.
- Number of workers employed per year, disaggregated by sex.
- Salaries of workers employed in cluster, disaggregated by sex and by job category.
- Number of daycares provided on-site.

Tourism, E-Commerce, and Information and Communication Technology (ICT)

Tourism sector employment and enterprises

- Number of new entrants into the “emerging opportunity” positions in the sector, disaggregated by sex.
- Number and percentage of entrants into new “ungendered” jobs, disaggregated by sex.
- Number of new jobs created in women-only tourism ventures.
- Number of women trained to become recruiters and trainers.
- Number of applicants for tourism jobs, disaggregated by sex after more women staff are in place as recruiters.
- Number of new jobs created from backward and forward linkages, disaggregated by sex.
- Annual sales of handicrafts before and after tourism plan, disaggregated by sex of producer.

Technology affordability

- Number of users, disaggregated by sex and geographical location.

Technology accessibility—transport, mobility, and security

- Number of centers established by geographical location.
- Number and percentage of customers at telecenters, disaggregated by sex and telecenter location.
- Changes in user satisfaction with telecenters, disaggregated by sex.
- Number of women telecenter entrepreneurs.
- Number of telecenter users at all times and women-only times, disaggregated by sex.

ICT sector accessibility—socio-cultural Issues

- Number of new female entrants into ICT training, business ownership, and/or degree programs after awareness campaign or gender-sensitive educational curricula.

ICT business license and ownership

- Number of ICT-related businesses that have applied for and/or received licenses, disaggregated by sex.

Marketing and pricing information via ICT

- Change in marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing, and strategic linkages with other firms or sub-sectors, disaggregated by the size of enterprise and sex of owner.

Services Development—Health and Education

Mobility and transport

- Number of initiatives incorporated into project to address mobility concerns.
- Survey of time spent to receive health care prior to and after center established, disaggregated by sex.
- Number of times that telediagnosis, imagery, and treatment used on rural patients, disaggregated by sex.
- Health outcomes of patients using telediagnosis, disaggregated by sex.
- Successful diagnostic rate, disaggregated by sex and percentage.

ICT and health

- Number of patients served by PDA-using physicians, disaggregated by sex.
- Number of MDs using internet medical centers, disaggregated by sex.

Gender budgeting

- Increases and decreases to programs benefiting women as a result of health sector reforms.

Under-served communities

- Number of new doctors, nurses, and nursing assistants trained and dispersed to underserved areas, disaggregated by sex.
- Survey of illness, morbidity, and maternal and child health issues in underserved areas, prior to and after medical staff are in place.

Traditional healing (*Unani*)

- Number of cases carried by medical practitioners, before and after intervention, disaggregated by sex (for producer and consumer).
- Annual income of practitioners prior to and after intervention, disaggregated by data.
- Number of herbal producers linked to *Unani* medical chain, disaggregated by sex and annual income.

Policy and user fees

- Changes in enrollment in primary school after user fee adjustments, disaggregated by sex.

Employment

- Number and percentage of retrenched workers matched with new jobs, disaggregated by sex.

ANNEX 4. STRATEGIES TO INTEGRATE GENDER INTO ECONOMIC GROWTH STRATEGIC OBJECTIVES

Donors have developed an array of innovative programs for removing or mitigating gender-specific barriers to economic growth. Yet, moving from theory to action still remains a challenge for many program managers. USAID program managers must contend with time and resource constraints, manage existing activities, respond to immediate requests, develop new project procurements, and design new activities. It is little wonder that project managers may be stymied when the time comes to move from analyzing gender constraints to remedying them.

The tables that follow describe illustrative Gender Integration Strategies for Trade (GIST). They are organized to correspond to USAID/Peru's Economic Growth SOs and present possible gender constraints, mitigating strategies, and indicators.

GIST TABLE 1. GOVERNANCE, TRANSPARENCY, AND INTER-AGENCY COORDINATION

Includes support for legal and institutional reform to improve governance and make policies more transparent, as well as assistance to help the different agencies of a host-country government function more effectively in the trade policy arena.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Would legal reforms have different implications for women and men?</p>	<p>Project Design and Implementation Approaches:</p> <p>Conduct a gender analysis of impacts of reforms.</p> <p>Modify language in the proposed legal/institutional reforms to be gender-sensitive.</p> <p>Partner with women’s legal association or NGO to develop reforms that would be particularly beneficial to women and the poor.</p>	<p>Indicators:</p> <p>Number of reforms modified to have a gender-neutral impact.</p> <p>Number of reforms promoted that would benefit poor women.</p> <p>Number of those reforms that were adopted.</p>
<p>Gender Issues:</p> <p>Do government agencies embarking on legal reforms understand the gender implications of their reforms?</p>	<p>Project Design and Implementation Approaches:</p> <p>Training for government line ministries on legal bias or on gender-differentiated effects of reforms.</p> <p>Training of ministry staff on how reforms can be implemented to benefit the poor and women.</p> <p>Advocacy for gender analysis of trade and legal reforms.</p>	<p>Indicators:</p> <p>New gender-related language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions.</p> <p>Number of ministry staff trained on gender issues within legal reform, disaggregated by sex, ministry and position of authority.</p> <p>Number of reforms revised, or pro-poor, pro-women reforms developed by ministry staff following training.</p>
<p>Gender Issues:</p> <p>What are the costs to the government to implement reforms or increase transparency? How will costs be recovered? Will the government cut other budget lines to cover these costs?</p>	<p>Project Design and Implementation Approaches:</p> <p>Conduct a fiscal analysis of costs of implementing reforms.</p> <p>Simulate multiple scenarios for recovering costs of implementation to ensure that government choices are not regressive.</p>	<p>Indicators:</p> <p>Number of reforms modified to have a gender-neutral impact, including costs and budget allocations.</p>

