



USAID
FROM THE AMERICAN PEOPLE

KENYA

GENDER TRAINING MATERIALS: INTEGRATING GENDER INTO USAID/KENYA'S PROGRAMS FOR AGRICULTURE, BUSINESS, AND THE ENVIRONMENT

GREATER ACCESS TO TRADE EXPANSION (GATE) PROJECT
UNDER THE WOMEN IN DEVELOPMENT IQC

CONTRACT NO. GEW-I-00-02-00018-00, Task Order No. 02

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This publication was produced for review by the United States Agency for International Development. It was prepared by Nancy Diamond, Ph.D. with assistance from Mary McVay, Cristina Manfre and Irene (Nduta) Gathinji on behalf of Development & Training Services, Inc. (dTS).

DISCLAIMER

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

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INTRODUCTION

This book of Gender Training Materials, prepared by the USAID-funded Greater Access to Trade Expansion (GATE) Project and tailored to the needs of the USAID/Kenya Mission, supports the Mission's commitment to gender integration for activities related to Economic Growth and Trade. It will be used during a September 2007 workshop for USAID/Kenya staff and partners working on Strategic Objective (SO) 7 and 5. The materials are directed to the staff of the Agriculture, Business and Environment Office (ABEO) Team as well as partner organizations. They are designed to increase participants' 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.

The success of the workshop should be enhanced by several factors. USAID/Kenya has already taken a number of steps during the past decade to implement its commitment to gender integration. In 1997, a cross-portfolio gender analysis was conducted and repeated in 2000, as part of the development of the 2001–2005 Country Strategy. Mission projects commissioned a variety of gender sub-sectoral and project studies, including ones focused on land tenure and property rights (2003), the Kenya Maize Development Programme (2004), the SO7 Gender Mainstreaming Portfolio Evaluation (2005) and the Kenya Business Development Services Programme (2006). In addition, some Mission partners have developed organizational gender policies (e.g., FINTRAC) or appointed Women in Development (WID) or Gender Focal Points. The most current country strategy statement, 2006–2011 (2006), and the operational plan for 2006 (2006) adopt gender as a cross-cutting theme for all SOs. In addition, the GATE Project of USAID's Office of Women in Development has extensive experience in building the capacity of Mission staff and partners to help both men and women clients to pro-actively seize the new opportunities presented by trade and economic growth activities.

SPEECH BY HIS EXCELLENCY HON. MWAI KIBAKI, C.G.H., M.P., PRESIDENT AND COMMANDER-IN-CHIEF OF THE ARMED FORCES OF THE REPUBLIC OF KENYA DURING THE LAUNCH OF THE NATIONAL STRATEGY FOR THE PROMOTION OF WOMEN IN BUSINESS AND INVESTMENT IN KENYA AT KENYATTA INTERNATIONAL CONFERENCE CENTRE ON 25TH JUNE, 2007

Distinguished Guests,
Ladies and Gentlemen,

I am pleased to be with you on this occasion of the launch of the National Strategy for Promotion of Women in Business and Investment in Kenya. This is an important initiative aimed at increasing the participation of women in business and to develop their capabilities to compete in the global market.

May I, at the outset take the opportunity to welcome all the visitors to Kenya. I would like to encourage you to set aside time to tour Nairobi and the outlying areas and enjoy the generous hospitality of our people. Indeed, Nairobi is a unique capital city that has a national park only ten minutes away from its central business district. I encourage you to visit this park, and enjoy its rich wildlife in their natural habitat.

Ladies and Gentlemen,

When I took office in December 2002, I outlined my vision to empower Kenyans in order to make this nation productive once again. I identified the need to develop, nurture, and celebrate an enterprise culture in our nation that embraces all sectors of our society, in particular women and the youth. However, the majority of women and youth operate informal businesses, which face huge challenges in accessing capital, business skills, technology, and markets. There is therefore need to create the means of transforming informal businesses into formal ones, if we are to develop and grow a strong and enduring enterprise culture in Kenya. Moreover, we are all aware that women constitute more than half of our population.

Accordingly, development initiatives which exclude women from full participation in economic and business activities will not take us far. After all, we all know that a bird cannot fly with a single wing. Similarly, for our society to reach new heights of equitable and sustained development, we must fully harness the ingenuity and energies of both our men and women in social and economic development. It therefore gives me great pleasure to be here today, to launch a creative new investment initiative between Equity Bank and UNDP for empowering women to their full potential as equal partners in nation building.

Ladies and gentlemen,

In the last five years, this nation has witnessed an explosion of creative energy by Kenyans from all walks of life, young and old, male and female. This is because we have created the space and opportunities that now make it possible for most Kenyans, especially women, to take control of their destiny as individuals, and as communities, in order to better their lives.

As your President, I am keenly aware of the great strength and depth of commitment of our women to God, family, community, and to our beloved country. We all know that the Kenyan, and indeed, African women are the driving force of community development in Africa. No one can downplay the central role played by our mothers, wives, sisters and daughters in society. It is in recognition of this basic reality that I have continued to develop deliberate policies to ensure that the women of Kenya attain their full measure as equal partners in nation building.

We have made the first step, by ensuring that at least 30 percent of all new employment in public service institutions is reserved for women. Our objective is to progressively raise this to half of all positions in line with the various protocols signed and ratified by my Government. These include the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Vienna Declaration, and The Convention on the Elimination of All Forms of Discrimination against Women.

Furthermore, participation of women in the formal business sector remains unacceptably low. There is need to develop aggressive and creative forms of support to women to progressively enable them to attain the status of equal partners with men in the formal business sector.

Women in informal sector enterprises have shown that they are creative, thrifty, and capable of running viable businesses. However, they face limitations in transforming these informal enterprises into strong formal businesses. This is largely because of lack of access to capital, collateral, and other supportive services.

The creation of a 5 Billion Shilling Investment fund by Equity Bank dedicated solely for women and the business skills training support that will be provided by the UNDP are a timely addition to on-going women empowerment efforts. This newly created fund will support the growing number of hard-working and successful businesswomen. These can now grow and become national, regional and international players who are proudly Kenyan.

Ladies and Gentlemen,

There are also many women in our urban and rural areas running small informal businesses that also require basic financial and management support to enable them grow into successful and viable enterprises. My Government recently announced a two billion shilling Women's Enterprise Development Fund, with an initial amount of 1 billion shillings that will provide seed capital and basic enterprise support to these women throughout the country.

The initiatives by Equity Bank and those by my Government are complementary to one another, and support different levels of business development among our women. They have also come at a time when my Government has enacted the Microfinance Act, in recognition of the fundamental role of microfinance services in mobilising funds for investment in small businesses.

I am glad that we are now beginning to comprehensively address the full participation of women in business, from the smallest to the largest enterprises. Let me advise you as women in business that a culture of savings and accumulation of the returns that one earns is essential to success in business. I therefore urge you to adopt thrift and prudent spending as your guiding business principles. I also encourage you to open bank accounts, which are an essential financial management and planning tool in modern business.

Ladies and Gentlemen,

As I conclude, I wish to commend the founders of Equity Bank for developing a banking model that empowers Kenyans irrespective of their social and economic status. Indeed, the focus on according your customers respect and dignity has enabled Kenyans to open over 1.3 million accounts with your bank, which is equivalent to 36 percent of all bank accounts in the country.

I note that recently, the bank was listed on the Nairobi Stock Exchange. This will enable other Kenyans to invest in Equity Bank and share in its success. Indeed, the banking model that has been developed by Equity Bank has won global recognition due to its impact on the ordinary citizens.

I want to congratulate Mr. James Mwangi, Managing Director of Equity Bank for winning 2007 Global Vision Award in Microfinance alongside the Grameen Bank from Bangladesh during the just concluded G8 Vision Summit in Germany.

This is the first time an African banking institution has received international recognition for initiating a concept capable of shaping the world economy. This award affirms that as Africans, we are capable of finding our own solutions to the development challenges we face. Indeed, it is these successes that enabled the United Nations to identify and appoint Mr. Mwangi as a UN Advisor on Inclusive Financial Systems.

I also want to appreciate the role played by our development partners in this initiative, including the UNDP, ILO as well as UNIDO. Additionally, I wish to thank all the ladies present today for embracing this new financing opportunity and turning out in great numbers to take advantage of it. I salute you all for passionately working to bequeath a better country to our children.

With these remarks, it is my pleasure to launch the National Strategy for Promotion of Women in Business and Investment in Kenya, and the Women Pearl Club by Equity Bank.

Thank You and God Bless You All.

**AGENDA FOR USAID/KENYA TRAINING
 “INTEGRATING GENDER INTO USAID/KENYA’S PROGRAMS
 FOR AGRICULTURE, BUSINESS AND THE ENVIRONMENT”
 (SEPTEMBER 10–12, 2007)**

| DAY 1 | Time | Facilitator |
|---|-----------------------------------|-----------------------|
| Day 1: Session 1: Welcome and Introductions | Time: 9:00–9:30 (30 min.) | Facilitator: Nancy |
| Day 1: Session 2: Gender 101 | Time: 9:30–10:00 (30 min.) | Facilitator: Nancy |
| Day 1: Session 3: How Gender Issues Influence Economic Growth/Trade-Related Activities | Time: 10:00–11:30 (90 min.) | Facilitator: Nancy |
| Day 1: Break | Time: 11:30–11:45 (15 min.) | |
| Day 1: Session 4: How Economic Growth/Trade-Related Activities Impact Gender Relations | Time: 11:45–1:00 (75 min.) | Facilitator: Mary |
| Day 1: Lunch | Time: 1:00–2:00 (60 min.) | |
| Day 1: Session 5: Gender-Sensitive Program Monitoring Objectives and Indicators | Time: 2:00–3:30 (90 min.) | Facilitator: Nancy |
| Day 1: Break | Time: 3:30–3:45 (15 min.) | |
| Day 1: Session 6: Gender Integration Opportunities (GIOs) for ABEO Sub-Sectors, Individual Brainstorming | Time: 3:45–4:30 (45 min.) | Facilitator: Mary |
| Day 1: Session 7: Day 1 Review | Time: 4:30–5:00 (30 min.) | Facilitator: Mary |

| DAY 2 | | Facilitator |
|---|------------------------------------|-----------------------|
| Day 2: Session 8: Day 2 Overview | Time: 9:00–9:15 (15 min.) | Facilitator: Nduto |
| Day 2: Session 9: Obtaining Useful Gender Reports—Gender Analyses and Consultant Scopes of Work (SOWs) | Time: 9:15–10:45 (90 min.) | Facilitator: Nancy |
| Day 2: Break | Time: 10:45–11:00 (15 min.) | |
| Day 2: Session 10: Requests for Proposals (RFPs) for Gender-Integrated Programming | Time: 11:00–12:20 (80 min.) | Facilitator: Nancy |
| Day 2: Session 11: Small Grants Considerations | Time: 12:20–1:00 (40 min.) | Facilitator: Nduto |
| Day 2: Lunch | Time: 1:00–2:00 (60 min.) | |
| Day 2: Session 12: GIOs for ABEO Sub-Sectors, Pairs Brainstorming | Time: 2:00–2:30 (30 min.) | Facilitator: Mary |
| Day 2: Session 13: Gender Action Plans (GAPs), Part A (Break 3:20–3:30) | Time: 2:30–4:50 (140 min.) | Facilitator: Mary |
| Day 2: Session 14: Day 2 Review & Day 3 Preview | Time: 4:50–5:00 (10 min.) | Facilitator: Nancy |
| DAY 3 | | |
| Day 3: Session 15: GAPs, Part B | Time: 9:00–10:00 (60 min.) | Facilitator: Mary |
| Day 3: Session 16: GAPs, Part C (Report-Outs) (Break 10:45–11:00) | Time: 10:00–11:45 (105 min.) | Facilitator: Nancy |
| Day 3: Break | Time: 11:30–11:45 (15 min.) | |
| Day 3: Session 17: ABEO GAPs: USAID-Partner Collaboration Opportunities, Challenges and Commitments | Time: 11:45–1:15 (90 min.) | Facilitator: Nancy |
| Day 3: Session 18: Closing Session and Evaluations | Time: 1:15–1:30 (15 min.) | Facilitator: Nancy |

DAY 1

SEPTEMBER 10, 2007

9:00 A.M. – 5:00 P.M.

| Session 1: Welcome and Introductions | |
|---|--|
| Session Facilitators | Nancy, Mary |
| Time | 30 minutes (9:00–9:30) |
| Session Goals | <ul style="list-style-type: none"> • Introduce GATE Team • Provide overview of workshop objectives and logistics • Get to know each other via introductions ice-breaker |
| Activities | 9:00–9:05 Acting Mission Director, A. Dwight Smith - Welcome 9:05–9:10 ND introduces GATE Team (MM, NG, CM) 9:10–9:15 ND provides overview of day, logistics, and ground rules 9:15–9:30 ND facilitates ice-breaker/introductions |
| Input/handouts | Workshop agenda |
| Classroom Resources Required | PowerPoint projector and slides with agenda and icebreaker Participant sign-up list |

Ice-breaker

- Think for a couple of minutes about skills that you have or activities that you like to do that are different from common gender stereotypes. Keep it simple.
- We will form a circle and toss a ball to each other.
- The **first time** you receive the ball, say the following before throwing the ball to someone else:
 - Your name
 - Your organization
 - Your non-traditional activity or skill

Example: “I am Fatima from KBDS and I am a pretty good car *fundu*.”

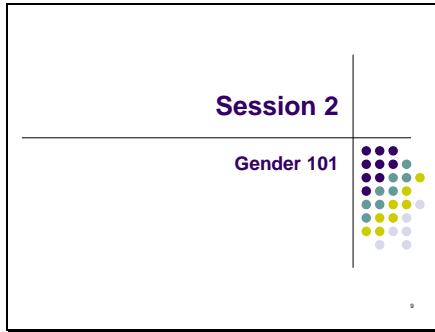
- The **second time** you receive the ball, say the name of the person you are throwing the ball to and then say either his/her organization or his/her non-traditional activity or skill.

Session 2: Gender 101

| | |
|-------------------------------------|--|
| Session Facilitators | Nancy |
| Time | 30 minutes (9:30–10:00) |
| 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">• Mini-lecture on gender terminology and key concepts (30 min.) |
| Input/handouts | Workshop agenda |
| Classroom Resources Required | PowerPoint projector and slides with agenda |

Slide 9

Session 2:
Gender 101



Slide 10

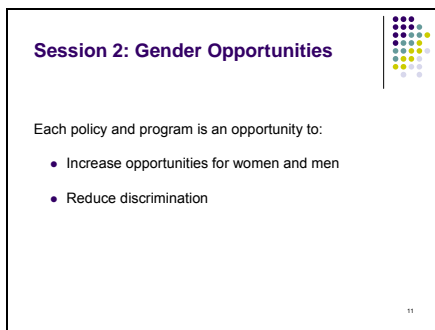
Session 2:
Gender
Mainstreaming
Benefits:



Links I Sustainable economic development and social justice
II Social justice and gender justice
Payoffs
I More sustainable resource use
II More productive enterprises
III More grounded and participatory decision making

Slide 11

Session 2:
Gender
Opportunities:



Each policy and program is an opportunity to:
II Increase opportunities for women and men
II Reduce discrimination

Slide 12

Session 2: Sex vs. Gender:

Session 2: Sex vs. Gender

Sex:

- Biologically defined and genetically acquired differences between women and men

Gender:

- Economic, political, and cultural attributes and opportunities associated with being male or female
- Identities, roles, and responsibilities
- Relational and refers not simply to women or men but the relationship between them

[See Annexes 1 and 2 for gender and trade-related glossaries.]

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Sex:
IBiologically defined and genetically acquired differences between women and men

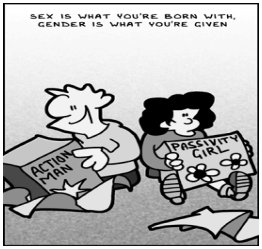
Gender:
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IIdentities, roles, and responsibilities
IRelational and refers not simply to women or men but the relationship between them

[See Annexes 1 and 2 for gender and trade-related glossaries.]

Slide 13

Session 2:
Cartoon:

Session 2: Sex vs. Gender



13

Cartoon: "sex is what you are born with. Gender is what you are given."

Slide 14

Session 2:
Ideas to Remember:

Session 2: Ideas to Remember...

- Gender roles are not fixed; they change over time, by ethnic group, by location, by age, etc.
- Gender is not just about women.
- Gender is not just about bean-counting.
- Having women staff or policymakers or group members does not guarantee that they will represent the interests of other women.
- There are differences among men and among women and between men and women.

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Slide 15
Session 2:
Gender
Relations:

Session 2: Gender Relations

- Some gender roles, relationships, and responsibilities are encoded into formal law.
- Others are socially/culturally enforced.
- Although socially defined, gender relations result in political and social inequalities.

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I Some gender roles, relationships, and responsibilities are encoded into formal law.
II Others are socially/culturally enforced.
III Although socially defined, gender relations result in political and social inequalities.

Slide 16
Session 2:
Levels for
Gender
Analyses:

Session 2: Gender Issues for Program Design

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

16

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

Slide 17
Session 2:
Levels for
Gender
Analyses:

Session 2: Levels for Gender Analyses

Producers and Intermediaries

- Households (most common gender analyses)
- Local Producer Groups
- Service Providers (Government, Nongovernment, Private, Projects)

Governance (Policies, Laws, Regulations)

- Community
- Subnational (decentralization)
- National

17

I Producers and Intermediaries
II Households (most common gender analyses)
III Local Producer Groups
IV Service Providers (Government, Nongovernment, Private, Projects)
V Governance (Policies, Laws, Regulations)
VI Community
VII Subnational (decentralization)
VIII National

Slide 18
 Session 2:
 Equity vs.
 Empowerment

Session 2: Equity vs. Empowerment

Equity

- Fairness and justice
- Access to equal opportunities, including ones related to basic capabilities (e.g., economic, political, educational, basic services received—regardless of sex, age, class, ethnicity, etc.)