<p>Gender Issues:</p> <p>How are the ministries that focus on women and the poor engaged in trade policymaking?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analysis of how these ministries are engaged and consulted on trade policy.</p> <p>Training for women and development agencies on gender, trade, and poverty issues so they can become more engaged in trade policymaking.</p> <p>Develop administrative policy to expand the ministries involved in developing trade policy to include women, labor, health, and education ministries.</p>	<p>Indicators:</p> <p>New language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions.</p>
<p>Gender Issues:</p> <p>How are civil society and NGO actors engaged in working with the government of Peru to craft trade policy positions? How are women's groups engaged within this sphere?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analysis of how civil society engages with the government on trade policy formulation.</p> <p>Analysis of how gender concerns are articulated within the civil society sphere.</p> <p>Development of civil society–government dialogue on trade policy.</p>	<p>Indicators:</p> <p>Increased involvement of gender-concerned civil society groups in trade dialogue with government.</p> <p>Number of gender-related civil society concerns included in government's trade deliberations.</p>

GIST TABLE 2: TRADE FACILITATION: A. E-COMMERCE AND INFORMATION AND COMMUNICATION TECHNOLOGY

Includes assistance to help countries acquire and use information and communication technology (ICT) to promote trade by creating business networks and disseminating market information.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p><i>Gender Issues:</i></p> <p>Are technology choices affordable for women and men?</p> <p>Will technology be affordable? Will prices be passed onto the consumer? Will rates be higher in rural areas where women predominate?</p> <p>Is there access in rural areas?</p>	<p><i>Project Design and Implementation Approaches:</i></p> <p>Address issues of access and affordability of ICT (e.g., fixed wireless rather than fiber optic cables, availability of mobile phones to promote connectivity in rural and poor areas, satellite or solar- and battery-powered connectivity, multiple-use computers) in project design and/or implementation.</p> <p>Conduct gender analysis of telecommunications development fund activities to promote greater access and use of ICT for urban and rural women.</p> <p>Regulatory reform work to ensure continued affordability and accessibility of service.</p>	<p><i>Indicators:</i></p> <p>Number of users disaggregated by sex and geographical location.</p> <p>Number of policy measures passed that deal with increasing affordable access to the rural poor.</p>
<p><i>Gender Issues:</i></p> <p>How will women's responsibilities at home and in paid work affect their ability to receive training?</p>	<p><i>Project Design and Implementation Approaches:</i></p> <p>Hold trainings and courses at times and in locations that account for women's need to balance paid and domestic responsibilities (e.g., using accessible locations that can be reached by public transport, hold trainings on evenings or weekends so that women can balance training with other responsibilities).</p> <p>Hire women to work as ICT trainers for other women.</p>	<p><i>Indicators:</i></p> <p>Number of people in target group trained on economic growth/trade topics, disaggregated by sex (and/or other social variables such as age, economic class, location, sector, industry, job level, etc.).</p> <p>Percentage of women trainers.</p>
<p><i>Gender Issues:</i></p> <p>How might women's mobility affect their ability to access ICT?</p>	<p><i>Project Design and Implementation Approaches:</i></p> <p>Establish ICT access centers in rural areas and in locations in urban areas frequented by women, such as women's bookstores, clothing stores, community centers, hair salons, or health clinics.</p> <p>Consider establishing micro-telcos (telephone and Internet shops) as small businesses for women entrepreneurs located near health clinics, women's stores, etc.</p>	<p><i>Indicators:</i></p> <p>Number of centers established by geographical location.</p> <p>Number and percentage of customers at telecenter, disaggregated by sex and telecenter location.</p> <p>Change in user satisfaction of telecenters disaggregated by sex.</p>

	<p>stores, etc.</p> <p>Consider adding Internet service to existing telecenters.</p> <p>Address women's mobility constraints with mobile computer buses that travel to communities, or other mobile telecommunication projects, as a means of increasing women's access to ICT.</p>	
<p>Gender Issues:</p> <p>Are women provided with the same opportunities as men for ownership and control of licenses and ICT-related businesses?</p>	<p>Project Design and Implementation Approaches:</p> <p>Policy advocacy to set aside a certain number of licenses for women-owned businesses, and/or to defray the costs of licenses for low-income business owners (could be offset by fees collected).</p> <p>Advocate for policy reforms such as the development of incentive programs to increase access, as well as pricing policies to stimulate expansion.</p>	<p>Indicators:</p> <p>Number of ICT business licenses applied for and received, disaggregated by sex.</p> <p>Number of ICT-related businesses registered, disaggregated by sex.</p> <p>Number of women involved in drafting policy.</p> <p>Number of gender-sensitive policy reforms implemented in ICT sector.</p>
<p>Gender Issues:</p> <p>Do women and girls have equitable access to training at all levels such as system design, networking, software development, content creation, web design, information management, maintenance, and system management?</p>	<p>Project Design and Implementation Approaches:</p> <p>Develop special ICT initiatives to train women, including those displaced from other sectors.</p> <p>Include complementary interventions with training, such as job placement assistance, workforce development skills (hard and soft), and other ancillary services (banking for the poor, small "bridge" loan program, etc.).</p>	<p>Indicators:</p> <p>Number of displaced workers trained, disaggregated by sex.</p> <p>Number of trained displaced workers hired for new ICT jobs, disaggregated by sex.</p> <p>Levels of participant satisfaction with training, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Do women and men have the same level of access to market and pricing information?</p>	<p>Project Design and Implementation Approaches:</p> <p>Business development service (BDS) training in ICT and other avenues for women to gain greater access to market and pricing information.</p>	<p>Indicators:</p> <p>Marketing practices adopted by enterprises as evidenced by a change in business plans, reorganization, product design, pricing, and strategic linkages with other firms or sub-sectors, disaggregated by size of enterprise and sex of owner.</p>
<p>Gender Issues:</p> <p>Are there socio-cultural biases that discourage women from entering the ICT sector?</p>	<p>Project Design and Implementation Approaches:</p> <p>Launch an educational campaign on the benefits of computer education and how women and girls could use the skills for a variety of careers.</p> <p>Develop curricula on experiential</p>	<p>Indicators:</p> <p>Number of people in target group trained in and adopting ICT before and after campaign, disaggregated by sex.</p>