Empowerment

- A process whereby people gain increasing power and control over their lives
- Changes in awareness
- Changes in self-confidence
- A means of achieving equity, along with freeing men and women from gender stereotypes

Equity
 IFairness and justice
 IIAccess to equal opportunities, including ones related to basic capabilities (e.g., economic, political, educational, basic services received—regardless of sex, age, class, ethnicity, etc.)
 Empowerment
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 IChanges in awareness
 IChanges in self-confidence
 IIA means of achieving equity, along with freeing men and women from gender stereotypes

Slide 19
 Session 2:
 Gender
 Equality:

Session 2: Gender Equality

19

Cartoon.
 Man and woman at the start line. Chain holding the woman back is cut by clippers

Cartoon.
 Man: "How is life?"
 Woman: "Same as yours"

Equality of Outcome

Slide 20
 Session 2:
 Working from
 a Gender
 Equity
 Perspective:

Session 2: Working from a Gender Equity Perspective

- Acknowledging unequal power relations between men and women and also among women and among men
- Adopting strategies and action for both women and men (communication messages, incentives, institutional capacity building, decision making)
- Working at all levels
- Involving men and women in the construction of participatory and equitable relations in Agriculture, Business and the Environment Office (ABEO) activities

20

IAcknowledging unequal power relations between men and women and also among women and among men
 IAdopting strategies and action for both women and men (communication messages, incentives, institutional capacity building, decision making)
 IWorking at all levels
 IInvolving men and women in the construction of participatory and equitable relations in Agriculture, Business and the Environment Office (ABEO) activities

Slide 21
 Session 2:
Practical Needs vs. Strategic Interests:

Session 2: Practical Needs vs. Strategic Interests

Practical Needs

- Providing the bare necessities (e.g., food, water, shelter, income, and healthcare)
- Improving beneficiaries' lives, but without instituting systemic change or equality

Strategic Interests

- Improving the relative status of women & men in society
- Improving women's status by removing gender-related impediments and maximizing gender-related opportunities. (e.g., gaining legal rights, closing wage gaps, redistributing unpaid household labor, increasing mobility)

Sustainability = practical needs + strategic interests

Practical Needs
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 IImproving beneficiaries' lives, but without instituting systemic change or equality
 IStrategic Interests
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 IImproving women's status by removing gender-related impediments and maximizing gender-related opportunities. (e.g., gaining legal rights, closing wage gaps, redistributing unpaid household labor, increasing mobility)

Sustainability = practical needs + strategic interests

Slide 22
 Session 2:
Gender Policies for Organizations and Projects:

Session 2: Gender Policies for Organizations and Projects

- Minimize constraints
- Improve status or do no harm
- Provide incentives for knowledge, attitude, and behavior changes by men and women

Minimize constraints
 IImprove status or do no harm
 IProvide incentives for knowledge, attitude, and behavior changes by men and women

Slide 23
 Session 2:
Women in Development vs. Gender and Development:

Session 2: Women in Development vs. Gender and Development

| | |
|--|--|
| <p>WID</p> <ul style="list-style-type: none"> • Guiding Principle: Increased participation of women will improve a project's success and improve women's status • Add women and stir—business as usual plus more women or add-on activity | <p>GAD</p> <ul style="list-style-type: none"> • Guiding Principle: Do no harm to women's status relative to men's status; take actions to improve women's status and power • Improve men's and women's quality of life via gender-integrated approaches (rights, roles, resources, responsibilities, representation—the 5 Rs) |
|--|--|

WID IGuiding Principle: Increased participation of women will improve a project's success and improve women's status
 IAdd women and stir—business as usual plus more women or add-on activity
 GAD
 IGuiding Principle: Do no harm to women's status relative to men's status; take actions to improve women's status and power
 IImprove men's and women's quality of life via gender-integrated approaches (rights, roles, resources, responsibilities, representation—the 5 Rs)

Slide 24
 Session 2:
 Gender and
 USAID Core
 Values:

Session 2: Gender and USAID Core Values

Across all development objectives for foreign assistance (i.e., economic growth, democracy and governance, people, peace, humanitarian assistance):

- Promote women's empowerment and gender equality
- Mainstream gender considerations in international development programs
- Involve women in leadership, planning, decision making, implementation, and evaluation

24

Across all development objectives for foreign assistance (i.e., economic growth, democracy and governance, people, peace, humanitarian assistance):
 IPromote women's empowerment and gender equality
 IMainstream gender considerations in international development programs
 IInvolve women in leadership, planning, decision making, implementation, and evaluation

Slide 25
 Session 2:
 Gender and
 USAID Core
 Values:

Session 2: Gender and USAID Core Values

- U.S. Foreign Assistance Act – 1973 Percy Amendment
- USG & CEDAW – Nairobi (85), Beijing (95)
- USAID Operations (ADS)
 - Technical Analyses and Strategic Planning (201.3.8.4)
 - PMS for Strategic Objectives (SOs) and Intermediate Results (IRs) (ADS 203.3.4.3)
 - Activity Design (201.3.12.6)
 - Activity Approval Documents (201.3.12.15)
 - Issuing Requests for Proposals (RFPs) (302.5.14) and Requests for Applications (RFAs) (303.5.5b)

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IU.S. Foreign Assistance Act – 1973 Percy Amendment
 IUSG & CEDAW – Nairobi (85), Beijing (95)
 IUSAID Operations (ADS)
 ITechnical Analyses and Strategic Planning (201.3.8.4)
 IPMS for Strategic Objectives (SOs) and Intermediate Results (IRs) (ADS 203.3.4.3)
 IActivity Design (201.3.12.6)
 IActivity Approval Documents (201.3.12.15)IIssuing Requests for Proposals (RFPs) (302.5.14) and Requests for Applications (RFAs) (303.5.5b)

Slide 26
 Session 2:
 Competitive
 Solutions
 (ADS
 302.5.14):

Session 2: Competitive Solicitations (ADS 302.5.14)

Contracting Officers must ensure that SO teams:


- Incorporate a statement into the RFP that outlines gender issues or confirm that the SO/Results Package Team completed the rationale for not specifying gender issues as part of the activity approval
- Include appropriately weighted technical evaluation criterion in the RFP to address the gender considerations specified in the statement, if applicable

26

Contracting Officers must ensure that SO teams:
 Incorporate a statement into the RFP that outlines gender issues or confirm that the SO/Results Package Team completed the rationale for not specifying gender issues as part of the activity approval
 Include appropriately weighted technical evaluation criterion in the RFP to address the gender considerations specified in the statement, if applicable

Slide 27
Session 2:
Grants and
Cooperative
Agreements
(ADS
303.5.5b):

Session 2: Grants and Cooperative Agreements (ADS 303.5.5b)



Evaluation Criteria

USAID policy requires that gender issues be addressed as appropriate in all USAID-funded activities. Staff are expected to include:

- A statement outlining gender issues or a rationale for not including such a statement must be included in the competitive RFA or APS
- Whenever gender issues are to be incorporated into the activity, the RFA or APS announcement must state the requirement

27

Evaluation Criteria
USAID policy requires that gender issues be addressed as appropriate in all USAID-funded activities. Staff are expected to include:IA statement outlining gender issues or a rationale for not including such a statement must be included in the competitive RFA or APS
IIWhenever gender issues are to be incorporated into the activity, the RFA or APS announcement must state the requirement


Session 3: How Gender Issues Influence Economic Growth/Trade-Related Activities

| | |
|-------------------------------------|---|
| Session Facilitators | Nancy (Lecture) Small group support: Nancy, Mary, Nduta, Cristina |
| Time | 90 minutes (10:00–11:30) |
| Session Goals | Increase understanding of key gender issues and gender relations that influence economic growth and trade activities |
| Activities | <ul style="list-style-type: none"> • Lecture—Nancy (20 min.) • Small group work (40 min.) Participants divide into three mixed teams (sorted by topical interest rather than SO or USAID/Partner affiliation). Each group should brainstorm one or more specific or generic examples in their column in Handout 3.1 • Report-out (10 min. per group for presentation and discussion) |
| Key Concepts Discussed | <ul style="list-style-type: none"> • How and why gender issues link to the outcomes of trade and economic growth issues and projects |
| Input/handouts | <ul style="list-style-type: none"> • PowerPoint presentation • Handout 3.1 |
| Outputs | Tables are completed |
| Classroom Resources Required | PowerPoint projector and slides with tables on them Four flip charts and easels, marker, masking tape |

Slide 28
 Session 3:
 How Gender
 Issues
 Influence
 EG/Trade-
 Related
 Activities:

Session 3


**How Gender Issues Influence
EG/Trade-Related Activities**



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Slide 29
 Session 3:
 How Gender
 Issues
 Influence
 EG/Trade-
 Related
 Activities:

**Session 3: How Gender Issues
Influence EG/Trade-Related Activities**




- Division and value of work
- Access, control, and ownership of resources
- Resource management practices
- Mobility
- Involvement in decision making
- Representation in organizations

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Division and value of work
 Access, control, and ownership of resources
 Resource management practices
 Mobility
 Involvement in decision making
 Representation in organizations

Slide 30
 Session 3:
 Division and
 Value of Work:

**Session 3: Division and Value of
Work**



Labor

- Kenya's total workforce is 45% women and 55% men.
- Women dominate the agricultural workforce. They contribute up to 80% of all labor in food production and 50% in cash crop production. Gender-preferential hiring for some crops (flowers).
- No GOK statutes recognize equal pay for equal work or legal protections from sex-based discrimination. Women typically earn one-third less than men.

Time Poverty

- Kenyan women devote up to 10 times more time to unpaid domestic duties than men do (children, cooking, fuel, water).
- Women's HIV prevalence rate is double the male rate, and there are domestic and workforce implications.

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Labor
 Kenya's total workforce is 45% women and 55% men. Women dominate the agricultural workforce. They contribute up to 80% of all labor in food production and 50% in cash crop production. Gender-preferential hiring for some crops (flowers). No GOK statutes recognize equal pay for equal work or legal protections from sex-based discrimination. Women typically earn one-third less than men.

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 Kenyan women devote up to 10 times more time to unpaid domestic duties than men do (children, cooking, fuel, water). Women's HIV prevalence rate is double the male rate, and there are domestic and workforce implications.

Slide 31
Session 3:
Access, Control, and Ownership of Resources:

Session 3: Access, Control, and Ownership of Resources

Land Titling

- Women hold an estimated 1-6% of land titles; numerous gender-related barriers related to titling.

Inheritance

- The Law of Succession, which governs inheritance rights, provides for equal consideration of male and female children. Widows who remarry lose inheritance rights. Widows cannot be the sole administrators of their husband's estate without her children's consent. Male inheritance and levirate ethnic/religious traditions are honored.

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 The Law of Succession, which governs inheritance rights, provides for equal consideration of male and female children. Widows who remarry lose inheritance rights. Widows cannot be the sole administrators of their husband's estate without her children's consent. Male inheritance and levirate ethnic/religious traditions are honored.

Slide 32
Session 3:
Access, Control, and Ownership of Resources:

Session 3: Access, Control, and Ownership of Resources

Enterprise Ownership

- Medium, large, formal sector – male-dominated
- MSE ownership fairly equal (47% women, 53% male)
 - Women's informal sector – food, beer, hairdressing, tailoring, second-hand clothes
- Agriculture – 38% of ag. operations headed by women but not all crops or animals (e.g., few women cut-flower farm owners); sex-preferential hiring for casual laborers
- Handicrafts – 2/3rds of handicraft SMEs are women-owned but problems with innovation, market info, credit, and transport

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Enterprise Ownership
 Medium, large, formal sector – male-dominated
 MSE ownership fairly equal (47% women, 53% male)
 Women's informal sector – food, beer, hairdressing, tailoring, second-hand clothes
 Agriculture – 38% of ag. operations headed by women but not all crops or animals (e.g., few women cut-flower farm owners); sex-preferential hiring for casual laborers
 Handicrafts – 2/3rds of handicraft SMEs are women-owned but problems with innovation, market info, credit, and transport

Slide 33
Session 3:
Access, Control, and Ownership of Resources:

Session 3: Access, Control, and Ownership of Resources

Access to finance

- Micro-credit only type of credit available for women

Enterprise profit


- Influenced by education, savings, and time available

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Access to finance
 Micro-credit only type of credit available for women

Enterprise profit
 Influenced by education, savings, and time available

Slide 34
Session 3:
Access, Control, and Ownership of Resources:



Session 3: Access, Control, and Ownership of Resources

Public Services

- Similar rates of technology adoption but women receive only 7% of all agricultural extension services

Education and Literacy

- Literacy rates for 2003: 90.6% males, 79.7% women
- Similar primary school enrollment (lower in pastoral areas)
- By tertiary level – 3 males to 1 female

Female-headed Households

- Estimated at about 33% in 1998
- Twice as likely to be poor as male-headed households
- Not all are poor (44% poor, 56% not poor)
- Labor and land titling are significant problems


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Public Services
 Similar rates of technology adoption but women receive only 7% of all agricultural extension services

Education and Literacy
 Literacy rates for 2003: 90.6% males, 79.7% women
 Similar primary school enrollment (lower in pastoral areas)
 By tertiary level – 3 males to 1 female

Female-headed Households
 Estimated at about 33% in 1998
 Twice as likely to be poor as male-headed households
 Not all are poor (44% poor, 56% not poor)
 Labor and land titling are significant problems

Slide 35
Session 3:
Resource Management Practice:



Session 3: Resource Management Practices

- Men's yields on farms 17% higher than women's yields
- Differences in crop and animal responsibilities and knowledge
- Differences in men's and women's herbalist knowledge
- Differences in men's and women's coping strategies for environmental problems

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Men's yields on farms 17% higher than women's yields

Differences in crop and animal responsibilities and knowledge

Differences in men's and women's herbalist knowledge

Differences in men's and women's coping strategies for environmental problems

Slide 36
Session 3:
Mobility and Governance:



Session 3: Mobility and Governance

Mobility

- More problematic with pastoral communities – roads, bridges
- Limited use of bicycles by women
- Unequal access to private cars, driving

Governance

- 18 women parliamentarians
- Many women in judiciary and senior public service, appointed positions; justice system still male-dominated (Gender and Governance Project)
- Low local and national women's political participation; barriers include socio-cultural perceptions of women's role in society, lack of education, lack of awareness of legal and political rights, and limited access to information

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Mobility
 More problematic with pastoral communities – roads, bridges
 Limited use of bicycles by women
 Unequal access to private cars, driving

Governance
 18 women parliamentarians
 Many women in judiciary and senior public service, appointed positions; justice system still male-dominated (Gender and Governance Project)

Low local and national women's political participation; barriers include socio-cultural perceptions of women's role in society, lack of education, lack of awareness of legal and political rights, and limited access to information

Slide 37
Session 3:
Other Social
Variables:

Session 3: Other Social Variables

- Provincial differences
- Ethnic differences
- Religious differences
- Generational differences
- Economic differences

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Provincial differences
 Ethnic differences
 Religious differences
 Generational differences
 Economic differences

Slide 38
Session 3:
How Gender
Issues
Influence
Economic
Growth/Trade-
Related
Activities:

Session 3: How Gender Issues Influence Economic Growth/Trade-Related Activities

Small Group Activity

- Participants divide into three mixed teams (sorted by topical interest rather than Strategic Objective or USAID/partner affiliation).
- Each group brainstorms one or more specific or generic examples for their **Handout 3.1 Column**.
- Report-outs (10 min. per group presentation and discussion).

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Small Group Activity
 Participants divide into three mixed teams (sorted by topical interest rather than Strategic Objective or USAID/partner affiliation).
 Each group brainstorms one or more specific or generic examples for their Handout 3.1 Column.
 Report-outs (10 min. per group presentation and discussion).

Slide 39
Session 3:
Small Group
Activity,
Handouts 3.1:

Session 3: Small Group Activity, Handout 3.1

Group Topics
 Group 1: Policy Reform (Impact Analysis, Dialogue, Advocacy)
 Group 2: Value Chain Intermediaries and Service Providers
 Group 3: Community and Group Enterprises

Find examples linking these gender issues with your topic:

- Gender division of labor among household members (Who does what tasks within the household?)
- Gender division of roles in public life (Who is involved in which aspects of community and national decision making? How do gender relations constrain women's participation and leadership?)
- Gendered rights, both formal and informal (What are men's and women's entitlements? Who has access to and control over land, labor, and capital? Who has access to justice?)

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Group Topics
 Group 1: Policy Reform (Impact Analysis, Dialogue, Advocacy)
 Group 2: Value Chain Intermediaries and Service Providers
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Find examples linking these gender issues with your topic:
 Gender division of labor among household members (Who does what tasks within the household?)

Gender division of roles in public life (Who is involved in which aspects of community and national decision making?)

How do gender relations constrain women's participation and leadership?)

Gendered rights, both formal and informal (What are men's and women's entitlements? Who has access to and control over land, labor, and capital? Who has access to justice?)

SESSION 3 – HANDOUT 3.1

| | Group 1: Policy Reform (Impact Analysis, Dialogue, Advocacy) | Group 2: Value Chain Intermediaries and Service Providers | Group 3: Community and Group Enterprises |
|--|---|--|---|
| How does the gender division of <u>labor among household members</u> influence project choices? (Who does what tasks within the household?) | | | |
| How does the gender division of <u>roles in public life</u> influence project choices? (Who is involved in which aspects of community and national decision making? How do gender relations constrain women's participation and leadership?) | | | |
| How do <u>gendered rights</u> , both formal and informal, influence project choices? (What are men's and women's entitlements? Who has access to, and control over land, labor and capital? Who has access to justice?) | | | |

Session 4: How Economic Growth/Trade-Related Activities Impact Gender Relations

| | |
|-------------------------------------|--|
| Session Facilitators | Mary Small group support: Nancy, Mary, Nduta, Cristina |
| Time | 75 minutes (11:45–1:00) |
| Session Goals | <ul style="list-style-type: none"> • Improve understanding of how economic growth/trade activities will impact men’s and women’s access to, and ownership of productive resources. • Learn options for integrating gender into Agriculture, Business and Environment Office (ABEO) activities. |
| Activities | <ul style="list-style-type: none"> • Lecture—Mary (30 min.) • Work in four teams based on topical interest (USAID and partners mixed) and complete the Potential Gender Strategies column in Handout 4.1. Participants should draw from their own project experience and knowledge, as well as the ideas in Handout 4.2 and Annex 4. (45 min.) <p>[Note: Report-outs will be after lunch for Session 4. Each group has 10 min. each and the final 5 min. will be used for plenary discussion.] (Facilitator/Timekeeper: Nduta)</p> |
| Key Concepts Discussed | There are many ways that ABEO projects can address gender issues and have a positive influence on gender equity (e.g., contracts and subcontract procurement procedures, grants, trainings, evaluations, research, data collection and analysis), as well as sub-sectoral approaches. |
| Input/handouts | Handout 4.1—Tables 1–4 Handout 4.2—ABEO Gender Best Practices and Burning Questions from Course Needs Assessments Annex 4: Gender Integration Strategies for Trade (GIST) |
| Outputs | Further elaboration of the potential gender integration strategies |
| Classroom Resources Required | PowerPoint presentation and projector |

Slide 40
Session 4:
How Economic
Growth/Trade-
Related
Activities
Impact Gender
Relations:

Session 4

**How Economic Growth/Trade-
Related Activities Impact
Gender Relations**




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Slide 41
Session 4:
How Economic
Growth/Trade-
Related
Activities
Impact Gender
Relations:

**Session 4: How Economic
Growth/Trade-Related Activities
Impact Gender Relations**

"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

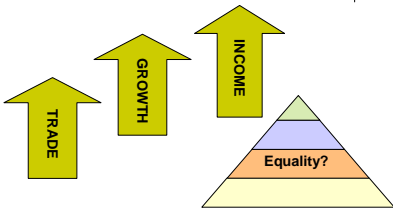


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Amartya Sen

Slide 42
Session 4:
Economic
Growth, Trade,
and Poverty
Alleviation:

**Session 4: Economic Growth, Trade,
and Poverty Alleviation**



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Trade, Growth and Income Arrows pointing up.

Slide 43
Session 4:
Conceptual
Framework-
Growth:

Session 4: Conceptual Framework—Growth

- Increased growth is associated with lower absolute poverty but not necessarily relative poverty.
- Distribution issues remain important.
- To address poverty, you must have growth with equity.
- Addressing equity also stimulates growth.
- Gender equity is a key component of growth with equity.

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Increased growth is associated with lower absolute poverty but not necessarily relative poverty.

Distribution issues remain important.

To address poverty, you must have growth with equity.

Addressing equity also stimulates growth.

Gender equity is a key component of growth with equity.

Slide 44
Session 4:
Conceptual
Framework-
Trade:

Session 4: Conceptual Framework—Trade

New trade policies and trade integration produce changes:

- Employment – gender choices related to livelihood options, sex-segregated NTAE
- Income – distribution and use of income in households; small- and medium-sized enterprise (SME) opportunities and constraints, formalizing the informal sector
- Consumption – prices of goods and services
- Government services – client targeting or first-come, first-served

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New trade policies and trade integration produce changes:

Employment – gender choices related to livelihood options, sex-segregated NTAE

Income – distribution and use of income in households; small- and medium-sized enterprise (SME) opportunities and constraints, formalizing the informal sector

Consumption – prices of goods and services

Government services – client targeting or first-come, first-served

Slide 45
Session 4:
Trade, Growth,
and Poverty –
Kenyan
Progress:

Session 4: Trade, Growth, and Poverty—Kenyan Progress

Trade has increased

- Exports (% of GDP):
 - 2000: 22%
 - 2005: 27%
- Imports (% of GDP)
 - 2000: 30%
 - 2005: 35%

Growth has increased (annual growth in real GDP)

- 2000: 0.6%
- 2006: 6%

Poverty has declined

- 2000: 50%
- 2005/2006: 39%

Source: World Bank, 2007

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Trade has increased

Exports (% of GDP):
 2000: 22%
 2005: 27%

Imports (% of GDP)
 2000: 30%
 2005: 35%

Growth has increased (annual growth in real GDP)
 2000: 0.6%
 2006: 6%

Poverty has declined

2000: 50%
2005/2006: 39%

Source: World Bank, 2007

Slide 46
Session 4:
Kenyan
Poverty
Challenge:

Session 4: Kenyan Poverty Challenges

- More than half of the country's 31.3 million people are poor, and 7.5 million of the poor live in extreme poverty.
- About 80% of the population, including three out of every four poor people, live in rural zones. Kenya's rural poverty rate is higher than the rates in Tanzania and Uganda.
- Over 80% of rural poor people live in higher potential areas surrounding Lake Victoria and in the Mount Kenya region.

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About 80% of the population, including three out of every four poor people, live in rural zones. Kenya's rural poverty rate is higher than the rates in Tanzania and Uganda.

Over 80% of rural poor people live in higher potential areas surrounding Lake Victoria and in the Mount Kenya region.

Slide 47
Session 4:
Kenyan
Poverty
Challenge:

Session 4: Kenyan Poverty Challenges

- Poorest of the poor live in sparsely populated arid zones of the country, mainly in the north
- Regional differences in poverty (30-74%): highest in Coastal and Northern; intermediate in Western; and lowest in Central Provinces
- Percent of impoverished female-headed households double the rate for male-headed households

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Regional differences in poverty (30-74%): highest in Coastal and Northern; intermediate in Western; and lowest in Central Provinces

Percent of impoverished female-headed households double the rate for male-headed households

Slide 48
Session 4:
Kenyan
Poverty and
Gender
Linkages:

Session 4: Kenyan Poverty and Gender Linkages

"Addressing gender-based inequalities in Kenya would result in one-off gains of 4.3% in GDP, followed by 2-3% in following years."

World Bank, 2007

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"Addressing gender-based inequalities in Kenya would result in one-off gains of 4.3% in GDP, followed by 2-3% in following years."
World Bank, 2007

Slide 49
Session 4:
Example:
Gender and
EG/Trade—
Related
Activities:

| Session 4: Example: Gender and EG/Trade-Related Activities | | |
|--|--|--|
| | Trade Promotion: Improved BE | Value Chain Development |
| Pre-existing | Women concentrated in informal sector | Women smaller businesses, weaker skills |
| Negative program impact | High levels of displacement from cheap imports (China) | Larger farmers with better skills gain market edge |

Trade Promotion: Improved BE
 Value Chain Development
 Pre-existing
 Women concentrated in informal sector
 Women smaller businesses, weaker skills
 Negative program impact
 High levels of displacement from cheap imports (China)
 Larger farmers with better skills gain market edge

Slide 50
Session 4:
Impact of
EG/Trade-
Related
Activities on
Gender
Relations:

- Session 4: Impacts of EG/Trade-Related Activities on Gender Relations**
- ❖ Ignore gender, exacerbate differences
 - ❖ Address gender in mainstreamed programs
 - ❖ Target women through women-focused programs, where appropriate

Ignore gender, exacerbate differences
 Address gender in mainstreamed programs
 Target women through women-focused programs, where appropriate

Slide 51
Session 4:
Impact of
Microfinance
on Woman and
Gender
Relations:

- Session 4: Impacts of Microfinance on Women and Gender Relations**
- How have microfinance programs reached women?
 - How have they benefited women and affected gender relations?
 - Rights?
 - Roles?
 - Household status?

How have microfinance programs reached women?
 How have they benefited women and affected gender relations?
 Rights?
 Roles?
 Household status?


Slide 52
Session 4:
Impact of
EG/Trade-
Related
Activities on
Gender
Relations:

Session 4: Impacts of EG/T-Related Activities on Gender Relations?

Integrating Gender: Mercy Corps Azerbaijan
 (Rural, Muslim, Micro-sized, Livestock)

- Helped 11,500 farmers gain access to sustainable, commercial village vet services: incomes up by 40%
- \$13.4 million in regional sales (meat, milk, eggs)
- Original results (9% women); final results (36% women)
- Training female vets; gender training to village vets
- Business incentives

[Four-year program; under \$800,000]



Helped 11,500 farmers gain access to sustainable, commercial village vet services: incomes up by 40%
 \$13.4 million in regional sales (meat, milk, eggs)
 Original results (9% women); final results (36% women)
 Training female vets; gender training to village vets
 Business incentives
 [Four-year program; under \$800,000]
 Image of a man and selling goods to a woman

Slide 53
Session 4:
Impact of
EG/Trade-
Related
Activities on
Gender
Relations:

Session 4: Impacts of EG/Trade-Related Activities on Gender Relations?

Integrating Gender: IFC-SEDF, Bangladesh
 (Urban, Muslim, Medium-Sized, Ready-Made Garments)

- Increase women's employment? Improve the competitiveness of the largest women's employer
- Reduce sexual harassment? Line management software with transparent performance reports
- Improve women's working conditions? Support brand-name buyers whose investors care about labor compliance

[Five to ten-year program; large, multimillion dollars]




Integrating Gender: IFC-SEDF, Bangladesh
 (Urban, Muslim, Medium-Sized, Ready-Made Garments)

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- Reduce sexual harassment? Line management software with transparent performance reports
- Improve women's working conditions? Support brand-name buyers whose investors care about labor compliance

[Five to ten-year program; large, multimillion dollars]
 Images (2) of a woman sewing and a classroom of people sewing

Slide 54
Session 4:
Impact of
EG/Trade-
Related
Activities on
Gender
Relations:

Session 4: Impacts of EG/Trade-Related Activities on Gender Relations?

Targeting Women: MEDA, Pakistan
 (Rural, Muslim, Cottage Industry, Embroidery)

- Helped 9,000 poor rural women gain sustainable access to urban markets – tripling incomes
- Before -- women trade through male relatives
- After -- a network of 185 women sales agents sell through women-owned buying houses to male-owned retail/sewing outlets

[Four-year program, under \$800,000]



Targeting Women: MEDA, Pakistan
 (Rural, Muslim, Cottage Industry, Embroidery)

- Helped 9,000 poor rural women gain sustainable access to urban markets – tripling incomes
- Before -- women trade through male relatives
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[Four-year program, under \$800,000]
 Image of women embroidering

Slide 55
Session 4:
Impact on
Women and
Gender
Relations:

Session 4: Impacts on Women and Gender Relations

- **Rights:** higher return per hour worked, better security, access to money, capital, information, inputs, skills, markets, decent work
- **Roles:** leadership, positions of influence in the market
- **Household:** more income usually means more autonomy, higher mobility, more choice in how money is spent

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Rights: higher return per hour worked, better security, access to money, capital, information, inputs, skills, markets, decent work

Roles: leadership, positions of influence in the market

Household: more income usually means more autonomy, higher mobility, more choice in how money is spent

Slide 56
Session 4:
Lessons
Learned from
These Stories:

Session 4: Lessons Learned from These Stories?

- Trade and economic growth activities can positively impact gender relations, while enhancing program outcomes.
- Gender-related strategies and opportunities are highly context and market specific.
- A strong business case can enhance outcomes.
- Whenever possible, identify pre-existing and program-generated gender imbalances.
- Capitalize on situational strengths and opportunities.

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Trade and economic growth activities can positively impact gender relations, while enhancing program outcomes.

Gender-related strategies and opportunities are highly context and market specific.

A strong business case can enhance outcomes.

Whenever possible, identify pre-existing and program-generated gender imbalances.

Capitalize on situational strengths and opportunities.

Slide 57
Session 4:
Small Group
Activity:

Session 4: Small Group Activity

- Work in four mixed teams (USAID and partners) by topical interest:
 - Economic Policy and the Business Environment
 - Private Sector Competitiveness for Agricultural Enterprises
 - Private Sector Competitiveness for Natural Resource Management (NRM) Enterprises
 - Financial Services
- For Handout 4.1, complete the Potential Gender Strategies column. Refer to Handout 4.2 and Annex 4 for ideas. (45 min.)
- Session 4 report-outs (10-min. each) after lunch.

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Work in four mixed teams (USAID and partners) by topical interest:

- Economic Policy and the Business Environment
- Private Sector Competitiveness for Agricultural Enterprises
- Private Sector Competitiveness for Natural Resource Management (NRM) Enterprises
- Financial Services

For Handout 4.1, complete the Potential Gender Strategies column. Refer to Handout 4.2 and Annex 4 for ideas.

(45 min.)

Session 4 report-outs (10-min. each) after lunch.

SESSION 4 – HANDOUT 4.1

Table 1. Economic Growth/Trade and Gender Questions for Economic Policy and the Business Environment

| Economic Growth/Trade Questions | Gender Questions | Examples | Potential Gender Strategies |
|--|--|---|-----------------------------|
| <p>Economic Growth/Trade Questions</p> <p>1. Which stakeholders are consulted for policy analysis?</p> | <p>Gender Questions</p> <p>How are men and women, from different stakeholder groups, consulted for analyses of potential policy impacts?</p> | <p>Examples</p> <p>Kenyan women have been underrepresented in local and national governing bodies (e.g., only four percent of all Parliamentarians). However, there is a thriving civil society women's movement of 25,000 organizations. Most work on enterprise and community development rather than sectoral policy matters. They have greater ability to control resource mobilization at the local level but little power and control over resources at all other levels.</p> | |
| <p>Economic Growth/Trade Questions</p> <p>2. How are stakeholders engaged in policy advocacy activities?</p> | <p>Gender Questions</p> <p>How can men's and women's interests be represented on policy advocacy coalitions?</p> | <p>Examples</p> <p>USAID and other donors are supporting a coalition advocacy strategy with activities that promote and protect women's inheritance and ownership rights to property, including rights for women widowed by AIDS. USAID's Health Policy Initiative Project is working with Kenyan nongovernmental organizations (NGOs), the Kenya National Commission on Human Rights, and diverse civil society organizations (e.g., the Federation of Women Lawyers (FIDA), the</p> | |

| | | | |
|--|--|--|--|
| | | Kenyan Land Alliance, community-based organizations from all provinces, teachers, people living with HIV/AIDS, and religious and legal organizations). | |
| Economic Growth/Trade Questions 3. Who will be negatively and positively impacted by changes in agricultural and private sector policies? | Gender Questions Will the impacts of policies be different for men and women and for men and women from different stakeholder groups? | Examples Most Kenyan women remain unaware of their legal rights and are subject to customary and local practices, despite formal prohibitions against gender discrimination in Kenya's Constitution and signed international treaties (CEDAW). | |
| Economic Growth/Trade Questions 4. How can business registration be expedited? | Gender Questions Do women and men perceive and experience different obstacles to business registration? | Examples Business women in Kenya face more severe bureaucratic barriers and are less likely to register their businesses, thereby reducing their access to loans and business services. In part, the problem has to do with women's greater time deficits because of their domestic responsibilities. | |
| Economic Growth/Trade Questions 5. How can government taxation and regulatory staff provide fair and efficient services? | Gender Questions Do men and women receive equal service quality and quantity? Are women harassed in different ways than men by regulatory staff? | Examples Compared to men, women in Kenya perceive tax rates, tax administration, and customs as greater constraints to their business growth. | |
| Economic Growth/Trade Questions 6. How can access to justice be improved to protect the commercial interests of entrepreneurs? | Gender Questions Do men and women have different access to formal and informal justice? | Examples Gender discrimination by judges is still widespread in Kenya, despite case law precedents for more equitable administration of business and inheritance laws. | |

Table 2. Economic Growth and Gender Questions for Private Sector Competitiveness for Agricultural Enterprises

| Economic Growth/Trade Questions | Gender Questions | Examples | Potential Gender Strategies |
|--|--|---|------------------------------------|
| <p>Economic Growth/Trade Questions</p> <p>1. Who has access to the factors of production (land, labor, capital, inputs, information and technology)?</p> | <p>Gender Questions</p> <p>What are men’s and women’s legal and customary rights?</p> <p>What gender biases exist with respect to information and technology distribution?</p> <p>Do men and women face different constraints in accessing inputs?</p> | <p>Examples</p> <p>About three-quarters of Kenya women live in rural areas. Besides agricultural activities, women also commonly bear responsibilities for fuelwood collection, pole-wood collection for construction, fetching of water for domestic use, cooking and feeding of the family, and treatment of common rural ailments.</p> <p>Women in Kenya contribute up to 80 percent of all labor in food production and 50 percent in cash crop production. In addition to their labor contribution, women are increasingly becoming farm managers and heads of farm households. More than 40 percent of all smallholder farms are managed by women.</p> <p>Access to and control over property and assets are controlled by three sets of laws: matrimonial, family, and succession laws—all of which favor patriarchal and patrilineal lines. Inheritance laws favor sons and male relatives over widows and daughters. Even when a widow can negotiate with in-laws to retain her marital land and property, the government process to transfer property from the dead husband’s name to the widow’s is costly, time-consuming, and complicated. Money is needed for the government processing fee and to erect a house if her former house was destroyed for customary rituals.</p> <p>A 2007 World Bank study estimated that women own only 1 percent of registered land titles and only 5–6 percent of the titles are held in joint names. Land titles are still the most common form of loan collateral, particularly for loans above microfinance ceilings. They also are part of the requirements for contract farming.</p> <p>Women own nearly half (47 percent) of all types of micro and small enterprises.</p> | |

| | | | |
|--|---|---|--|
| | | Women's literacy, mobility, and time constraints can reduce their access to inputs, as well as the pricing and market information associated with input purchases. | |
| Economic Growth/Trade Questions 2. Who has control over the income generated? | | Examples Women provide their households with 60 percent of farm income, but they do not necessarily have control over this earned income. For example, women performed 72 percent of the labor for French bean production but maintained control over only 38 percent of the income. | |
| Economic Growth/Trade Questions 3. Who is served by agricultural business service providers and agricultural markets? | Gender Questions What gender biases exist with respect to agricultural service provision or other business development services? Are men and women hired to provide agricultural services to producers? What are men's and women's roles in agricultural processing and agricultural marketing chains? What constrains men's and women's access to agricultural services from public and private providers (e.g., participation in contract farming, purchasing of services and inputs, access to information)? | Examples African women receive only 7 percent of agricultural extension information. A combination of gender-blind development interventions and policies has resulted in resources, training, and technology not being directed to women, and therefore, they have less access to inputs and extension services for agricultural production. Extension service studies indicate that male household heads were significantly more likely to seek out extension services; and households with access to a radio, television, or telephone were more likely to be visited or offered supply-driven extension services. The age, education level, and sex (male) of the household head were positively and significantly related with the probability of an extension visit. Recent estimates suggest that women farmers' yields would increase by 10 percent if they received the same extension information as men. There is evidence that Kenyan women farmers adopt new technology at the same rate as men. Women intermediaries/traders primarily work in the informal sector, whereas men dominate the formal sector, including higher value exporting and contract farming. | |
| Economic Growth/Trade Questions | Gender Questions | Examples | |