	application of ICT, which studies show appeals more to girls.	
<p>Gender Issues:</p> <p>Is content on the web and on e-commerce relevant to men and women, as well as rural producers and the poor?</p> <p>Is web content available in Quechua or Aymara?</p>	<p>Project Design and Implementation Approaches:</p> <p>Training initiatives to assist rural and poor men and women to create their own web content and use ICT for networking, advocacy, pricing, and market information (e.g., web portals, business information, advocacy networking, etc.).</p> <p>Train poor citizens using low-literacy techniques in using the Internet to advance their own interests and in other useful applications.</p> <p>Conduct Participatory Rural Appraisal (PRA) or other stakeholder analysis on community ICT needs, and develop content accordingly.</p>	<p>Indicators:</p> <p>Number of new web portals created, disaggregated by sex of designers.</p> <p>Change in income of entrepreneurs and artisans, disaggregated by sex.</p> <p>Number of new e-networks created, disaggregated by sex of users.</p> <p>Number of users of market information, disaggregated by sex.</p> <p>Change in income for users of market information, disaggregated by sex.</p>

GIST TABLE 3: TRADE FACILITATION: B. EXPORT PROMOTION

Includes assistance to increase market opportunities for producers in developing countries and transition economies.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Are trainings held in locations and at times that enable women to attend and balance their work and domestic responsibilities?</p>	<p>Project Design and Implementation Approaches:</p> <p>Hold trainings and courses at times and in locations that account for women’s security concerns and their need to balance paid and domestic responsibilities (e.g., holding accessible locations that can be reached by public transport, or hold trainings on evenings or weekends so that women can balance training with other responsibilities).</p>	<p>Indicators:</p> <p>Number of training participants, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>What clusters present opportunities for women entrepreneurs and workers?</p>	<p>Project Design and Implementation Approaches:</p> <p>Conduct value chain analysis of emerging and potential sectors to gauge opportunities for women to enter emerging and value-added sectors.</p> <p>Establish workforce development training and other activities to move women to higher-skilled, higher-waged employment positions.</p> <p>Develop female value chains or “female clusters” so women interact with other women throughout the sector.</p>	<p>Indicators:</p> <p>Number of exporters entering new clusters, disaggregated by sex.</p> <p>Average sales of women- and men-owned export businesses by sector and size of business.</p> <p>Number of workers employed in different sectors per year, disaggregated by sex.</p> <p>Salaries of workers employed per year, disaggregated by sector, sex, and job category (after workforce development activity).</p> <p>Number of female value chains developed by sector.</p> <p>Change in income of women engaged in female value chains measured annually.</p>

<p>Gender Issues:</p> <p>Do women face particular barriers to exporting products?</p> <p>Do women face particular barriers to marketing products, accessing market information, or linking to exporters?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analysis of gendered barriers to export.</p> <p>Use ICT to provide women with access to pricing, market information, product development, market research, and financial management tools.</p> <p>Use ICT to develop web portals for women to connect to others in a value chain.</p> <p>Establish links with Fair Trade organizations that can promote women's products.</p> <p>Establish links with other entrepreneurs who can use women's goods for their products (i.e. cashews for cashew butter makers). Help women establish contracts for their goods.</p> <p>Foster linkages with large chains that can contract with women exporters and provide guaranteed market and distribution channels.</p>	<p>Indicators:</p> <p>Number of men and women trained in ICT to gain market information.</p> <p>Marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing, and strategic linkages with other firms or sub-sectors, disaggregated by size of enterprise and sex of owner.</p> <p>Number of women entrepreneurs involved in creation of web portals.</p> <p>Number of links established with Fair Trade organizations for women's goods. Annual sales from Fair Trade contracts.</p> <p>Number of links/contracts established with other entrepreneurs to form a women's goods cluster. Annual sales from this link.</p> <p>Annual sales for women artisans via web (e-commerce), in person, etc.</p> <p>Annual sales from contracts with supermarkets, disaggregated by sex of exporter.</p>
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GIST TABLE 4: TRADE FACILITATION: C. BUSINESS SERVICES AND TRAINING

Includes support to improve associations and networks in the business sector, as well as to enhance the skills of business people engaged in trade.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Do women and men face different obstacles in opening, operating, and sustaining businesses (e.g., access to credit, collateral, information)?</p>	<p>Project Design and Implementation Approaches:</p> <p>Market survey of women's impediments to accessing markets and operating small- and medium-sized enterprises (SMEs).</p> <p>Address women's constraints with regard to operating SMEs (e.g., access to credit, gender and entrepreneurship training of bank and loan officials, etc.) in project design.</p>	<p>Indicators:</p> <p>Number of new entrants entering SME sector directly assisted by project, disaggregated by sex.</p> <p>Percentage of ownership of businesses, disaggregated by sex of owner and sector.</p> <p>Average size of loans by sector and size of business, disaggregated by sex of owner.</p>
<p>Gender Issues:</p> <p>Do women have entrepreneurial associations that serve their needs?</p>	<p>Project Design and Implementation Approaches:</p> <p>Survey of women entrepreneurs regarding what support they need from business associations.</p> <p>Support or strengthening of women's business associations.</p>	<p>Indicators:</p> <p>Number of women's associations created or assisted.</p>
<p>Gender Issues:</p> <p>Are trainings held in locations and at times that enable women to attend and balance their work and domestic responsibilities?</p>	<p>Project Design and Implementation Approaches:</p> <p>Plan business development service (BDS) trainings to maximize women's attendance, taking into account timing and location of trainings.</p>	<p>Indicators:</p> <p>Number of training participants, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Are BDS trainers male or female?</p>	<p>Project Design and Implementation Approaches:</p> <p>Recruit and hire female BDS trainers.</p> <p>Deliver BDS trainings in partnership with women's NGOs to do a training-of-trainers (TOT) so more women and women's NGOs that provide micro-credit can better provide comprehensive services for women entrepreneurs.</p>	<p>Indicators:</p> <p>Number of men and women trained to deliver BDS services.</p> <p>Percentage of male and female trainers.</p> <p>Number and percentage of trained people recruited as trainers, disaggregated by sex and/or other social variables.</p>
<p>Gender Issues:</p> <p>Are there policies that may constrain women's participation in opening and running SMEs (e.g., tax licensing policies, zoning requirements, banking</p>	<p>Project Design and Implementation Approaches:</p> <p>Implement policy advocacy to reform tax licensing policies, zoning requirements, access to credit, government procurement, etc.</p>	<p>Indicators:</p> <p>Number of gender-sensitive policies implemented or passed in areas that will assist entrepreneurs.</p>

<p>requirements for women to receive loans, etc.)?)</p>	<p>Fund mechanisms to assist successful micro-entrepreneurs in scaling up their businesses.</p> <p>Establish pre-investment counseling and post-investment follow-up as part of overall service.</p>	<p>Number of loans dispensed through funding mechanism.</p> <p>Number of clients that receive loans, disaggregated by sex.</p> <p>Number of clients that receive pre- and post-investment counseling.</p>
<p>Gender Issues: What clusters present opportunities for women entrepreneurs and workers?</p>	<p>Project Design and Implementation Approaches:</p> <p>Carry out value chain analysis of current, emerging, and potential sectors to gauge opportunities for women to enter emerging or growing sectors.</p> <p>Carry out workforce development training and other activities to move women to higher-skilled, higher-waged employment positions.</p>	<p>Indicators:</p> <p>Number of clusters developed that present opportunities for women owners and workers.</p> <p>Number of workers employed per year, disaggregated by sex.</p> <p>Salaries of workers employed in cluster, disaggregated by sex and job category.</p>
<p>Gender Issues: Do women operating or working in a business face any challenges balancing work and domestic responsibilities?</p>	<p>Project Design and Implementation Approaches:</p> <p>Support provision of daycare for owners and employees.</p> <p>Support daycare providers.</p>	<p>Indicators:</p> <p>Number of daycare facilities provided on site.</p>

GIST TABLE 5: PHYSICAL INFRASTRUCTURE DEVELOPMENT

Assistance to establish trade-related telecoms, transport, ports, airports, power, water, and industrial zones.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Are there differences in time and distance traveled between women and men as it relates to work or household duties?</p> <p>Do men and women use water, telecoms, and power in different ways?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analyze men's and women's roles and the distances traveled.</p> <p>Develop education initiatives regarding the time and energy women spend on certain household responsibilities such as collecting fuel or water.</p> <p>Implement labor-saving devices within project to decrease women's time allocation and task burden.</p>	<p>Indicators:</p> <p>Number of hours spent on collecting fuel or water before and after project initiated, disaggregated by sex.</p> <p>Quantitative change in hours of household labor by time and task allocation, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>What are the main economic, time, and cultural constraints on women's access to transport, water, energy, and telecoms?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analyze economic, time, and cultural constraints on women's travel.</p> <p>Include upgrading of non-motorized transport tracks, often used by women, in transport projects.</p> <p>Focus water and energy projects on providing village-level initiatives rather than simply large-scale initiatives.</p> <p>Implement policy initiatives including measures to increase access for the poor by charging lower rates for initial energy and water usage and then increase rates as consumption increases.</p>	<p>Indicators:</p> <p>Number of women who report increased mobility after project launched.</p> <p>Number of users of water and energy, disaggregated by sex.</p>

<p>Gender Issues:</p> <p>Are men and women involved in selecting and designing infrastructure (transport, water, energy, and telecoms) projects?</p>	<p>Project Design and Implementation Approaches:</p> <p>Use participatory methods to interview men and women together and separately during the design phase of the project.</p> <p>Develop community councils to be involved in the project—could have separate women’s and men’s councils or a set percentage of seats on the council for men and women.</p>	<p>Indicators:</p> <p>Number and percentage of local women and men involved in decisionmaking during project design, disaggregated by income and age.</p> <p>Number of local men and women involved in project-related councils, disaggregated by income and age.</p>
<p>Gender Issues:</p> <p>Do men and women differ in their willingness to pay for transport, water, energy, and telecoms? How does this affect their availability?</p>	<p>Project Design and Implementation Approaches:</p> <p>Implement policies to defray the usage costs for low-income residents through cost-reallocation, tax incentives, etc.</p>	<p>Indicators:</p> <p>Number of gender-sensitive policy measures implemented or passed that reduce costs for low-income residents.</p>
<p>Gender Issues:</p> <p>Are men and women employed in construction and implementation of infrastructure projects?</p>	<p>Project Design and Implementation Approaches:</p> <p>Train and hire male and female workers for the project.</p> <p>Create women-only sections or work crews if male–female interaction is culturally inappropriate.</p>	<p>Indicators:</p> <p>Number of workers trained and hired, disaggregated by sex and job category.</p>