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| <p>4. What types of producer organizations exist? What criteria are used to accept members and elect leaders?</p> | <p>What are men's and women's relative rates of membership and leadership for existing producer organizations? New ones?</p> | <p>When producer organizations require a land title for membership registration, women are effectively excluded.</p> <p>Although it has been common for Kenyan development projects, producer organizations, and the national government to set targets and quotas of 30 percent for women's participation, a February 2007 Presidential Decree established a new target of 50-50 representation of men and women in all government positions to ensure gender equality.</p> <p>Some business sectors lack collective representation for advocating their interests, improving their businesses or increasing exports. Approximately 65 percent of the handicraft small- and medium-sized enterprises (SMEs) were women-owned; and they dominate soapstone, ceramic, and weaving sectors. Their main constraints to increased production were credit (34 percent), raw material shortage (32 percent), and decreased demand of their products (27 percent). In addition, geographic dispersion and lack of market information constrain export expansion for all but 21 percent.</p> | |
| <p>Economic Growth/Trade Questions</p> <p>5. Which producers are able to switch from staple to export crops and access export markets?</p> | <p>Gender Questions</p> <p>Do women and men produce different crops?</p> <p>Do men and women have access to different amounts of land and in different locations?</p> <p>What limits women's or men's time available or productivity for agricultural tasks?</p> <p>How do men and women producers respond differently to price signals?</p> | <p>Examples</p> <p>Women and men often produce different crops, but there is shared labor. Women's lands for production are generally closer to family homesteads and are smaller. For dairy, a family labor arrangement is common.</p> <p>The African Growth and Opportunity Act (AGOA) (trade agreement), valid from 2000–2015, includes increased export opportunities for cut flowers, horticulture, and handicrafts. While women have benefited from employment (e.g., women constitute 75 percent of the cut flower employees), they have not benefited in significant ways in ownership.</p> <p>Some women are venturing into niche export areas (horticulture, non-traditional products like dehydrated fruits and vegetables, bamboo sticks, and dried tomatoes).</p> <p>Increasingly, smallholders are excluded from vegetable</p> | |

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|---|---|--|--|
| | | exports and fewer than 2 percent of the nation's smallholders are now involved. For horticultural crop production, Kenyan women play a major role and more than half of the total smallholdings are cultivated almost exclusively by women. | |
| Economic Growth/Trade Questions 6. What is the mix of formal and informal enterprises? | Gender Questions Where are men and women concentrated in informal markets? Are wages for the informal and formal sectors similar? Are wages similar for men and women? | Examples Of the total Kenyan workforce, women constitute 53 percent and men constitute 47 percent. Just under half of all women are in the labor force. With respect to employment, Kenyan men dominate formal and modern economy sectors and women lead in two declining sectors, agriculture and informal businesses (<i>jua kali</i>). More women are underemployed than men, and there are gender wage gaps. Women head 38 percent of Kenya's agricultural operations. Two-thirds of the women active in the labor force are involved in subsistence farming compared to one-third of men. As men migrate to urban areas, more women engage in cash crop production. Women constitute 43 percent of all micro-enterprise owners in Kenya. Economic decline has pushed more men into the informal sector, and more women have moved to illicit activity. | |

Table 3. Economic Growth and Gender Questions for Private Sector Competitiveness for Natural Resource Management (NRM) Enterprises

| Economic Growth/Trade Questions | Gender Questions | Examples | Potential Gender Strategies |
|--|--|---|------------------------------------|
| <p>Economic Growth/Trade Questions</p> <p>1. Which stakeholders have access and use rights to different areas of natural resources?</p> | <p>Gender Questions</p> <p>What are the formal and customary rights of men and women to natural resources?</p> <p>Variations by ethnicity?</p> <p>Who is displaced by community-based NR enterprises?</p> | <p>Examples</p> <p>Kenyan women’s access to natural resources is generally mediated by her husband, male relative, and/or male community leaders. These resources include land, water for irrigation, trees for firewood, and animal draught power. Discrimination also takes place in terms of access to credit, extension services, and loans of equipment.</p> | |
| <p>Economic Growth/Trade Questions</p> <p>2. Which stakeholders practice sustainable resource management?</p> | <p>Gender Questions</p> <p>What are the gender differences in indigenous knowledge about NRM?</p> <p>What are the gender differences in coping strategies for environmentally adverse conditions, including disasters?</p> | <p>Examples</p> <p>Men and women, as well as those of different age groups and ethnicities, often have different levels of indigenous knowledge about NRM.</p> <p>Women may need to rely on social capital for coping with environmental adversity because they lack land titles that can be used as collateral for emergency financing.</p> | |
| <p>Economic Growth/Trade Questions</p> <p>3. How are decisions made about local resource management? What types of existing or new governance structures manage community NRM enterprises?</p> | <p>Gender Questions</p> <p>How are men and women involved in household NRM decision making?</p> <p>How are men and women involved, and benefiting from existing or new NRM governance</p> | <p>Examples</p> <p>While it is sometimes easier to increase women’s representation when establishing rules for new resource management councils, parallel community institutions can make too many demands upon</p> | |

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| | existing or new NRM governance bodies? | the time of community members. | |
| Economic Growth/Trade Questions 4. What are the membership and leadership criteria used for community-based NR enterprises? | Gender Questions What are men's and women's relative rates of membership and leadership for existing producer organizations? New ones? | Examples Community organizations with NR enterprises often need to set up criteria for which households and which individuals will be able to receive benefits. | |
| Economic Growth/Trade Questions 5. What types of business skills do community members bring to group enterprises? | Gender Questions What are the gender differences in literacy, numeracy, and enterprise experience? | Examples More men than women are literate (91 to 80 percent), and there are regional variations in areas where female education is discouraged. | |
| Economic Growth/Trade Questions 6. How can communities obtain fair benefits from commercial agreements for NRM activities (e.g., hunting, plant collecting, eco-tourism)? | Gender Questions How will commercial community agreements affect men's and women's subsistence and livelihood activities? Will group membership limit access to benefits by gender? | Examples Besides revenue, other community benefits could include training, employment, and linked business/services to commercial enterprises. Examples Leased activities on common lands may have a disproportionately negative impact on women and the poorest community members. | |

Table 4. Economic Growth/Trade Issues for Financial Services

| Economic Growth/Trade Questions | Gender Questions | Examples | Potential Gender Strategies |
|--|---|---|------------------------------------|
| <p>Economic Growth/Trade Questions</p> <p>1. What types of finance are available in rural areas? In urban ones?</p> | <p>Gender Questions</p> <p>Do men and women have equal access to microfinance?</p> | <p>Examples</p> <p>In Kenya, a study of microfinance projects found that among women, those with lower access were women ages 33–38 with young children, female-headed households, and widows.</p> <p>Kenyan women received less than 10 percent of the credit awarded to smallholders and only 1 percent of the total amount of credit directed to agriculture.</p> <p>The main source of “capital” for rural women is “merry-go-rounds,” which are mainly savings-based.</p> | |
| <p>Economic Growth/Trade Questions</p> <p>2. What types of finance are available for enterprises of different sizes (i.e., micro, small, medium, large)?</p> | <p>Gender Questions</p> <p>Are there gender differences in access to finance for the same scale of enterprise?</p> <p>Are women dominant at the enterprise size with the biggest financial gap?</p> | <p>Examples</p> <p>The biggest gaps are rural microfinance, small-scale urban finance, and finance for the urban poor. Women are concentrated in rural enterprises and among the urban poor. Collateral requirements reduce women’s access to small-scale loans.</p> <p>The Kenya Women Finance Trust, launched in 1981, has an active portfolio of 62,000 clients and \$1.5 million KSH (2005 data).</p> <p>Equity Bank, with UNDP, will open three new Nairobi branches to serve only women entrepreneurs with medium- and long-term lending. The KSH 5 billion program will increase financial aid and expand women’s competitiveness within the next five years. The emphasis is on medium- and long-term lending. The United Nations Development Program (UNDP), United Nations Industrial</p> | |

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| | | Development Organization (UNIDO), and International Labor Organization (ILO) will support free training for an initial group of 2,000 business women. | |
| Economic Growth/Trade Questions 3. What type of collateral is required for credit or loans? | Gender Questions Do men and women have equal access to collateral? | Examples Women are not often listed on household land titles, which further restricts their access to credit. | |
| Economic Growth/Trade Questions 4. What types of financial products are available for specific industries and business types? | Gender Questions Do the main target sectors have high or low women's participation? Are there product adaptations that are suitable for women's businesses? | Examples Production industries tend to dominate, with less emphasis on trade and service. Industry-specific finance—such as the K-REP fish sector program, or the Kenya business development services (BDS) agricultural finance initiative—is rare but promising. | |
| Economic Growth/Trade Questions 5. What other types of financial services are available (e.g., savings, insurance)? | Gender Questions Do women have access to these services? Do husbands have access to the bank accounts of their wives? | Examples At banks, minimum savings amounts tend to be prohibitive to all, especially women. Insurance is available to the middle and upper classes but is expensive. Women (and men) access insurance mainly through social groups, merry-go-rounds, and emergency funds of microfinance groups. | |
| Economic Growth/Trade Questions 6. Who controls and distributes financial services? | Gender Questions What is the representation of women as loan officers, branch managers, and executives in leading micro-finance institutions (MFIs) and banks? | Examples Women are under-represented due to a combination of lack of access to appropriate training, lack of mobility (high demands for travel), as well as discrimination in hiring and in the workplace. | |

SESSION 4 – HANDOUT 4.2

ABEO Gender Best Practices and Burning Questions from Course Needs Assessments

| Economic Growth/Trade Questions | Gender Questions | Gender Strategies Already Adopted by ABEO Projects |
|---|---|--|
| <p>Economic Growth/Trade Questions</p> <p>How are different household members involved in decision making for production enterprises on family land?</p> | <p>Gender Questions</p> <p>What are the differences in farm decision-making input between men and women and by age (e.g., elders, middle-aged, and youths)?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>The KMDP's training on a family business approach to farming has helped to empower women, who provide 80 percent of maize labor, and to change male attitudes about the division of maize income. KMDP has promoted attitude changes via training so that different generations within families recognize the benefits of working as a team. KMDP has also decreased the constraints on the involvement of youth in family farm decision making and inheritance issues.</p> <p>The KARI's nutribusiness activities addressed the roles of male participants in nutribusiness activities and exposed women to business concerns.</p> <p>A number of SO5 and SO7 projects are promoting joint planning of resources and sharing workloads, income, etc. among household members. Participatory gender analysis and awareness also helps participants understand the detriments of gender inequality, especially when applied to their own situations.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can the governance of producer groups become more democratic and transparent?</p> | <p>Gender Questions</p> <p>How are men and women involved in membership, leadership, and decision making within producer groups?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>The KBDS project addressed male farmer dominance of producer group operations and the marginalization of women members by using a secret ballot/1 member-1 vote system for executive elections and decision making.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can market-based approaches help micro-enterprises to scale up their enterprises to small- and medium-sized enterprises (SMEs)?</p> | <p>Gender Questions</p> <p>What are the gender-based constraints for micro-enterprises owned by women and by men?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>KBDS has facilitated new self-employment opportunities for women and men as tree pruners, sprayers, etc. and provided Lake Victoria women fisher-folk with more sustainable income and savings.</p> |

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| <p>Economic Growth/Trade Questions</p> <p>How can projects address inequalities in business skills, as well as access to export market information and technology?</p> | <p>Gender Questions</p> <p>What are the gender differences in men's and women's business skills, as well as access to export market information and technology?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>USAID funds, via EPC TDP, expanded direct market linkages for baskets and raised income for the members of the Shalom Women Group (Kaiti Division of Makueni District), a group of 123 middle-aged and elderly women who are either HIV-positive or caretakers of HIV patients or orphans. These women did not know how to identify opportunities in export markets. They had limited access to market information and limited skills and access to technology, among other constraints that limit access to export markets. The women did not know how their needs could be integrated into the USAID/EPC TDP activities. This project trained women in proper keeping of records, product design and development, market-led production, etc. The women also received training on value addition to enhance the quality of the baskets through modifying products, writing the stories behind the products in hangtags, branding, logo, other literature, and websites to appeal to the consumer. Further training was given on quality control and shipping requirements for export.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can delivery strategies improve access to financial services by diverse client groups?</p> | <p>Gender Questions</p> <p>How do men's and women's access to financial services differ?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>The CMDP is promoting community-managed financial services delivery schemes for women to increase their access to services. Through participatory mobilization, sensitization, and implementation, beneficiaries are empowered in decision making and management of their socioeconomic activities.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can exploitative buyer-seller relationships be changed?</p> | <p>Gender Questions</p> <p>Are women differently disadvantaged in buyer-seller relationships?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>KBDS is addressing "sex for fish" practices along Lake Victoria via market-day loan products for financial institutions & buyer credit offered on behalf of the exporter.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can product and technology choices be used by projects to reach different client groups?</p> | <p>Gender Questions</p> <p>Which products and technologies are already sex-assigned?</p> <p>Which new products and technologies are not yet sex-assigned?</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>The KHDP promotes products (e.g., African leafy vegetables, butternut squash, orange-flesh sweet potato) and technologies (e.g., mulching) that favor women growers. These strategies help to overcome women's constraints to women's access to and ownership of productive resources. CMDP focuses on helping cashew nut processors, primarily women, to increase their access to BDS and markets.</p> |
| <p>Economic Growth/Trade Questions</p> | <p>Gender Questions</p> | <p>Gender Strategies Already Adopted by ABEO Projects</p> |

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| <p>How can training logistics and content be adapted to meet the needs of clients?</p> | <p>How does the gender division of labor and mobility constraints influence men's and women's availability for training and the timing of training?</p> <p>How can gender issues be addressed in the content of technical trainings?</p> | <p>To address women's time poverty, KHDP is increasing technical assistance and training for women growers and also improving the convenience of training and technical assistance visits. These actions help to provide equal access to training and technical assistance.</p> <p>The KDDP has also incorporated a field-based gender analysis activity into farmer trainings/seminars.</p> |
| <p>Economic Growth/Trade Questions</p> <p>How can projects track outputs and outcomes?</p> | | <p>Gender Strategies Already Adopted by ABEO Projects</p> <p>KBDS tracks:</p> <ul style="list-style-type: none"> • Number of women-owned SMEs impacted by their activities • Increase in incomes for women incorporated in their programs • Number of women commercial service providers developed as a result of the program <p>KDDP sets targets related to men's and women's participation in both program matters and leadership in farmer organizations.</p> <p>Other projects track men's and women's training participation and beneficiary numbers.</p> <p>Some projects set a target of one-third women beneficiaries to drive implementers to include a gender focus.</p> |

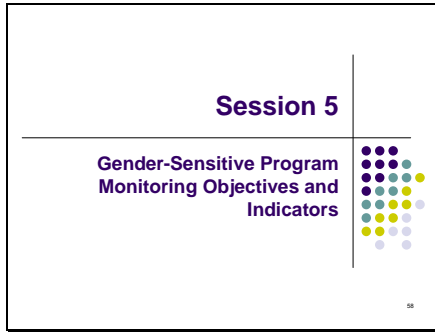
Burning ABEO Questions

- What are the most effective communication strategies for men and women producers?
- How should gender-related project strategies for pastoralists differ from project strategies for farmers?
- How should gender-related resource management governance strategies differ for ethnic groups?
- How can staff from commercial projects be encouraged to address social/gender equity concerns?
- How can innovative niche export markets be developed by women and men?

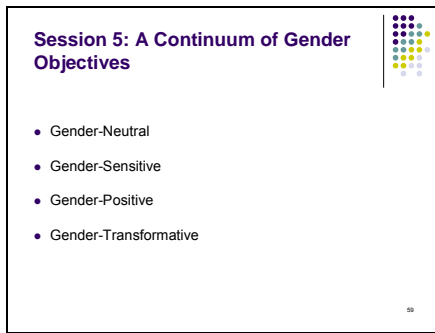
Session 5: Gender-Sensitive Performance Monitoring Objectives and Indicators

| | |
|-------------------------------------|---|
| Session Facilitators | Lecture: Nancy Small group support: ND, MM, NG, CM |
| Time | 90 minutes (2:00–3:30) |
| Session Goals | <ul style="list-style-type: none"> • Increase understanding of how to select gender-sensitive objectives and indicators, as well as address data collection considerations |
| Activities | <ul style="list-style-type: none"> • Lecture—Nancy (15 min.) • Group activity: Participants divide into five teams (four teams for SO7—Economic Policy and Business Environment, Private Sector Competitiveness, Agricultural Productivity, Financial Services; and one team for SO5). Each team reviews Table 1 (potential indicators) in the Session 5 Handout and then discusses other indicator options, clarifies their indicator selection criteria, and prioritizes two relevant gender-sensitive indicators (40 min.) • Teams present their two indicators and their selection criteria (5 min. per team and plenary discussion) (35 min.) |
| Key Concepts Discussed | <ul style="list-style-type: none"> • Types of gender-related criteria • Decision-making criteria for gender-related indicators |
| Input/handouts | Handout 5.1—The Relationship between Gender Objectives and Gender Indicators |
| 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 |

Slide 58
 Session 5:
 Gender-
 Sensitive
 Program
 Monitoring
 Objectives and
 Indicators:

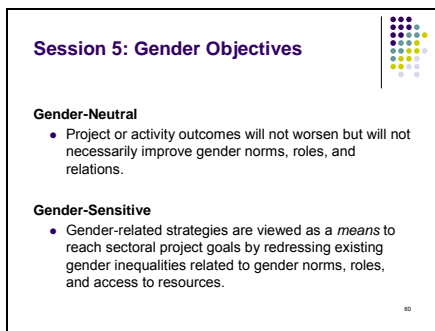


Slide 59
 Session 5: A
 Continuum of
 Gender
 Objectives:




- Gender-Neutral
- Gender-Sensitive
- Gender-Positive
- Gender-Transformative

Slide 60
 Session 5:
 Gender
 Objectives:



- Gender-Neutral
 - Project or activity outcomes will not worsen but will not necessarily improve gender norms, roles, and relations.
- Gender-Sensitive
 - Gender-related strategies are viewed as a *means* to reach sectoral project goals by redressing existing gender inequalities related to gender norms, roles, and access to resources.

Slide 61
Session 5:
Gender
Objectives:



Session 5: Gender Objectives

Gender-Positive

- 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.

Gender-Transformative


- Addressing gender issues is viewed as *central* to both positive development outcomes and also to transforming unequal gender relations so that there is shared power, control of resources, decision making, and support for women's empowerment.

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Gender-Positive
 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.

Gender-Transformative
 Addressing gender issues is viewed as *central* to both positive development outcomes and also to transforming unequal gender relations so that there is shared power, control of resources, decision making, and support for women's empowerment.

Slide 62
Session 5:
Gender –
Sensitive
Indicators:



Session 5: Gender-Sensitive Indicators

- 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" (CIDA, 1997).
- See Annex 3 for gender-related indicators for ABEO/trade-related activities.


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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" (CIDA, 1997).

See Annex 3 for gender-related indicators for ABEO/trade-related activities.

Slide 63
Session 5:
Gender –
Sensitive
Indicators –
Three
Categories:



Session 5: Gender-Sensitive Indicators—Three Categories

- **Quantitative indicators** are numerical measurements of changes in the behaviors, attitudes and behaviors/practices of targeted individuals, disaggregated by sex and/or other social variables (# men, # women).
- **Qualitative indicators** are more subjective measures that address perceptions and relative progress toward a target such as reduction of gender impediments. They can be measured using scales, ranking, and indices (# men, # 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).