GIST TABLE 6: TRADE-RELATED AGRICULTURE

Support for trade-related aspects of the agriculture and agribusiness sectors.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Have the roles and responsibilities of women and men in agriculture been identified?</p>	<p>Project Design and Implementation Approaches:</p> <p>Conduct a value-chain analysis in agricultural export projects to determine where women and men are located throughout the production, processing, and sale of the commodity.</p> <p>Include activities to increase women's participation at higher levels of the value chain, such as training for supervisory and managerial positions.</p> <p>Set aside incentives for contracting with small women's businesses and training women for non-traditional work within the sector.</p> <p>Conduct a study to investigate the benefits of establishing Agricultural Export Zones (AEZs), which would provide incentives to private sector companies that enter contract-farming arrangements with producers.</p> <p>If deemed positive, reform policies to establish AEZs.</p>	<p>Indicators:</p> <p>Map of male and female roles within the agricultural sector.</p> <p>Number of project activities directed at moving women up a sector's value chain (trainings, increased access to credit).</p> <p>Number of women who move into a higher part of the value chain.</p>
<p>Gender Issues:</p> <p>Are women active in producing subsistence and/or cash crops?</p>	<p>Project Design and Implementation Approaches:</p> <p>Develop cash crops for cultivation that would be considered appropriate for women to cultivate and enable them to balance household and production responsibilities.</p>	<p>Indicators:</p> <p>Number and percentage of participants cultivating cash crops, disaggregated by sex.</p> <p>Number and percentage of women who adopt new cash crops.</p> <p>Change in income for producers of new crops, disaggregated by sex.</p> <p>Change in household nutritional status.</p>

		Change in women's or household's income and consumption.
<p>Gender Issues:</p> <p>Do extension strategies take into account women's time and mobility constraints?</p>	<p>Project Design and Implementation Approaches:</p> <p>Include activities women can carry out near their homes, which may have the added benefit of enabling women to balance work and domestic responsibilities.</p> <p>Conduct training for extension agents on gender concerns within agriculture.</p> <p>Hire women to be extension agents.</p>	<p>Indicators:</p> <p>Number of economic activities developed that are home-based.</p> <p>Number of women who become engaged in home-based economic activities.</p> <p>Change in women's or household's income.</p> <p>Number and percentage of new extension agents hired, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Will the project increase the time spent by women or men in agriculture-related activities?</p> <p>How will participation in the food and cash crop production affect women's and men's other responsibilities (e.g., food and cash crop production, family health and nutrition, etc.)?</p>	<p>Project Design and Implementation Approaches:</p> <p>Carry out time-use surveys of women and men prior to and after agricultural project initiative.</p> <p>Carry out focus group or Participatory Rural Assessment (PRA)-type interviews with women regarding how participation will affect their other responsibilities.</p>	<p>Indicators:</p> <p>Analysis of time-use by rural producers, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Do men and women have equal access to microfinance, credit, and agricultural technology?</p>	<p>Project Design and Implementation Approaches:</p> <p>Place special emphasis on ensuring women's access to credit (particularly credit above the micro-level) if women lack access to credit.</p> <p>Train credit officers on gender issues in credit and banking loans.</p> <p>Hire women credit officers.</p> <p>Ensure that projects that use extension agents recruit and retain female agents.</p> <p>Place special emphasis on distributing new agricultural technology to women and training them on its uses.</p> <p>Implement policies to make credit more accessible to women (e.g.,</p>	<p>Indicators:</p> <p>Number and value of loans dispensed to small producers, disaggregated by sex.</p> <p>Analysis of agricultural technology, disaggregated by sex.</p> <p>Number of extension agents, disaggregated by sex.</p> <p>Number of gender-sensitive policy reforms implemented or passed to make credit more available to women.</p>

	changes in lending, collateral, etc.).	
<p>Gender Issues:</p> <p>Is the training and technology compatible with women's other household and waged responsibilities? Do women have access to the training and new agricultural technology?</p>	<p>Project Design and Implementation Approaches:</p> <p>Make the technology affordable for both women and men via loans, defraying costs, etc.</p> <p>Ensure that trainings take into account women's domestic roles and are planned in a way that women can attend (e.g., provide childcare throughout the training, and transport if security is an issue).</p>	<p>Indicators:</p> <p>Number of users of technology, disaggregated by sex.</p> <p>Number of training participants, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Will the introduction of new techniques or production activities displace women from their current positions in the sector?</p>	<p>Project Design and Implementation Approaches:</p> <p>If new technology will impinge upon women's livelihoods, the project should place special emphasis on training women in the new technology so they can maintain their current position in the sector, albeit with improved techniques.</p> <p>Alternately, if a project is going to displace women, the project should incorporate alternate livelihood strategies for displaced women in the sector.</p>	<p>Indicators:</p> <p>Number of trained people adopting new technology, disaggregated by sex.</p> <p>Number of trained displaced workers hired for new job in the sector, disaggregated by sex.</p> <p>Levels of participant satisfaction with training, disaggregated by sex.</p> <p>Wages for work in the new positions (post-training) compared with the old ones.</p>
<p>Gender Issues:</p> <p>Will women's or men's traditional markets or trading activities be affected by project activities? For example, will women face more competition in their traditional market crop?*</p>	<p>Project Design and Implementation Approaches:</p> <p>Analyze increased competition and potential effect of price changes on rural producers, disaggregated by sex.</p> <p>Analyze alternative income-generation opportunities for producers to enter to replace lost income.</p> <p>Train displaced workers for alternative livelihoods.</p>	<p>Indicators:</p> <p>Number of women who gained or retained traditional position within the sector.</p> <p>Analysis of increased competition on prices</p> <p>Number of new livelihood opportunities developed, disaggregated by sex.</p>

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* Sections of the agricultural issues in this table were adapted from AusAID [Hhttp://www.Ausaid.gov.au](http://www.Ausaid.gov.au)H 1997.

GIST TABLE 7: HUMAN RESOURCES AND LABOR STANDARDS

Assistance to support the enforcement of labor standards and worker rights, development of trade unions and dispute resolution mechanisms, strategies for workforce development and worker training, and the elimination of child labor.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues: Are there labor rights abuses in the sector or industry? Do men and women experience the same frequency of labor rights violations?</p>	<p>Project Design and Implementation Approaches: Analysis of labor rights abuses and workplace violations.</p> <p>Initiate legal rights project to assist workers whose right have been violated.</p> <p>Advocacy project to implement or enforce codes of conduct in the industry.</p>	<p>Indicators: Reports of labor violations, disaggregated by sector and sex of worker.</p> <p>Number of workers who go to legal project for assistance, disaggregated by sector and sex.</p> <p>Number of factories that adopt gender-sensitive codes of conduct.</p>
<p>Gender Issues: Are there sex-based differences in the type and frequency of labor rights violations (sexual harassment, maternity/paternity/family leave benefits, etc.)?</p>	<p>Project Design and Implementation Approaches: Work with industry on gender-specific codes of conduct (such as including sexual harassment within the industry codes).</p> <p>Educational training for workers on how to contend with sexual harassment, gender and labor rights.</p> <p>Training for workers on their options if their rights are violated - awareness of resources, laws.</p> <p>Policy work to create stronger labor laws, better enforcement or avenues for redress for workers.</p>	<p>Indicators: Number of workers trained that change their knowledge or attitudes, disaggregated by sex.</p> <p>Number of gender-sensitive reforms passed or implemented.</p>
<p>Gender Issues: Are factory owners aware of labor rights compliance, specifically gender-related labor rights issues?</p>	<p>Project Design and Implementation Approaches: Trainings for factory owners on compliance with labor standards.</p> <p>These could be done in partnership with labor groups or NGOs active in this area.</p>	<p>Indicators: Number of business owners trained on workers rights and women's rights, disaggregated by sex.</p>
<p>Gender Issues: What is the percentage of male and female members of Peruvian unions? What percentage of union members in leadership positions within the union are male? What percentage of union members in leadership positions within</p>	<p>Project Design and Implementation Approaches: Leadership training for women labor activists.</p> <p>Educational campaign for trade unionists on worker's rights, women's rights, and equality within unions.</p>	<p>Indicators: Number of trained labor activists that gain higher positions within the union, disaggregated by sex.</p>

the union are female?		
<p>Gender Issues: Is work informalization increasing within some sectors? Are there sex-based differences in casual workers, homeworkers, and within the sectors?</p>	<p>Project Design and Implementation Approaches: Collect data on informal work including the numbers of informal and home-based workers as well as wages incomes and working conditions in the sector and in compared to formal work sectors.</p> <p>Program to assist formalizing networks of informal workers based on other women NGO models such as SEWA or HOMEWORK or WIEGO.</p> <p>Establish “pathway” center for informal workers to provide workforce development skills and job-matching; health care assistance; child-care assistance; and assistance with the provision of food and shelter.</p> <p>Policy work to provide and/or extend social safety nets to informal workers, to count the uncounted, and “formalize the informal workforce.” This includes work on more secure contracts, benefits, and legal recognition.</p>	<p>Indicators: Number of new networks created by and for informal workers.</p> <p>Number of members of new networks, disaggregated by sex.</p> <p>Number of gender-sensitive policy reforms passed or implemented to extend provisions to informal workers.</p> <p>Number and percentage of workers who seek assistance at a shelter, disaggregated by sex and reason for visit (legal, food, etc.).</p>
<p>Gender Issues: Are workers paid a living wage?*</p>	<p>Project Design and Implementation Approaches: Collect data and analyze what would constitute a living wage in Bangladesh.</p> <p>Work with advocates to develop a campaign to raise wages to the level of a living wage.</p> <p>Policy work to mandate a living wage as the minimum wage.</p>	<p>Indicators: Number of female and male leaders involved in campaign.</p> <p>Number of gender-sensitive policy reforms implemented regarding a living wage.</p> <p>Changes in knowledge, attitudes and behavior related to living wage campaign.</p>
<p>Gender Issues: What are the effects of the trade policy/project for workers? Do the effects differ for men and women?</p>	<p>Project Design and Implementation Approaches: Conduct labor impact assessment (LIAs) of trade policy/project.</p> <p>Project should address any gender differences in benefits or adverse consequences.</p> <p>Policy reforms to require LIAs of trade policy/project.</p>	<p>Indicators: Number of LIAs conducted for proposed policy and project.</p> <p>Number of gender-sensitive policy reforms implemented regarding LIAs.</p>

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* A living wage is a wage that would provide basic living expenses (food, housing, electricity, water) for a family of four. Living wages vary from country to country.