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Quantitative indicators are numerical measurements of changes in the behaviors, attitudes and behaviors/practices of targeted individuals, disaggregated by sex and/or other social variables (# men, # women).

Qualitative indicators are more subjective measures that address perceptions and relative progress toward a target such as reduction of gender impediments. They can be measured using scales, ranking, and indices (# men, # 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).

Slide 64
Session 5: Gender Monitoring Consideration S:

Session 5: Gender Monitoring Considerations

- Derive gender-sensitive indicators and targets from baseline analyses
- Include both quantitative and qualitative gendered data collection (e.g., women's land access)
- Include people-level indicators
- Disaggregate household indicators by headship
- Set targets for more equitable participation or removing gender-related impediments
- Make specific monitoring plans and seek assistance

Derive gender-sensitive indicators and targets from baseline analyses

Include both quantitative and qualitative gendered data collection (e.g., women's land access)

Include people-level indicators

Disaggregate household indicators by headship

Set targets for more equitable participation or removing gender-related impediments

Make specific monitoring plans and seek assistance

Slide 65
Session 5: Sex vs. Gender-Related Data:

Session 5: Sex vs. Gender-Related Data

Sex-disaggregated indicators and targets

- Number of enterprises owned by men and women
- Increases in income for men and women

Gender impact criteria

- Changes in women's status
- Changes in the household division of labor

Sex-disaggregated indicators and targets
 Number of enterprises owned by men and women
 Increases in income for men and women

Gender impact criteria
 Changes in women's status
 Changes in the household division of labor


Slide 66
Session 5: Disaggregated Data:

Session 5: Disaggregated Data

Two Cartoons
 Single-parent family income – showing steady growth
 Single-parent family income Gender disaggregated – showing male going up, female going down

Slide 70
Session 5:
Group
Activity:

Session 5: Group Activity



- Divide into five teams:
 - Economic Policy and Business Environment (SO7)
 - Private Sector Competitiveness (SO7)
 - Agricultural Productivity (SO7)
 - Financial Services (SO7)
 - One team for SO5
- Review Table 1 (potential indicators) in Handout 5.1 and then discuss other indicator options, clarify your indicator selection criteria, and prioritize two relevant gender-sensitive indicators. (40 min.)
- Teams present their two indicators and their selection criteria. (5 min. per team and 5 min. plenary discussion) (35 min. total)

Divide into five teams:

- Economic Policy and Business Environment (SO7)
- Private Sector Competitiveness (SO7)
- Agricultural Productivity (SO7)
- Financial Services (SO7)
- One team for SO5

Review Table 1 (potential indicators) in Handout 5.1 and then discuss other indicator options, clarify your indicator selection criteria, and prioritize two relevant gender-sensitive indicators. (40 min.)

Teams present their two indicators and their selection criteria. (5 min. per team and 5 min. plenary discussion) (35 min. total)

SESSION 5 – HANDOUT 5.1

Background: The Relationship between Gender Objectives and Gender Indicators

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 |
|--|---|--|---|
| <p>Gender-Neutral</p> <p>Project or activity outcomes will not worsen but will not necessarily improve gender norms, roles, and relations.</p> | <p>Gender-Sensitive</p> <p>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.</p> | <p>Gender-Positive</p> <p>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.</p> | <p>Gender-Transformative</p> <p>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, decision making, and support for women's empowerment.</p> |

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, and socioeconomic class. 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 among them. Scales, ranking, and indices can be used to try to quantify qualitative 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).

Footnotes: Page 51

* 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>.
Gender Training Materials

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 female-headed households (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.

Gender-Sensitive Indicators for ABEO/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
- World Trade Organization (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.

Box 5.1 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) community and producer group decision making, (3) policy, and (4) business services and communication delivery outcomes.

Box 5.1: Gender-Sensitive Indicators for Activities Common to ABEO Projects

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, nongovernmental organization (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, information and communication 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 a new job, providing 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.

Community and Producer Group Decision Making

[Note: Community decision making 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.

Policy

[Note: Policy topics related to ABEO 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.

Business Services and Communication Delivery Outcomes

- 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, 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 a new job, providing services to others), disaggregated by sex and other social variables.


Session 6: Gender Integration Opportunities for ABEO Sub-Sectors, Individual Brainstorming

| | |
|-------------------------------------|---|
| Session Facilitators | Mary |
| Time | 45 minutes (3:45–4:30) |
| Session Goals | <ul style="list-style-type: none"> • Encourage individual ABEO Team members to feel confident about identifying gender integration opportunities • Build on ABEO insights related to gender integration • Link gender concepts to ABEO activities |
| 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 policymaking; 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; and internal organizational policies related to gender equity, staffing, and personnel issues. • Individual participants use index cards to write down as many GIOs as possible. They can write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number and name of project. Each card should have only one idea (15 min.) • With help from the participants, the Facilitator will post these cards on five different flip charts sheets and group the cards into sub-sectoral clusters on each flip chart (25 min.): <ul style="list-style-type: none"> ○ SO7 — Economic Policy and Business Environment, ○ SO7 — Private Sector Competitiveness, ○ SO7 — Agricultural Productivity ○ SO7 — Financial Services ○ SO5 — All projects |
| Key Concepts Discussed | GIOs |
| Key Tools Introduced/Used | Sorting exercise |
| Outputs | Five flip chart sheets with sub-sectoral clusters of GIOs on each one |
| Classroom Resources Required | Large index cards and markers Five flip chart sheets, each headed with sub-sector name Masking tape |

Slide 70
Session 6:
Individual
Brainstorming,
Gender
Integration
Opportunities
(GIOs) for
ABED
Program
Components:

Session 6

Individual Brainstorming,
Gender Integration Opportunities
(GIOs) for ABEO Program
Components




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Slide 71
Session 6:
Individual
Brainstorming,
(GIOs) for
ABED
Program
Components:

**Session 6: Individual Brainstorming,
GIOs for ABEO Program Components**

Two Opportunities for ABEO Brainstorming:

- Session 6 (Day 1): Individual Brainstorming
- Session 12 (Day 2): Pairs Brainstorming



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Two Opportunities for ABEO Brainstorming:
|Session 6 (Day 1): Individual Brainstorming
|Session 12 (Day 2): Pairs Brainstorming

Slide 72
Session 6:
What is a
GIO?:

Session 6: What is a GIO?

Gender Integration Opportunities

Actions taken by project managers and staff to:

- Reduce gender-related barriers,
- Maximize opportunities, &/or improve women's (or men's) status.



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Actions taken by project managers and staff to:
|Reduce gender-related barriers,
|Maximize opportunities, &/or improve women's (or men's) status.

Slide 73
Session 6:
GIOs:

Session 6: GIOs

- **Program adjustment GIOs** can be taken to modify program activities (e.g. participation in decision-making and planning processes and policy-making; research and analysis topics and methodology; transforming gender relations and roles).
- **Program support GIOs** could include program performance measures and data collection; internal organizational policies, staffing or personnel issues

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Program Adjustment GIOs can be taken to modify program activities (e.g. participation in decision-making and planning processes and policy-making; research and analysis topics and methodology; transforming gender relations and roles).

Program support GIOs could include program performance measures and data collection; internal organizational policies, staffing or personnel issues.

Slide 74
Session 6:
GIOs:

Session 6: GIOs

- Individual participants use index cards to write down as many gender integration opportunities as possible. Write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number & name of project. Each card should have only one idea (15 min.)
- With participant help, the Facilitator will post these cards on five different flip charts sheets & group cards into clusters (25 min.):
 - SO7 - Economic Policy and Business Environment,
 - SO7 - Private Sector Competitiveness,
 - SO7 - Agricultural Productivity
 - SO7 - Financial Services
 - SO5 - All projects.

74

Individual participants use index cards to write down as many gender integration opportunities as possible. Write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number & name of project. Each card should have only one idea (15 min.)

With participant help, the Facilitator will post these cards on five different flip charts sheets & group cards into clusters (25 min.): - SO7 – Economic Policy and Business Environment, SO7 – Private Sector Competitiveness, SO7 – Agricultural Productivity, SO7 – Financial Services, SO5 – All projects.

Slide 75
Session 6:
GIOs:

Session 6: GIOs

- Individual participants use index cards to write down as many gender integration opportunities as possible. Write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number & name of project. Each card should have only one idea (15 min.)
- With participant help, the Facilitator will post these cards on five different flip charts sheets & group cards into clusters (25 min.):
 - SO7 - Economic Policy and Business Environment,
 - SO7 - Private Sector Competitiveness,
 - SO7 - Agricultural Productivity
 - SO7 - Financial Services
 - SO5 - All projects.

74

Individual participants use index cards to write down as many gender integration opportunities as possible. Write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number & name of project. Each card should have only one idea (15 min.)

With participant help, the Facilitator will post these cards on five different flip charts sheets & group cards into clusters (25 min.): - SO7 – Economic Policy and Business Environment, SO7 – Private Sector Competitiveness, SO7 – Agricultural Productivity, SO7 – Financial Services, SO5 – All projects.

Session 7: Day 1 Review

| | |
|-------------------------------------|---|
| Session Facilitators | Mary |
| Time | 30 minutes (4:30–5:00) |
| Session Goals | Sum up Day 1 |
| Activities | <ul style="list-style-type: none">• Mini-summary and energizer with group input |
| Key Concepts Discussed | Review of Day 1 topics |
| Key Tools Introduced/Used | GIOs, Gender and ABEO links |
| Inputs/Outputs | Day 1 agenda |
| Classroom Resources Required | PowerPoint projector and slides of Day 1 concepts and accomplishments |

DAY 2

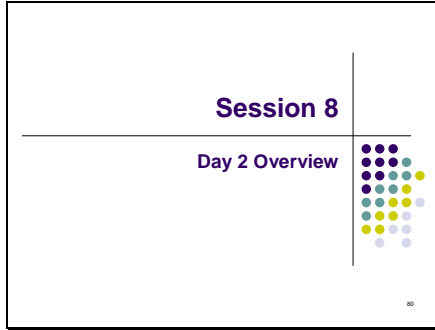
SEPTEMBER 11, 2007

9:00 A.M. – 5:00 P.M.

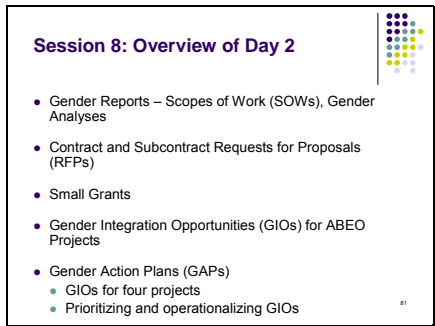
Session 8: Day 2 Overview

| | |
|-------------------------------------|--|
| Session Facilitators | Nduta |
| Time | 15 minutes (9:00–9:15) |
| Session Goals | Clarify understanding of Day 2 activities and links to Day 1 |
| Activities | Review Day 2 agenda |
| Key Concepts Discussed | Agenda, issues from Day 1 |
| Key Tools Introduced/Used | Gender Action Plans, Gender Integration Opportunities (GIOs) |
| Inputs/Outputs | Day 2 agenda |
| Classroom Resources Required | PowerPoint projector and slides of Day 1 concepts and accomplishments and Day 2 agenda |

Slide 80
Session 8:
Overview:

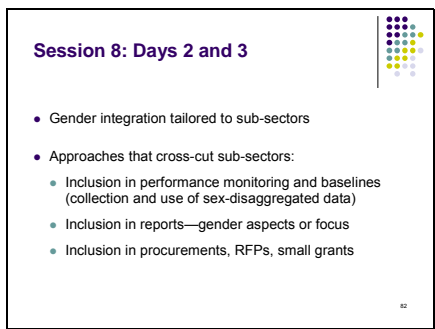


Slide 81
Session 8:
Overview of
Day 2:



I Gender Reports – Scopes of Work (SOWs), Gender Analyses
I Contract and Subcontract Requests for Proposals (RFPs)
I Small Grants
I Gender Integration Opportunities (GIOs) for ABEO Projects
I Gender Action Plans (GAPs)
I GIOs for four projects
I Prioritizing and operationalizing GIOs

Slide 82
Session 8:
Days 2 and 3:



I Gender integration tailored to sub-sectors
I Approaches that cross-cut sub-sectors:
I Inclusion in performance monitoring and baselines (collection and use of sex-disaggregated data)
I Inclusion in reports—gender aspects or focus
I Inclusion in procurements, RFPs, small grants

Session 9: Obtaining Useful Gender Reports—Gender Analyses and Consultant Scopes of Work (SOWs)

| | |
|-------------------------------------|---|
| Session Facilitators | Nancy Small group support: ND, MM, NG, CM |
| Time | 90 minutes (9:15–10:45) |
| Session Goals | <ul style="list-style-type: none"> • Improve understanding of options for gender analysis for ABEO topics (types, approaches, frameworks) • Increase participants' ability to distinguish between more and less useful gender research/analysis • Review elements of a Gender-Focused Consultant SOW |
| Activities | <ul style="list-style-type: none"> • Lecture—Nancy (20 min.) <ul style="list-style-type: none"> ○ Gender analyses (types, approaches, frameworks) ○ Linking methods to ABEO issues • Plenary discussion of the Gender Analysis Report. (30 min.) Each participant takes five minutes to read the example of gender research/analysis. Group discussion of problems. • Lecture—Nancy (20 min.) + plenary discussion (20 min.) Review elements and issues for Gender-Focused Consultant SOWs, including consultant selection and contract supervision to avoid these problems |
| Key Concepts Discussed | <ul style="list-style-type: none"> • Clarifying how gender tools and frameworks can be applied to ABEO activities • Identifying strengths and weaknesses of gender reports • Using the consultant SOW and contract management to hire the right consultant and obtain a high-quality gender deliverable |
| Input/handouts | Handout 9.1—Gender Analysis Handout 9.2—Gender Analysis Report Handout 9.3—Annotated Gender-Related SOW |
| Outputs | Plenary flip charts with strategies to ensure more useful gender research |
| Classroom Resources Required | Two flip charts, easels, markers, masking tape PowerPoint projector |

Slide 83
 Session 9:
 Obtaining
 Useful Gender
 Reports –
 Gender
 Analyses and
 Consultant
 Scopes of
 Work (SOWs):

Session 9

**Obtaining Useful Gender Reports—
 Gender Analyses and Consultant
 Scopes of Work (SOWs)**

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Slide 84
 Session 9:
 Gender
 Analysis:

Session 9: Gender Analysis

- 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.

84

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.

Slide 85
 Session 9:
 Gender
 Analysis:

Session 9: Gender Analysis

Gender analyses explore and highlight the relationships between women & 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 decision-making process?
- Who gains and who loses as a result of development interventions?

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 Who has what (access and ownership issues)?
 Who makes decisions and what is the decision-making process?
 Who gains and who loses as a result of development interventions?

Slide 86
Session 9:
Gender
Analysis:

Session 9: Gender Analysis



- Gender analyses examine how power relations within the household interrelate with those at the international, state, market, and community level.[1] 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.

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


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Gender analyses examine how power relations within the household interrelate with those at the international, state, market, and community level.[1] 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.

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

Slide 87
Session 9:
Gender
Analysis for
EG/Trade-
Related
Activities:

Session 9: Gender Analysis for EG/Trade-Related Activities



- Examining the status of existing gender relations and how existing gender-based disparities, constraints, and gender-related opportunities are likely to influence the success of the proposed activity
- Predicting which women or men are most likely to gain from proposed ABEO-related activities (comparative advantage)
- Developing strategies to enable women and men who are engaged in export-oriented production to upgrade and improve productivity as well as increase value-added and forward and backward linkages

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Predicting which women or men are most likely to gain from proposed ABEO-related activities (comparative advantage)

Developing strategies to enable women and men who are engaged in export-oriented production to upgrade and improve productivity as well as increase value-added and forward and backward linkages

Slide 88
Session 9:
Social Science
Methodologies
for Gender
Analysis:

Session 9: Social Science Methodologies for Gender Analysis



| Social Science Methodology | Gender Analysis |
|---|---|
| <ul style="list-style-type: none"> • Group meeting • Focus group discussion | <ul style="list-style-type: none"> • Using single sex groups to understand differences among women and between women and men. |
| <ul style="list-style-type: none"> • Observation | <ul style="list-style-type: none"> • Observe women's behavior and roles in mixed groups. • Observing differences in men's and women's behaviors, mobility, time expenditures, and livelihood options. |
| <ul style="list-style-type: none"> • In-depth interview | <ul style="list-style-type: none"> • Surveys of men and women to better understand stakeholder priorities and interests; time use; personal networks; and material, social, and knowledge resources. 58 |

[See Table 1 in Handout 9.1]

Social Science Methodology
 IGroup meeting
 IFocus group discussion
 IObservation
 IIn-depth interview

Gender Analysis
 IUsing single sex groups to understand differences among women and between women and men.
 IObserve women's behavior and roles in mixed groups.
 IObserving differences in men's and women's behaviors, mobility, time expenditures, and livelihood options.
 ISurveys of men and women to better understand stakeholder priorities and interests; time use; personal networks; and material, social, and knowledge resources.

Slide 89
Session 9:
Livelihood
Profiling Tools
(Informants =
Men +
Women):

Session 9: Livelihood Profiling Tools
(Informants = Men + Women)

- Rapport building
- Physical observation
- Transect and group meeting
- Village mapping (Social map, Resource map)
- Wealth ranking

[See Table 2 in Handout 9.1]

I Rapport building
 I Physical observation
 I Transect and group meeting
 I Village mapping (Social map, Resource map)
 I Wealth ranking
 [See Table 2 in Handout 9.1]

Slide 90
Session 9:
Gender-
Differentiated
Analysis of
Women
Entrepreneurs
(Informants =
Men +
Women):

Session 9: Gender-Differentiated
Analysis of Women Entrepreneurs
(Informants = Women + Men)

- Demographic profile of women and men entrepreneurs
- Business information – existing state of men-owned and women-owned businesses
- Positive and negative factors associated with starting/running an entrepreneurial activity for women and men who own businesses
- Motivational factors, socio-cultural barriers, and entrepreneurial competencies for women and men entrepreneurs

[See Table 3 in Handout 9.1]

IDemographic profile of women and men entrepreneurs
 IBusiness information – existing state of men-owned and women-owned businesses
 IPositive and negative factors associated with starting/running an entrepreneurial activity for women and men who own businesses
 IMotivational factors, socio-cultural barriers, and entrepreneurial competencies for women and men entrepreneurs
 [See Table 3 in Handout 9.1]

Slide 91
Session 9:
Gendered
Value Chain
Analyses:

Session 9: Gendered Value Chain
Analyses

Who is involved at each level?