GIST TABLE 8: ENVIRONMENTAL SECTOR TRADE AND STANDARDS

Assistance to establish environmental standard or to promote environmental technology.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues: Are men or women responsible for gathering forest products and water and for commercial and subsistence fishing?</p>	<p>Project Design and Implementation Approaches: Gender analysis of natural resource management.</p>	<p>Indicators: Changes in type of resources, intensity of use and need for resources, disaggregated by sex.</p>
<p>Gender Issues: How dependent are men and women on the resources targeted by the project for conservation or management?</p>	<p>Project Design and Implementation Approaches: Participatory research on how men and women use and depend upon resources targeted for conservation. Make use of readily available alternatives.</p>	<p>Indicators: Changes in perceptions about natural resource problems and solutions, disaggregated by sex.</p>
<p>Gender Issues: Will women's traditional knowledge be integrated into environmental management practices initiated by the project?</p>	<p>Project Design and Implementation Approaches: Document traditional knowledge to preserve it. Hire men and women to manage community resources, educate others about traditional knowledge, as well as sustainable resources management.</p>	<p>Indicators: Number of employees hired to manage resources, educate others about traditional knowledge or disseminate new technologies/practices, disaggregated by sex, location of hire.</p>
<p>Gender Issues: Will the introduction of new environmental practices or technology displace men's or women's traditional livelihoods?</p>	<p>Project Design and Implementation Approaches: Hire those displaced by new technology to administer new technology and/or to educate other community members about new conservation practices.</p>	<p>Indicators: Number of people who can no longer practice traditional livelihoods after adopting new environmental practices or technology, disaggregated by sex.</p>
<p>Gender Issues: Do women and men have different perceptions about natural resource uses and how they should be conserved and managed?</p>	<p>Project Design and Implementation Approaches: Conduct stakeholder analysis and surveys or Participatory Rural Appraisal (PRA) interviews about respective views of natural resources, which would then be integrated into project design.</p>	<p>Indicators: Number of recommendations integrated into project design. Focus group and stakeholder interviews after project implementation to gauge satisfaction.</p>
<p>Gender Issues: Will women's or men's workload increase as a result of project involvement?</p>	<p>Project Design and Implementation Approaches: Time-use data for target beneficiaries, disaggregated by sex, prior to and following project launch. Cost-benefit analysis of</p>	<p>Indicators: Time and task allocation and hours worked, disaggregated by sex. Report findings of cost-benefits for participants.</p>

	beneficiaries involvement in the project.	
Gender Issues: Are men and women involved in selecting and designing environmental projects?	Project Design and Implementation Approaches: Use participatory methods to interview men and women together and separately during the design phase of the project. Develop community council to be involved in the project - could have separate women's and men's councils or set aside a percentage of seats on the council for women.	Indicators: Number of beneficiaries consulted in the design of the project, disaggregated by sex, income, and age. Number of beneficiaries on the community council, disaggregated by sex. Number of times and ways in which councils are involved in the projects.
Gender Issues: Do men and women differ in their willingness to pay for environmental innovations? How does this affect their availability?	Project Design and Implementation Approaches: Policy work to defray the usage costs for low-income residents through cost-reallocation, tax incentives, etc.	Indicators: Changes in willingness to pay for environmental innovations, disaggregated by sex. Number of gender-sensitive policy measures implemented or passed that reduce costs for low-income residents.
Gender Issues: What are the effects of the trade policy/project for low-income community members? Do the effects differ for men and women?	Project Design and Implementation Approaches: Conduct environmental impact assessment (EIAs) of trade policy/project. Project should address any gender differences in benefits or adverse consequences. Policy reforms to require EIAs of trade policy/project.	Indicators: Number of EIAs conducted. Number of projects/policies modified to address gender differences. Number of policy reforms implemented regarding EIAs.

GIST TABLE 9: TOURISM SECTOR DEVELOPMENT

Assistance to help countries expand their international tourism sectors, including ecotourism.

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Gender Issues:</p> <p>Is the labor market in the service sector noticeably sex-segregated?</p> <p>Is there marked occupational segregation by sex?</p> <p>Have real wages or relative wages by sex changed?</p>	<p>Project Design and Implementation Approaches:</p> <p>Conduct investigation of employment and wage analysis of tourism sector, disaggregated by sex.</p> <p>Develop program initiatives based on investigative findings.</p> <p>Gender training for tourism operators, tourist business owners, and others.</p> <p>Management and skills development training for women employees in tourism sector.</p>	<p>Indicators:</p> <p>Number of participants trained, disaggregated by sex, occupation, and sector.</p> <p>Number of trained women who gained higher-level jobs after training.</p>
<p>Gender Issues:</p> <p>What new employment opportunities are being generated in this sector? Are the opportunities available to women and men?</p> <p>Are women and men equally engaged in nontraditional, new tourism occupations?</p>	<p>Project Design and Implementation Approaches:</p> <p>Analysis of emerging opportunities in the tourism industry as well as absorption rate and sustainability of jobs.</p> <p>Analysis of current gender-breakdown of workers in nontraditional tourist occupations.</p> <p>Create new jobs that are currently “ungendered” within the society.</p>	<p>Indicators:</p> <p>Number of new entrants into the “emerging opportunity” positions in the sector, disaggregated by sex.</p> <p>Number and percentage of entrants into new “ungendered” jobs, disaggregated by sex.</p>
<p>Gender Issues:</p> <p>Are any tourism initiatives community-based? If so, how are men and women in the community consulted and how do they participate in the management of local initiatives?</p>	<p>Project Design and Implementation Approaches:</p> <p>Develop community-tourism review board comprised of both male and female community members.</p> <p>Consult with community members about their ideas and goals for tourism within their town.</p>	<p>Indicators:</p> <p>Number on community-tourism board that are involved in project design, disaggregated by sex, income and age.</p>
<p>Gender Issues:</p> <p>Do marketing campaigns to attract tourists use or perpetuate gendered stereotypes of men and women?</p>	<p>Project Design and Implementation Approaches:</p> <p>Gender training of tourism officials to assist them in developing gender-sensitive tourism materials.</p>	<p>Indicators:</p> <p>Number of people trained on gender-sensitive tourism, disaggregated by sex.</p> <p>Number of trained people changing knowledge or</p>