- Vertical linkages
- Horizontal linkages
- Relative profit at each level
- Gendered constraints and opportunities

GATE Examples:

- Shrimp
- Artichokes

Who is involved at each level?
 I Vertical linkages
 I Horizontal linkages
 I Relative profit at each level
 I Gendered constraints and opportunities
 GATE Examples:
 I Shrimp
 I Artichokes

Slide 92
Session 9:
Policy/Governance
Analyses:

Session 9: Policy/Governance Analyses

- Cost/benefits and impact analyses
- Gender budget analysis
- Stakeholder consultation
- Institutional analyses:
 - Representation, programmatic choices, criteria
 - Gender audit – analysis and assessment of policies, programs, and institutions to see how they take gender impacts into account

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I Cost/benefits and impact analyses
II Gender budget analysis
III Stakeholder consultation
IV Institutional analyses:
IR Representation, programmatic choices, criteria
IG Gender audit – analysis and assessment of policies, programs, and institutions to see how they take gender impacts into account

Slide 93
Session 9:
Gender Reports
Activity:

Session 9: Gender Reports Activity

- Each participant takes five minutes to read the example of gender research/analysis (Handout 9.2)
- Group discussion of problems with methodology, findings, conclusions, and recommendations

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IEach participant takes five minutes to read the example of gender research/analysis (Handout 9.2)
IIGroup discussion of problems with methodology, findings, conclusions, and recommendations

Slide 94
Session 9:
Gender Report
Excerpt:

Session 9: Gender Report Excerpt

**Expanding Women's Opportunities
in Mixed-Sex Enterprise Groups**

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Expanding Women's Opportunities
in Mixed-Sex Enterprise Groups

Slide 95
Session 9:
Report
Introduction:

Session 9: Report Introduction

- Gender mainstreaming is an accepted principle by the Government of Kenya... and its major development partners. It is important to ensure that women and men have equitable opportunity to livelihood opportunities and income. It is also a priority to ensure women's equal access to power structures and participation in decision making that affect their lives.
- Enterprise groups are an important dimension of both agriculture and nature-based enterprises. There are mixed-sex and single-sex groups. The mixed-sex and male-only groups tend to generate higher revenues than the women-only groups. There are many reasons for this situation. This report focuses on how to expand opportunities for women, both as members and leaders, of mixed-sex community and producer groups.

IGender mainstreaming is an accepted principle by the Government of Kenya... and its major development partners. It is important to ensure that women and men have equitable opportunity to livelihood opportunities and income. It is also a priority to ensure women's equal access to power structures and participation in decision making that affect their lives.
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Slide 96
Session 9:
Report
Methodology:

Session 9: Report Methodology

- Research period and number of informants – during a two-week period, two consultants interviewed 30 people about the situation of women in groups.
- Location – all interviews were conducted in Nairobi.
- Informants – leaders of national enterprise membership and advocacy organizations; most were male. We interviewed one nongovernmental organization (NGO) and met with three mixed-sex enterprise groups. One of these groups had a female president and she was interviewed, along with other male group leaders.

IResearch period and number of informants – during a two-week period, two consultants interviewed 30 people about the situation of women in groups.
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Slide 97
Session 9:
Report
Findings:

Session 9: Report Findings

- Most groups only allow one household member and that member is usually a man.
- Some groups require a land title to join and benefit from a group.
- Most women are too busy to attend all group meetings.
- Input suppliers generally arrive in the morning, but women are busy at that time.
- Husbands tend to be jealous and some stop their wives from attending mixed-sex groups; most husbands are jealous types.

IMost groups only allow one household member and that member is usually a man.
 ISome groups require a land title to join and benefit from a group.
 IMost women are too busy to attend all group meetings.
 IInput suppliers generally arrive in the morning, but women are busy at that time.
 IHusbands tend to be jealous and some stop their wives from attending mixed-sex groups; most husbands are jealous types.

Slide 98
Session 9:
Report
Findings:

Session 9: Report Findings

- Women are quiet in mixed-sex groups and do not have many opinions.
- Women members do not often volunteer to be leaders.
- Some men report that women have complained about sexual harassment from other group members, input suppliers, brokers, and extension workers.
- The gender issues are the same everywhere in Kenya.
- There is a lack of sex-disaggregated data, provincially or nationally, on enterprise groups.

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IWomen are quiet in mixed-sex groups and do not have many opinions.
IIWomen members do not often volunteer to be leaders.
IISome men report that women have complained about sexual harassment from other group members, input suppliers, brokers, and extension workers.
IIThe gender issues are the same everywhere in Kenya.
IIThere is a lack of sex-disaggregated data, provincially or nationally, on enterprise groups.

Slide 99
Session 9:
Report
Conclusions:

Session 9: Report Conclusions

- Men like groups more than women.
- Women are less interested in enterprise groups.
- Women have less time for enterprise groups.
- It is better if women work on their own or in all-women groups.
- Nothing can be done about group member registration issues.
- Women's lack of math skills can cause problems.
- Women are more risk-averse than men.

99

IMen like groups more than women.
IIWomen are less interested in enterprise groups.
IIWomen have less time for enterprise groups.
IIIIt is better if women work on their own or in all-women groups.
IINothing can be done about group member registration issues.
IIVomen's lack of math skills can cause problems.
IIVomen are more risk-averse than men.

Slide 100
Session 9:
Report
Recommendations:

Session 9: Report Recommendations

- USAID should focus on women-only enterprise groups or individual women entrepreneurs.
- USAID should focus on micro- and small-scale enterprises.
- USAID should provide funds to one of the NGOs working on women-only enterprises.
- More research is needed on this topic so USAID should support further studies.
- USAID should support domestic violence activities with men.

100

IUSAID should focus on women-only enterprise groups or individual women entrepreneurs.
IIUSAID should focus on micro- and small-scale enterprises.
IUSAID should provide funds to one of the NGOs working on women-only enterprises.
IIMore research is needed on this topic so USAID should support further studies.
IUSAID should support domestic violence activities with men.

Slide 101
Session 9:
Gender-Related SOW
Activity:

Session 9: Gender-Related SOW Activity

- Review of Handout 9.3
- Annotated comments
- Other ideas?

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IReview of Handout 9.3
IAnnotated comments
IOther ideas?

Slide 102
Session 9:
Annotated Gender-Related SOW Purpose Notes:

Session 9: Annotated Gender-Related SOW Purpose Notes

[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.]

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[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.]

Slide 103
Session 9:
SOW Purpose Notes:

Session 9: SOW Purpose Notes

[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.

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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.]

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[Note 3: 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.]

See Annexes 5 and 6 for possible information sources.

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SOW Tasks:

Session 9: SOW Tasks

- A. Identify and analyze gender issues, constraints, and opportunities within the proposed project areas
- B. Assess the types of activities being considered by the ABEO 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 ABEO Team may integrate activities, including possible strategies and entry points
- D. Identify resources and sources of sex-disaggregated data for developing gender-appropriate indicators

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D. Identify resources and sources of sex-disaggregated data for developing gender-appropriate indicators

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[Note 4: 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).

See Annex 5 for a list of gender information sources.]

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See Annex 5 for a list of gender information sources.]

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[Note 5: 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 among 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 ABEO/trade-related activities.]

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[Note 6: If gender-related primary data is collected from community-based stakeholders, then it is particularly important to make efforts to minimize methodological bias.

Examples

- *Women's comfort and the quality of the info that they provide will decline when males or high-level officials or donor reps are present during all-female focus groups.*
- *It is better to ask women directly about specific tasks or time expenditure since they often discount the value and extent of their household chores as work or may under-report work hours to increase their status in their communities.*
- *Women may prefer the local language to the national language.]*

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[Note 7: While relevant to this particular assignment, field visits may not be appropriate for some types of assignments that can be characterized as desktop reviews.]

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[Note 8: 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.]

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[Note 9: 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.]


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Session 9:
SOW –
Estimated
Level of Effort
and
Performance
Period:

Session 9: SOW—Estimated Level of Effort and Performance Period

[Note 10: Typically about two weeks in-country with additional time for travel, pre-fieldwork preparation, and report writing.]



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Session 9:
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Qualifications:

Session 9: SOW Team Qualifications

[Note 11: Normally, the team will consist of two consultants.

Both gender consultants should have experience in gender analysis and for specific Strategic Objective 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.



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Session 9:
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Qualifications:

Session 9: SOW Team Qualifications

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.]



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SESSION 9 – HANDOUT 9.1

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 decision-making 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 levels.* 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.

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 healthcare 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.

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

The specific recommendations that derive from a gender analysis should be driven by the overarching, gender-related objectives described in Session 5. Is it sufficient to be gender-neutral or gender-sensitive or is a more holistic, gender-positive or gender-transformative approach more appropriate? For USAID/Kenya, the empowerment of women has been a cross-cutting 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.

Table 1. Adapting Traditional Social Science Methodologies for Gender Analysis

| Tools | Social Information | Gender Adaptation |
|----------------------------------|--|---|
| Tools: Group meeting | Social Information: <ul style="list-style-type: none"> • Construct checklists of themes for in-depth interviews • Reconstruct historical events and trends • Elicit the range of opinions • Observe group dynamics | Gender Association: <ul style="list-style-type: none"> • Group Interviews or Focus Group Discussions assemble men and women to discuss their priorities, interests, time-use, personal networks, and knowledge. To gather the diverse perspectives, interviewers should consider whether to interview men and women in single sex or mixed groups. Another consideration is whether heterogeneous or homogeneous groupings by age will affect the answers of different participants. An additional consideration is whether the language used will affect participation if some participants are not fluent in that language. • Use single sex groups to understand differences in opinions among women, among men, and between women and men. • Observe women’s behavior and roles in mixed groups. |
| Tools: Focus group discussion | Social Information: <ul style="list-style-type: none"> • Same as above but a more structured format | |
| Tools: Observation | Social Information: <ul style="list-style-type: none"> • Peoples' behavior • Physical infrastructure • Livelihood components • Time expenditures | Gender Association: <ul style="list-style-type: none"> • Observation includes observing differences in men’s and women’s behaviors, mobility, time expenditures, and livelihood options. |
| Tools: In-depth interview | Social Information: <ul style="list-style-type: none"> • Surveys • Case studies • Intra-household dimensions | Gender Association: <ul style="list-style-type: none"> • Individual interviews can be formal (using a standardized set of questions) or informal (tailoring questions to the informant). Informants can be selected via random (e.g., snowball sampling) or non-random (identified key informants and experts) methods. • Surveys of men and women informants help project teams to better understand stakeholder priorities and interests, time-use; personal networks; and material, social, and knowledge resources. Surveys can also elaborate other factors related to gender. Survey data and analysis can be quantitative or qualitative. Talking to women without males present and vice versa. |

Table 2. Adapting Participatory Methods/Tools for Livelihoods Profiling*

| Tools | Information Collected from Women and Men |
|---|--|
| Tools: Rapport building | Information Collected from Women and Men: <ul style="list-style-type: none"> • Obtain a general idea about the village • Introduce the team to the villagers • Explain the objectives of the team • Identify key informants • Select venue for sessions |
| Tools: Physical observation | Information Collected from Women and Men: <ul style="list-style-type: none"> • Infrastructure • Institutions • Natural resources • Common resources • Water and sanitation • Extreme poor pocket or scattered houses • Housing pattern and structure • Crops pattern |
| Tools: Transect and group meeting | Information Collected from Women and Men: <ul style="list-style-type: none"> • Household pattern/size • Occupation • Education • Crops pattern/fallow land, etc. • Modern technology • NGOs' presence • Historical event |
| Tools: Village mapping (Social map, resource map) | Information Collected from Women and Men: <ul style="list-style-type: none"> • Household census • Infrastructure • Natural resources • Common resources • Land types and land use pattern • Water and sanitation • Extreme poor pockets or scattered houses |
| Tools: Wealth ranking | Information Collected from Women and Men: <ul style="list-style-type: none"> • Land holding • Occupation • Assets (physical) • Savings • Investment |

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* Excerpted from Zubair, S.M., A. Khan, I.A. Khan, and J. Seeley. Methodology Report: Livelihoods of the Extreme Poor Study Methodology. Impact Monitoring and Evaluation Cell (IMEC), PROSHIKA: A Centre for Human Development, Dhaka, Bangladesh, 2003. (http://www.livelihoods.org/lessons/project_summaries/LEP_projsum.html)

| | |
|---|--|
| <p>Tools:</p> <p>Well-being analysis (Wealth ranking and socio-cultural)</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Socioeconomic class • Occupation • Income source (major) • Gender activities • Land holding pattern • Education • Housing pattern • Water and sanitation • Material resource • Dowry • Polygamy • Family title (class wise) • Social status |
| <p>Tools:</p> <p>Venn Diagram</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Constraints and opportunities concerning kin, neighbors, political parties, religious leader, political activities, local clubs, chairman, members, etc. • The positive and negative role of institutions; impact of institutions |
| <p>Tools:</p> <p>Mobility mapping</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Mobility in different institutions • Frequency of mobility in different places and reasons |
| <p>Tools:</p> <p>Occupational ranking</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Different types of occupations, status, positions, constraints, opportunities; impact flexibility of institutions |
| <p>Tools:</p> <p>Seasonal mapping</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Shocks and hazards • Production • Crops • Income/employment |
| <p>Tools:</p> <p>Comparative matrix</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Extreme poor and non-extreme poor |
| <p>Tools:</p> <p>User-group (Focus Group Discussion) interview</p> | <p>Information Collected from Women and Men:</p> <ul style="list-style-type: none"> • Information relating to all livelihoods components |

Table 3. Gender-Differentiated Analysis of Women Entrepreneurs*

| | |
|---|---|
| Program Objective: Provide equitable business development services to women and men entrepreneurs | |
| Informants: Women and men entrepreneurs | |
| Topic Area | Information Needs |
| Topic Area: Demographic profile of women and men entrepreneurs | Information Needs: <ul style="list-style-type: none"> • Age • Marital status • Family background • Education background |
| Topic Area: Business information— Existing state of men-owned and women-owned businesses | Information Needs: <ul style="list-style-type: none"> • Financial issues • Marketing issues • Production issues • Organizational issues |
| Topic Area: Positive and negative factors associated with starting/running an entrepreneurial activity for women- and men-owned businesses | Information Needs: <ul style="list-style-type: none"> • Family support • Access to/control over credit, land, and other material resources • Public and other support structures |
| Topic Area: Motivational factors, socio-cultural barriers, and entrepreneurial competencies for women and men entrepreneurs | Information Needs: <ul style="list-style-type: none"> • Behavioral/role/social or cultural barriers for starting/ running an entrepreneurial activity • Ways of coping with such barriers • Traditional leadership structures and women's and men's roles within these structures • Access to education/business support according to gender • Decision making and division of labor (women/men) within the household and within the entrepreneurial activity |

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* Adapted from Ulrike Gminder, C. Gender-Oriented Entrepreneurship Promotion, Part II: Worksheets, Questionnaires, and Tables. Swiss Agency for Development and Cooperation, Bern, 2003. (www.sdc.admin.ch/, last accessed July 23, 2007).

SESSION 9 – HANDOUT 9.2

Excerpts from a Gender Analysis Report: Expanding Opportunities for Women in Mixed-Sex Enterprise Groups

I. Introduction

Gender mainstreaming is an accepted principle by the Government of Kenya and its major development partners. It is important to ensure that women and men have equitable opportunity to livelihood opportunities and income. It is also a priority to ensure women's equal access to power structures and participation in decision making that affect their lives.

Enterprise groups are an important dimension of both agriculture and nature-based enterprises. There are mixed-sex and single-sex groups. The mixed-sex and male-only groups tend to generate higher revenues than the women-only groups. There are many reasons for this situation. This report focuses on how to expand opportunities for women, both as members and leaders, of mixed-sex community and producer groups.

II. Methodology

During a two-week period, two consultants interviewed 30 people about the situation of women in groups. All interviews were conducted in Nairobi. We spoke with the leaders of national enterprise membership and advocacy organizations; most were male. We interviewed one nongovernmental organization (NGO) and met with three mixed-sex enterprise groups. One of these groups had a female president and she was interviewed along with other male group leaders.

III. Findings

- Most groups allow one household member and that member is usually a man.
- Some groups require a land title to join and benefit from a group.
- Most women are too busy to attend all group meetings.
- Input suppliers generally arrive in the morning, but women are busy at that time.
- Husbands tend to be jealous, and some stop their wives from attending a mixed-sex group; most husbands are jealous types.
- Women are quiet in mixed-sex groups and do not have many opinions.
- Women members do not often volunteer to be leaders.
- Some men report that women have complained about sexual harassment from other group members, input suppliers, brokers, and extension workers.
- The gender issues are the same everywhere in Kenya.
- There is a lack of sex-disaggregated data, provincially or nationally, on enterprise groups.

IV. Conclusions

- Men like groups more than women.
- Women are less interested in enterprise groups.
- Women have less time for enterprise groups.
- It is better if women work on their own or in all-women groups.
- Nothing can be done about group member registration issues.
- Women's lack of math skills can cause problems.
- Women are more risk-averse than men.

V. Recommendations

- USAID should focus on women-only enterprise groups or individual women entrepreneurs.
- USAID should focus on micro- and small-scale enterprise.
- USAID should provide funds to one of the NGOs working on women-only enterprises.
- More research is needed on this topic, so USAID should support further studies.
- USAID should support domestic violence activities with men.

SESSION 9 – HANDOUT 9.3

Annotated Gender-Related SOW for Economic Growth/Trade Activities

Purpose

The Consultant will assist the ABEO Team of USAID/Kenya 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

Passion fruit production and processing in Kenya is an increasingly important contributor to Kenya's foreign exchange earnings. Accordingly, USAID/Kenya wishes to develop a project focused on increasing exports of traditional and organic passion fruits and products. 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 and smallholdings. These areas are characterized by traditional gender relations and a high incidence of HIV/AIDS.

[Note 3: 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 ABEO 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 ABEO 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 ABEO 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 Kenya, 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 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 4: 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 ABEO 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 5: 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 among 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 ABEO/trade-related activities.]

[Note 6: 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 used for 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 7: 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 8: The 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 9: 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 10: Typically about two weeks in-country with additional time for travel, pre-fieldwork preparation, and report writing.]

Team Qualifications

[Note 11: 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 10: Request for Proposals (RFPs) for Gender-Integrated Programming

| | |
|-------------------------------------|---|
| Session Facilitators | Lecture: Nancy Small group support: ND, MM, NG, CM |
| Time | 80 minutes (11:00–12:20) |
| Session Goals | Increase understanding about how to include gender-related considerations in RFP documents and RFP evaluation criteria |
| Activities | <ul style="list-style-type: none"> • Lecture—Nancy discusses elements of a RFP and evaluation criteria for a program with gender dimensions (15 min.) • Small group activity (20 min.) and Report-outs (5 min. per group plus questions): <ul style="list-style-type: none"> ○ Divide into one USAID group and two Partner groups (SO7, SO5) ○ Allocate points to the four components in Handout 10.1 ○ Present your allocation to the group and explain your reasons |
| Key Concepts Discussed | <ul style="list-style-type: none"> • Gender-related RFP elements • Gender-related RFP criteria |
| Input/handouts | Handout 10.1—Gender Evaluation Criteria for Proposals |
| Classroom Resources Required | Three flip charts with easel, markers, masking tape PowerPoint projector |

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 Session 10:
 RFPs for
 Gender-
 Integrated
 Programming:

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 Session 10:
 RFPs for
 Gender-
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 Programming:

A. Technical Approach – 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.

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B. Personnel – 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.

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Programming:



Session 10: RFPs for Gender-Integrated Programming


- **C. Institutional Capability**
- 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.

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C. Institutional Capability

- Demonstrate institutional commitment 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.

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Session 10: RFPs for Gender-Integrated Programming

D. 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.

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Slide 119
Session 10:
RFP Criteria:



Session 10: RFP Criteria

- **Small Group Activity (20 min.) & Report-Outs (5 min. per group + questions):**
 - Divide into 1 USAID Group & 2 Partner Groups (SO7, SO5)
 - Allocate points to the four components in the Session 9 Handouts.
- Present your allocation to the group & explain your reasons.

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- Divide into 1 USAID Group & 2 Partner Groups (SO7, SO5).
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Present your allocation to the group & explain your reasons.

SESSION 10 – HANDOUT 10.1

Gender Evaluation Criteria for Proposals*

The following illustrative evaluation criteria help to 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: 100

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. ___ ()

Footnotes: Page 88

* 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, DC, 2000. (<http://www.prb.org/pdf/GuideIncorpGendrConsid.pdf>)

OVERALL TECHNICAL RATING POINTS _____

| Session 11: Small Grants Considerations | |
|--|---|
| Session Facilitators | Lecturer: Nduta |
| Time | 40 minutes (12:20–1:00) |
| Session Goals | To better understand possible gender-related implementation, deliverables, and monitoring criteria for small grants |
| Activities | <ul style="list-style-type: none"> • Mini-lecture (20 min.) • Plenary discussion of small grants considerations (20 min.) |
| Key Concepts | <ul style="list-style-type: none"> • Sending a clear signal to grant applicants and grantees about the importance of gender mainstreaming • Achieving desired project gender objectives through grantee efforts • Tapping the gender-related creativity of grantees • Achieving reportable gender-related results |
| Output | Gender-related considerations for Requests for Applications (RFAs), manuals, deliverables management, and monitoring |
| Inputs | PowerPoint slides |
| Classroom Resources Required | PowerPoint projector |

Slide 122
Session 11:
Small Grants
Consideration
s:

Slide 123
Session 11:
Small Grants
are Gender
Integration
Opportunities:

Grants can help both grant funders and grantees to:
 IEngage and diversify clients
 IScale up to new areas or livelihood opportunities
 IBetter understand gender issues and constraints via gender analysis (e.g., KCSSP BDS study) and baselines
 IConduct gender-related training or train women
 ICreate gender awareness among staff or clients

Slide 124
Session 11:
Small Grants
Manuals:

ISmall grants manuals set out the objectives and procedures for the small grants programs. They can be used to communicate your project's or your organization's commitment to gender equity to grant applicants and grantees. The Cognizant Technical Officer (CTO) should be sure that gender issues are addressed.
 ISmall grants objectives can include commitments to gender equity and gender integration.
 IIf appropriate, a quota could be set-aside for specific populations, including women or specific sub-groups of women. (CORE program committed to 30% of women projects although implementation realities affected both.)

Slide 125
Session 11:
Small Grants
Manuals:

Session 11: Small Grants Manuals

- They can also set gender-related requirements for grant applications, including gender-related information about the grant applicant's staff, clientele, and experience.
- The grant guidelines can ask grant applicants to describe how they will include, assist, and empower client populations, including both women and men.
- Small grants manuals also tell a grantee how they are expected to report their results. These instructions can specify sex-disaggregated and gender-related reporting.

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Slide 126
Session 11:
Requests for
Applications
(RFAs):

Session 11: Requests for Applications (RFAs)

- RFAs tend to focus on technical outcomes, but they can also be written to include gender equity outcomes.
- Involve a gender specialist in the development of RFAs could complement the inputs of the technical team, the Chief of Party, and the USAID CTO.
- Reach women's businesses, NGOs and CBOs by advertising in different ways. They need to consider when, where, and how they advertise the RFA and not just rely on their usual practices (e.g., timing and location of meetings, inviting communities rather than just leaders, using women's networks, etc.).
- Broaden the pool of applicants by considering capacity-building activities related to grant applications.

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 IBroaden the pool of applicants by considering capacity-building activities related to grant applications.

Slide 127
Session 11:
Small Grants
Review
Criteria:

Session 11: Small Grants Review Criteria

- Criteria derived from Small Grants Manual and Session 10 Contract Criteria:
 - Does the organization understand gender differences and data?
 - Does it have clear strategies for reducing gender-related constraints and expanding opportunities for women?
 - Does it have a track record of including and benefiting both men and women clients?
 - Does it have gender expertise on staff?
 - What is the ratio of male to female staff?
- Weighting of gender-related criteria for the RFA.
- The RFA includes the review criteria and points awarded (see sample RFA). The USAID CTO should also double-check that gender is addressed.

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Slide 128
Session 11:
Small Grants
Review –
Committee
and Process:

Session 11: Small Grants Review—
Committees and Process

- For compliance and technical review committees, consider including both gender experts (male or female) and a balance of men and women.
- A **compliance review** is an administrative step to “weed” out those proposals that do not meet basic criteria (length, annexes—budgets, key personnel, time) for the solicitation. An organization may want to take a closer look at the rejected organizations and see if proposal capacity building or support is needed for those organizations that have strong gender-related capacities.

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Slide 129
Session 11:
Small Grants
Review –
Committee
and Process:

Session 11: Small Grants Review
Committees and Process

- Even when the review criteria includes an organization’s commitment to empowering women, a technical review committee may still need more specific guidance on how to compare grant applicants from a gender perspective.
- For example, PACT could call on grant applicant organizations to demonstrate how they would disaggregate value chain actors, by sex, as part of sector-based value chain analyses. They could also ask grant applicants to address the gender dimensions of value chain functions and governance and explore how the interventions would impact both men and women.
- In comments to rejected grant applicants, the technical review team could help them to better understand, from a gender perspective, what was missing from their application.

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Slide 130
Session 11:
Small Grants
Negotiations:

Session 11: Small Grants
Negotiations

- For those applicants that are successful, the technical review committee can use their comments to clarify gender strategies, gender-related indicators and monitoring, gender capacity of key personnel, budget allocations, and the implementation plan. The input of a gender specialist may be particularly helpful at this stage.
- The grant budget negotiations will need to clarify which gender-related activities can be mainstreamed and which require specific budget allocations, including gender-related capacity building.
- Baseline data collection is often part of a grant. The grants manager should be sure that the grantee has plans for collecting sex-disaggregated and other gender-related information. There are opportunities to conduct baselines as part of program start-up.
- The CTO should initiate dialogue with the grant-making organization if none of the successful grant applications address gender issues.¹²⁷

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Slide 131
Session 11:
Small Grants
Management:

Session 11: Small Grants Management

- A grants manager will typically set up a file for a grantee and include basic information. Gender-related baseline info (e.g., activities, staff, and clients), could be part of the grants management system.
- Sometimes standardized forms and templates are required when grantees submit periodic program and financial reports. These forms could remind grantees to report on gender issues by including a section for gender-related indicators and outcomes.
- The technical team, including staff with gender expertise, should monitor small grants implementation through regular field visits and quarterly reports.
- Funds should be released when progress is satisfactory for gender and other outcomes.

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II Sometimes standardized forms and templates are required when grantees submit periodic program and financial reports. These forms could remind grantees to report on gender issues by including a section for gender-related indicators and outcomes.

III The technical team, including staff with gender expertise, should monitor small grants implementation through regular field visits and quarterly reports.

IV Funds should be released when progress is satisfactory for gender and other outcomes.

Slide 132
Session 11:
Small Grants
Management:

Session 11: Small Grants Management

- The grants manager has the opportunity to build gender-related capacity and encourage cross-learning by grantee organizations, either individually or for a cohort (e.g., KCSSP, KMDP):
 - Gender-related organizational development/institution building support (e.g., gender audit, gender policies and procedures, gender-related capacity building plans)
 - Gender-related program strategies
 - Gender-related performance reporting

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III Gender-related program strategies

IV Gender-related performance reporting

Session 12: Gender Integration Opportunities (GIOs) for ABEO Sub-Sectors, Pairs Brainstorming

| | |
|-------------------------------------|---|
| Session Facilitators | Mary |
| Time | 30 minutes (2:00–2:30) |
| Session Goals | Identify additional GIOs |
| Activities | <ul style="list-style-type: none"> • Participants work for 15 minutes in pairs from the same project (or the same SO). • They use index cards to identify additional GIOs for the current ABEO SOs and projects. One idea is written on each card. • In plenary, the cards are added to clusters identified for the five ABEO sub-sectoral flip charts created during Day 1. • Individual participants use index cards to write down as many gender integration opportunities as possible. They can write down GIOs for both SO5 and SO7 and any project. Each index card should include the SO number and name of project. Each card should have only one idea. (15 min.) <ul style="list-style-type: none"> ○ SO7 — Economic Policy and Business Environment ○ SO7 — Private Sector Competitiveness ○ SO7 — Agricultural Productivity ○ SO7 — Financial Services ○ SO5 — All projects |
| Key Concepts | GIOs |
| Output | Expanded sub-sectoral clusters with additional GIOs on the five ABEO sub-sector flip charts |
| Classroom Resources Required | Index cards Five flip chart sheets with card clusters from Session 6, Day 1 |

Session 13: Gender Action Plans (GAPs), Part A

| | |
|-------------------------------------|---|
| Session Facilitators | Nancy |
| Time | 140 minutes (2:30–4:50) |
| Session Goals | <p>Complete GAPs for four hypothetical ABEO-like projects:</p> <ul style="list-style-type: none"> • Passion Export Project (PEP) • Goat Livelihoods Opportunities Project (GLOP) • Maize Associations Project (MAP) • Watershed Environmental Livelihoods Project (WELP) <p>Prioritize and operationalize gender integration opportunities (GIOs)</p> |
| Activities | <ul style="list-style-type: none"> • Explanation of GAPs (15 min.) (see Handout 13.1) • Small group work (30 min.) <ul style="list-style-type: none"> ○ Participants divide into four project teams. They should create a flip chart that replicates Handout 13.2 (GAP Worksheet #1). Each group will fill in GAP Worksheet #1 for their project, borrowing ideas from the Day 1 brainstorming sessions and other Day 1 session outputs. Using GAP Worksheet #1, each group will identify a minimum of 10 GIOs for each project • Report-outs—each group reports out on their GIOs (5 min. each) and posts their flip charts on the wall (30 min. total) • Plenary prioritization and discussion—all participants will get up and review the identified GIOs. They will use three different colored Post-Its (#1, #2, and #3 choices). Three GIOs will be selected for each project based on top votes. Plenary discussion regarding decision-making criteria and other possible criteria (30 min.) • For the three selected GIOs, each group continues working on its GAP, following Worksheet #2 and using the flip charts (35 min.). The groups will have an additional 60 minutes on Day 3 |
| Key Tools Introduced/Used | Gender action planning |
| Input/handouts | <p>Handout 13.1—Instructions</p> <p>Handouts 13.2. & 13.3—GAP Worksheets 1 and 2, respectively</p> <p>Handout 13.4—Descriptions of four hypothetical ABEO programs</p> <p>Handout 13.5—Gender Facts for Kuzanda</p> |
| Outputs | Completed GAP Worksheet #1; partially completed GAP Worksheet #2 |
| Classroom Resources Required | <p>PowerPoint projector and slides</p> <p>Four flip charts with easels, markers, masking tape</p> |

SESSION 13 – HANDOUT 13.1

Gender Action Plans—Instructions

1. As a group, take 30 minutes to:
 - Review Day 1 outputs and topics, including:
 - Brainstorming of GIOs for five ABEO sub-sectors
 - Gender and economic growth/trade issues for economic sectors
 - Research issues and gender technical assistance
 - Mitigating negative gender-related impacts
 - 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. Review the Gender Facts Box for Kuzanda (Handout 13.5).
 - The group will recreate Handout 13.1 (GAP Worksheet #1) on a flip chart.
 - List the Project Goal, Project Objectives, and Main Activities in the appropriate columns.
 - Think about which of the existing activities have 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.
2. When you finish, we will meet as a plenary group. You will hear five-minute report-outs from each group on their project-related GIOs and we will discuss them for clarification. Each course participant will then use his/her three Post-Its to identify the top three choices for each project. The three GIOs with the top scores will be selected for each project. We will discuss people's decision-making criteria and identify other possible criteria. (30 min. total)
3. Participants will divide back into their four groups and work on GAP Worksheet #2 (Handout 13.3) for the three GIOs selected (35 min.). At the start of Day 3, the groups will have an additional 60 minutes. Each group will then have 20 minutes for its report-out, with 10 minutes of discussion for each group's presentation.

SESSION 13 – HANDOUT 13.2

GAP Worksheet #1

Name of Project:

| Workplan Element | GIOs (You 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 | | |

SESSION 13 – HANDOUT 13.3

GAP 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 | ABEO responsibilities and lead person | Contractor responsibilities and lead person |
|------|--|---------------------------------------|--|---------------------------------------|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

SESSION 13 – HANDOUT 13.4: Hypothetical ABEO Projects

Passion Export Project (PEP)

Project Description:

Based on the optimistic export market outlook for passion fruit products and Mission budget cuts, the PEP will promote the growth of these agro-enterprises in Kuzandan. While whole passion fruit has been exported, primarily to Europe, there has been a lack of innovation in passion fruit products (e.g., juice, jam, fruit “leather,” and flavored yogurt). Project success will be measured in increased sales, increased exports, and increases in jobs for men and women. Work will emphasize the development of regional supply chains, both technology and operational improvements and sustainable agroforestry systems. Policy work for both topics will emphasize expanding opportunities for small- and medium-sized entrepreneurs. The project will focus on areas where there is a high prevalence of HIV.

Project Timeframe: FY 2008–2012

| | |
|--------------------|--|
| Goal | Promote the growth of internationally competitive agro-enterprises for passion fruit that are owned by men and women. |
| Objective 1 | Promote development of competitive export-oriented passion fruit chains. |
| Activity 1.1 | Support development of sustainable public-private partnerships along the value chain. |
| Activity 1.2 | Support development of passion fruit products for specific niche markets, e.g., organic certified or fair trade. |
| Activity 1.3 | Improve conditions of workers in the Kuzandan passion fruit industry. |
| Objective 2 | Improve productivity and increase revenues from domestic and international sales of horticulture in Kuzanda. |
| Activity 2.1 | Improve adoption of appropriate technology for horticulture farms of all sizes. |
| Activity 2.2 | Strengthen the effectiveness of Kuzandan passion fruit producer associations. |
| Activity 2.3 | Improve the provision of business services and technical assistance to small- and medium-sized farms. |

Goat Livelihood Opportunities Project (GLOP)

Project Description:

While considerable progress has been made with improving dairy cattle enterprises, the GLOP aims to increase the competitiveness of small dairy goat enterprises in Kuzanda. Management of high breed goats for milk can be combined with tree planting for fodder production and environmental improvements. The project will focus on training dairy goat farmer groups in modern sustainable animal husbandry, farmer-to-farmer extension skills, as well as business skills development. It will improve horizontal (e.g., drug shops, veterinary services, input suppliers) and vertical services (e.g., milk and cheese buyers, the Kenya Goat Association). It will also support nurseries for fodder tree seedlings. GLOP will also develop local capacity for goat cheese production and transport to domestic and international markets. Besides economic and environmental improvements, GLOP expects to improve the nutritional status of children under five in project areas due to the higher nutritional value of goat's milk.

Project Timeframe: FY 2008–2012

| | |
|--------------------|---|
| Goal | Build the competitiveness and productivity of men and women dairy goat producers. |
| Objective 1 | Improve the capabilities of dairy goat producers. |
| Activity 1.1 | Increase the opportunities for small dairy goat producers to participate in animal husbandry, fodder management, cheese production, and business-related trainings. |
| Activity 1.2 | Identify and disseminate appropriate technological innovations for dairy goat producers and cheese producers. |
| Activity 1.3 | Improve extension services for dairy goat producers and cheese producers. |
| Objective 2 | Increase the number of dairy goat service providers in three pilot provinces. |
| Activity 2.1 | Expand access and affordability of dairy goat veterinary inputs. |
| Activity 2.2 | Increase the supply of fodder seedlings. |
| Activity 2.3 | Improve access to domestic and export markets for goat milk and cheese. |

Maize Associations Project (MAP)

Project Description:

For the foreseeable future, maize will be a staple food for Kuzanda's population. Building on past successes, MAP will focus on the governance issues related to producer and broker associations. The project aims to expand and diversify the membership and leadership of existing producer and broker associations. These institutions have traditionally excluded women. Women seeking inputs for their maize crops have faced sexual harassment from brokers, associations, and extension agents. The focus of activities will be on both organizational policies and cultures, as well as building the leadership capacities of women maize growers.

Project Timeframe: FY 2008–2012

| | |
|--------------------|--|
| Goal | Improve the productivity and competitiveness for both men and women maize smallholders. |
| Objective 1 | Strengthen the effectiveness of maize producer associations. |
| Activity 1.1 | Increase women's access to maize producer and broker associations. |
| Activity 1.2 | Increase women's leadership and enterprise skills. |
| Activity 1.3 | Promote a family business orientation. |
| Objective 2 | Support expansion of improved maize on smallholder farms. |
| Activity 2.1 | Increase service to both men and women by agricultural extension agents. |
| Activity 2.2 | Provide business development services and appropriate technology to producers. |
| Activity 2.3 | Improve market access for producers through credit provision. |

Watershed Environmental Livelihoods Project (WELP)

Project Description:

Rehabilitation of watersheds can provide environmental services to Kuzanda's communities and the natural resources-based enterprises that they can sustain, including potential carbon credits. WELP will work in two targeted watersheds with internationally unique ecosystems that would be attractive to international visitors. These ecosystems also provide the world's only habitat for a plant, *Mozapo robusta*, which has been used locally in a tea that combats malaria. WELP's main goal is to generate sustainable livelihoods for upstream residents from nature-based enterprises, including eco-tourism and herbal medicine collection and processing. WELP also aims to increase upstream-downstream stakeholder dialogue and planning aimed at watershed conservation.