	<p>Develop women-only tourism initiatives. Train women to work at them.</p> <p>Bring in advertising/marketing team that markets to women tourists to develop alternative tourism materials.</p> <p>Gender and diversity training for workers to understand how to interact with single female traveler's and/or traveler's from different ethnic, racial, or religious backgrounds.</p>	<p>attitudes, disaggregated by sex.</p> <p>Number of new jobs created in women-only tourism ventures.</p>
<p>Gender Issues: Are men and women educated and trained for tourism jobs? Are men and women recruited in equal numbers? Are men and women trained for the same types of jobs?</p>	<p>Project Design and Implementation Approaches: Analysis of recruiting strategies for tourism jobs. Are recruiters targeting men and women? Are they recruiting in places women frequent?</p> <p>Design new recruitment strategies to increase number of female applicants.</p> <p>Recruit women and train them to become recruiters and trainers, which may make some women more comfortable applying for tourism jobs.</p>	<p>Indicators: Number of women trained to become recruiters and trainers.</p> <p>Number of applicants for tourism jobs, disaggregated by sex after more women staff are in place.</p>
<p>Gender Issues: Are there forward and backward linkages to other activities such as handicrafts?</p>	<p>Project Design and Implementation Approaches: Tourism project could consciously link to handicrafts, small hotels, eco-tourism and other traditional/cultural activities.</p>	<p>Indicators: Number of new jobs created from forward and backward linkages, disaggregated by sex.</p> <p>Annual sales of handicrafts before and after tourism plan.</p>
<p>Gender Issues: Are men and women trained in foreign languages, marketing, or other activities that could increase linkages?</p>	<p>Project Design and Implementation Approaches: Bring in private sector or non-profit groups to train participants in ancillary tourism jobs such as language skills, marketing, and other endeavors.</p>	<p>Indicators: Number of training participants, disaggregated by sex.</p>

ANNEX 5: GENDER INFORMATION SOURCES FOR EGE/TRADE-RELATED ACTIVITIES

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

SECONDARY DATA SOURCES FOR ECONOMIC GROWTH/TRADE GENDER ANALYSES

Data Source	Poverty and Inequality	Food Security	Health and Demographics	Education	Labor Markets
National household survey data	Poverty & Inequality: X	Food Security:	Health & Demographics: X	Education: X	Labor Markets: X
National labor force surveys	Poverty & Inequality:	Food Security: X	Health & Demographics:	Education:	Labor Markets: X
Data from national education ministries	Poverty & Inequality:	Food Security:	Health & Demographics:	Education: X	Labor Markets:
Data from national accounts	Poverty & Inequality:	Food Security:	Health & Demographics:	Education: X	Labor Markets:
National health care agencies data	Poverty & Inequality:	Food Security:	Health & Demographics: X	Education:	Labor Markets:
World Bank Living Standards Measurement Study (LSMS)	Poverty & Inequality: X	Food Security: X	Health & Demographics: X	Education: X	Labor Markets: X
World Bank, World Development Indicators	Poverty & Inequality:	Food Security:	Health & Demographics: X	Education: X	Labor Markets: X
Demographic and Health Surveys	Poverty & Inequality:	Food Security: X	Health & Demographics: X	Education:	Labor Markets:
I.L.O. health data on occupational injuries	Poverty & Inequality:	Food Security:	Health & Demographics:	Education:	Labor Markets: X

WEBSITES RELATED TO GENDER AND TRADE

- ADB Gender and Development (<http://www.adb.org/gender>)
- Association for Women's Rights in Development (AWID) (<http://www.awid.org>)
- Development Alternatives for Women in a New Era (DAWN) (<http://www.dawn.org.fj>)
- Eldis Trade Policy Resource Guide (<http://www.eldis.org/trade>)
- International Gender and Trade Network (<http://www.igtn.org>)
- International Labour Organization (ILO) Gender Equality (<http://www.ilo.dyn.gender.gender>)
- ILO Gender and Employment Policy (<http://www.ilo.org/public/english/employment/gems>)
- Genderstats (<http://genderstats.worldbank.org>)
- UN Institute for Research and Training for the Advancement of Women (<http://www.un-instraw.org/en/>)
- UN Division for the Advancement of Women (<http://www.ilo.org/public/english/employment/gems>)
- UN Women Watch (<http://www.un.org/womenwatch>)
- UN Development Fund for Women (UNIFEM) (<http://www.unifem.org>)
- United Nations Conference on Trade and Development (UNCTAD) (<http://www.unctad.org>)
- Women in the Informal Economy Globalizing and Organizing (WIEGO) (<http://www.wiego.org>)

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