Project Timeframe: FY 2008–2012

| | |
|--------------------|--|
| Goal | Increase sustainable environmental livelihoods and management in targeted watersheds. |
| Objective 1 | Expand sustainable livelihood opportunities for men and women in upstream communities. |
| Activity 1.1 | Increase new, nature-based enterprises related to eco-tourism that helps local community members to diversify their livelihoods. |
| Activity 1.2 | Expand employment opportunities for indigenous communities through the expansion of the eco-tourism sector. |
| Activity 1.3 | Create equitable public-private partnerships and agreements for <i>Mozapo</i> collection, processing, and marketing. |
| Objective 2 | Increase upstream-downstream stakeholder dialogue and management planning for watershed conservation. |
| Activity 2.1 | Improve watershed management planning in the pilot areas. |
| Activity 2.2 | Increase multi-stakeholder dialogue and communication for watershed management activities. |
| Activity 2.3 | Reduce national and local policy barriers to watershed-level planning. |

SESSION 13 – HANDOUT 13.5

Box 1. Gender Facts for Kuzanda

- Both customary and modern laws affect gender relations in Kuzanda. There are ethnic variations for gender roles and relationships. While relations tend to be more traditional in rural areas than in urban areas, others factors such as ethnicity, education, religion, and income come into play. In general, Kuzandan society is both patriarchal and patrilineal.
- Women's roles are subordinated to men's roles in almost all spheres of life and especially in decision-making structures. Men dominate most political and community institutions, including ethnic clans.
- With respect to land rights, men hold 85 percent of land titles in their own names and just ten percent of land titles are held by married couples. Most women access land through their husbands or other male relatives.
- Men and women participate equally in the labor force. However, women tend to have fewer job options and cluster in lower paying, casual labor opportunities in agriculture or the informal sector. Many more women than men work in the informal sector (70 percent vs. 40 percent). Women's wages in all sectors tend to be about three-quarters of men's wages. Many Kuzandan women and men find employment in non-traditional agricultural export industries. About 60 percent of these jobs are seasonal, temporary, or casual positions, and 80 percent of them are held by women.
- Women dominate the micro and small enterprise (MSEs) sector (70 percent) but are often unable to scale up their enterprises. However, men's MSEs tend to be one-third more profitable.
- More women than men in Kuzanda are living below the poverty line, with greater disparities in urban areas.
- In rural areas, women's participation in farming and livestock activities is important. Women contribute up to 80 percent of all labor in food production and 65 percent in cash crop production. However, less than 10 percent benefit from agricultural extension services.
- The division of labor in rural Kuzandan households is highly sex-segmented. Women help in planting, fertilizer application, and weeding and contribute to most of the post-harvest work. Women also keep small kitchen gardens with various vegetables, condiments, shrubs, and trees bearing edible leaves and fruits. In addition to agricultural production, women are responsible for the daily and time-consuming tasks of childcare, food preparation, and water and fuel collection. Men are involved in construction and management activities. Many also seek work in urban areas.
- Both Kuzandan men and women are known worldwide for their handicrafts. Men are known for their weaving and sculptures. Kuzandan women are woodworkers and beaders. Women's greater domestic duties limit their ability to market their handicrafts and increase their dependence on others, including women handicraft intermediaries.
- While women are more often herbalists than men, they earn less money than men from these services. Each sex has a different set of knowledge about plants, and some of women's wild herbal plants are under threat from unsustainable harvesting by outsiders.
- With respect to income, men's income is generally spent on family and personal needs as well as sizable expenses, while women's income is typically devoted to school fees and healthcare costs. Men and women often decide together how to spend women's income, while decisions regarding men's income are not jointly discussed.
- Many Kuzandan women are active members of rural associations, rotating savings and credit groups, and community self-help groups. They often rely on these types of informal networks to enhance their access to resources, income-generating activities, and exchange opportunities.
- Just over one-third of Kuzandan households are female-headed households, and about half of those households are categorized as poor.
- Up to 50 percent of Kuzandan women are estimated to have experienced domestic violence in their lifetimes and most do not report it. This situation affects their freedom of movement and life choices.
- Males and females attend primary and secondary school in similar numbers, but women's enrollment in tertiary education is quite low. There is a literacy gender gap (90 percent among men; 75 percent among women).
- Women's average age at marriage is 20. Rural women are likely to have five children, whereas urban women have smaller families, depending on socioeconomic class and education.

Session 14: Day 2 Review and Day 3 Preview

| | |
|-------------------------------------|---|
| Session Facilitators | Mary |
| Time | 10 minutes (4:50–5:00) |
| Session Goals | <ul style="list-style-type: none">• Sum up Day 2 and preview Day 3 |
| Activities | <ul style="list-style-type: none">• Mini-summary and energizer with group input• Day 3 preview |
| Key Concepts Discussed | Review of Day 3 topics |
| Key Tools Introduced/Used | |
| Inputs/Outputs | Day 2 agenda |
| Classroom Resources Required | PowerPoint projector and slides of Day 2 concepts and accomplishments |

DAY 3

SEPTEMBER 12, 2007

9:00 A.M. – 1:30 P.M.

Session 15: Gender Action Plans (GAPs), Part B

| | |
|-------------------------------------|---|
| Session Facilitators | Nancy |
| Time | 60 minutes (9:00–10:00) |
| Session Goals | <p>Complete GAPs for four hypothetical ABEO projects:</p> <ul style="list-style-type: none"> • Passion Export Project (PEP) • Goat Livelihoods Opportunities Project (GLOP) • Maize Associations Project (MAP) • Watershed Environmental Livelihoods Project (WELP) <p>Prioritize and operationalize gender integration opportunities</p> |
| Activities | <ul style="list-style-type: none"> • Continuation of GAP work on operationalizing the three selected GIOs (60 min.) |
| Key Tools Introduced/Used | Gender action planning |
| Input/handouts | <p>Handout 13.1—GAP Instructions</p> <p>Handout 13.2–13.3—GAP Worksheets #1 and #2 and Instructions</p> <p>Handout 13.4—Descriptions of Four Hypothetical ABEO Programs</p> <p>Handout 13.5—Gender Facts for Kuzanda</p> |
| Outputs | Completed GAP Worksheet #2 |
| Classroom Resources Required | <p>PowerPoint projector and slides</p> <p>Four flip charts with easels, markers, masking tape</p> |

Session 16: Gender Action Plan (GAP), Part C (Report-Outs)

| | |
|-------------------------------------|---|
| Session Facilitators | Nancy |
| Time | 105 minutes (10:00–11:45) (includes 15 min. break at 10:45 after two presentations) |
| Session Goals | Report out on GAPs for four hypothetical ABEO projects: <ul style="list-style-type: none"> • Passion Export Project (PEP) • Goat Livelihoods Opportunities Project (GLOP) • Maize Associations Project (MAP) • Watershed Environmental Livelihoods Project (WELP) |
| Activities | <ul style="list-style-type: none"> • Report-outs on GAPs (each group has 10 min. for presentation and 10 min. for discussion) • Plenary discussion (10 min.) |
| Key Tools Introduced/Used | Gender action planning |
| Input/handouts | Handout 13.1—GAP Instructions Handout 13.2–13.3—GAP Worksheets #1 and #2 and Instructions Handout 13.4—Descriptions of Four Hypothetical ABEO Programs Handout 13.5—Gender Facts for Kuzanda |
| Outputs | Completed GAP Worksheet #2 |
| Classroom Resources Required | PowerPoint projector and slides Four flip charts with easels, markers, masking tape |

Session 17: ABEO Project Gender Action Plans—USAID-Partner Collaboration Opportunities, Challenges, and Commitments

| | |
|-------------------------------------|--|
| Session Facilitators | Nancy |
| Time | 90 minutes (11:45–1:15) |
| Session Goals | <ul style="list-style-type: none"> • Review Gender Integration Opportunity (GIO) clusters identified for actual ABEO Intermediate Results (IRs) (Handout 17.1) • Identify top priority GIOs for ABEO IRs • Identify other GIOs not on Handout 17.1, including Mission-level GIOs • Articulate challenges • Specify individual commitments |
| Activities | <ul style="list-style-type: none"> • Participants divide into the five teams. They first individually review and rank the already-identified ABEO GIOs (5–10 min.). If necessary, missing GIOs can be added for their IR. They then work with others in their teams to come to agreement on the top three GIOs and identify who will lead the effort (30 min. total) • Each team reports out on their top three GIOs and commitments (30 min. total) • Plenary discussion of possible Mission-wide GIOs and how to address challenges (30 min.) |
| Key Tools Introduced/Used | GIOs |
| Input/handouts | Handout 17.1—Typed list of brainstorming GIOs for ABEO activities |
| Outputs | Flip chart list of ABEO GIO commitments |
| Classroom Resources Required | PowerPoint projector and slides Five flip charts and easels, markers, masking tape |

Session 18: Closing Session and Evaluation

| | |
|---|---|
| Session Facilitators | Nancy |
| Time | 15 minutes (1:15–1:30) |
| Session Goals | Sum up Days 1, 2, and 3 with participant feedback |
| Activities | <ul style="list-style-type: none">• Closing review (Nancy) (5 min.)• Closing remarks (USAID—A. Fleming or B. Wamalwa) (5 min.)• Evaluation form provided (5 min.) |
| Key Concepts and Tools Discussed | All |
| Input/handouts | Evaluation form |
| Outputs | Completed evaluation forms |
| Classroom Resources Required | PowerPoint projector and summary slides |

WORKSHOP EVALUATION SEPTEMBER 10–12, 2007

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.

Please circle your SO Team: S07 S05 Other (specify):

| Sept. 10 Day 1 | 4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting | Comments/ Constructive Suggestions |
|--|--|---------------------------------------|
| Session 1 Welcome and Introductions | | |
| Session 2 Gender 101 | | |
| Session 3 How Gender Issues Influence Economic Growth/Trade- Related Activities | | |
| Session 4 How Economic Growth/Trade- Related Activities Impact Gender Relations | | |
| Session 5 Gender- Sensitive Program Monitoring Objectives and Indicators | | |
| Session 6 GIOs for ABEO SOs & Projects, Individual Brainstorming | | |
| Session 7 Day 1 Review | | |

| Sept. 11 Day 2 | 4 = Very useful/interesting 3 = Moderately useful/interesting 2 = Slightly useful/interesting 1 = Not at all useful/interesting | Comments/ Constructive Suggestions |
|---|--|---|
| Session 8 Day 2 Overview | | |
| Session 9 Obtaining Useful Gender Reports: Gender Analysis and Consultant SOWs | | |
| Session 10 RFPs for Gender- Integrated Programming | | |
| Session 11 Small Grants Considerations | | |
| Session 12 GIOs for ABEO SOs & Projects, Pairs Brainstorming | | |
| Session 13 GAPs, Part A | | |
| Session 14 Day 2 Review & Day 3 Preview | | |
| Sept. 12 Day 3 | | |
| Session 15 GAPs, Part B | | |
| Session 16 GAP Report- Outs | | |
| Session 17 ABEO GAPs: USAID-Partner Collaboration Opportunities, Challenges, & Commitments | | |
| Session 18 Closing Session & Evaluations | | |
| What did you learn that you can apply to your day-to-day work? | | |

ANNEX 1. GENDER TERMINOLOGY

| Term | Definition |
|--|--|
| Sex | Sex refers to the biological characteristics that define humans as female or male. |
| Gender | 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, and 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. For example, childbearing is a female sex role because men cannot bear children. Although both men and women can rear children, these duties are socially assigned. |
| Gender Relations | A term that emphasizes the relationship between men and women as demonstrated by their respective roles in power sharing, decision making, the division of labor, returns to labor, both within the household and in the society at large. |
| Gender Mainstreaming or Integrating | <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, decision making, 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 (i.e., structural factors); 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 Stereotyping | The portrayal, in media or books or conversations, of socially assigned gender roles as "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 (i.e., 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 decision making). |
| 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; education; 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 very 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 situation 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 the different roles that women and men play in society and the fact that they often have different needs. |
| Practical Gender Needs and Strategic Gender Interests | A two-part typology developed by Caroline Moser (1993) with Practical Gender Needs (PGNs) and Strategic Gender Interests (SGIs). PGNs are those needs that have been 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, healthcare, and employment). They do not challenge gender divisions of labor and women's subordinate position in society. In contrast, Strategic Gender Interests (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 as legal rights, domestic violence, equal wages, and women's control over their bodies). |

Sources:

Moser, C. Gender Planning and Development: Theory, Practice, and Training. Routledge, London, UK, 1993.
www.bigpond.com.kh/users/gad/glossary/gender.htm
global.finland.fi/julkaisut/taustat/nav_gender/glossary.htm
www.un-instraw.org

ANNEX 2. TRADE TERMINOLOGY

| Term | Definition |
|--|--|
| Agreement on Agriculture | World Trade Organization (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 them, 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 impedes this. 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 | Trade integration is 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 | Trade liberalization is the reduction of tariffs and removal or relaxation of non-tariff barriers. |
| Trade policy | Trade policy is 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 multi-lateral 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. |

Sources:

Malhotra, Kamal. Making Global Trade Work for People. United Nations Development Programme. Earthscan Publications, UK and USA, 2003.

Williams, Mariama. Gender Mainstreaming in the Multilateral Trading System: A Handbook for Policy-Makers and other Stakeholders. Commonwealth Secretariat, London, UK, 2003.

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

| Agriculture, Environment, 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's 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 to 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, 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, Labor | |
|--|--|
| <p>Legal Reforms Related to Governance, Transparency, and Inter-Agency Coordination</p> <ul style="list-style-type: none"> • 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 the government. • Number of gender-related civil society concerns included in the government's trade deliberations. | <p>Labor Laws, Unions, Living Wage Reform</p> <ul style="list-style-type: none"> • 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. • 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. <p>Informal Workers</p> <ul style="list-style-type: none"> • 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, and 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 SMEs 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 “un-gendered” 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 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 IT-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, and pricing and strategic linkages with other firms or sub-sectors, disaggregated by the size of enterprise and sex of owner.

Services Development—Health, Education

Mobility and Transport

- Number of initiatives incorporated into project to address mobility concerns.
- Survey of time spent to receive healthcare 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 Personal Digital Assistant (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 gender (for producer and consumer). Annual income of practitioners (prior to and after intervention), disaggregated by sex.
- 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. GENDER INTEGRATION STRATEGIES FOR TRADE (GIST) TABLES FOR ECONOMIC GROWTH PROGRAMS

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 not surprising 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) 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 a women’s legal association or nongovernmental organization (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 the 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>Indicators:</p> <p>New language or discussions emanating from trade policymakers as newly trained staff become engaged in trade policy discussions.</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> | discussions. |
| <p>Gender Issues:</p> <p>How are civil society and NGO actors engaged in working with the government of Kenya 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 the government.</p> <p>Number of gender-related civil society concerns included in the 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 |
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| <p>Gender Issues:</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>Project Design and Implementation Approaches:</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>Conduct regulatory reform work to ensure continued affordability and accessibility of service.</p> | <p>Indicators:</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>Gender Issues:</p> <p>How will women's responsibilities at home and in paid work affect their ability to receive training?</p> | <p>Project Design and Implementation Approaches:</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., use accessible locations that can be reached by public transport and 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>Indicators:</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>Gender Issues:</p> <p>How might women's mobility affect their ability to access ICT?</p> | <p>Project Design and Implementation Approaches:</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</p> | <p>Indicators:</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> |

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| | <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>Conduct 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 the 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 an 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> |

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| | 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 local languages?</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., hold 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> |

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| <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>Analyze 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 (e.g., 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 nongovernmental organizations (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> |

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| <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 requirements for women to receive loans, etc.)?</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>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>Indicators:</p> <p>Number of gender-sensitive policies implemented or passed in areas that will assist entrepreneurs.</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:</p> <p>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:</p> <p>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</p> | <p>Indicators:</p> <p>Number and percentage of local women and men involved in decision making 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> |

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| | women. | |
| <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 |
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| <p>Gender Issues:</p> <p>Will the strategy reach low-income women and poor women?</p> | <p>Project Design and Implementation Approaches:</p> <p>Target sectors and crops with a high concentration of low-income women as farmers or paid laborers.</p> | <p>Indicators:</p> <p>Percent of farmers and paid laborers in the selected sector who are women.</p> |
| <p>Gender Issues:</p> <p>Is the overall strategy aligned with low-income women's income-generating and asset development goals?</p> | <p>Project Design and Implementation Approaches:</p> <p>Conduct analysis of target population's livelihood strategies and identify effective women's livelihood strategies.</p> <p>Target markets and related productivity enhancements toward low-income women's goals—for example, risk diversification or higher returns per hour of labor rather than labor and resource intensification.</p> | <p>Indicators:</p> <p>Establish targets according to identified strategies.</p> <p>Consider indicators such as improved labor productivity (not just increased output)</p> |
| <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</p> | <p>Project Design and Implementation Approaches:</p> <p>Develop cash crops for cultivation that would be considered appropriate for</p> | <p>Indicators:</p> <p>Number and percentage of participants cultivating cash</p> |

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| <p>and/or cash crops?</p> | <p>women to cultivate and enable them to balance household and production responsibilities.</p> | <p>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> <p>Change in women's or household's income and consumption.</p> |
| <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 initiatives.</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> |

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| <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., changes in lending, collateral, etc.).</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> |
| <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 on 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</p> | <p>Project Design and Implementation Approaches:</p> <p>Analyze increased competition and</p> | <p>Indicators:</p> <p>Number of women who gained</p> |

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| <p>traditional markets or trading activities be affected by project activities? For example, will women face more competition in their traditional market crop?*</p> | <p>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>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, <http://www.Ausaid.gov.au>, 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 |
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| <p>Gender Issues:</p> <p>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:</p> <p>Analyze labor rights abuses and workplace violations.</p> <p>Initiate legal rights project to assist workers whose right have been violated.</p> <p>Design advocacy project to implement or enforce codes of conduct in the industry.</p> | <p>Indicators:</p> <p>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:</p> <p>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:</p> <p>Work with industry on gender-specific codes of conduct (such as including sexual harassment within the industry codes).</p> <p>Provide educational training for workers on how to contend with sexual harassment, gender, and labor rights.</p> <p>Train workers on their options if their rights are violated—awareness of resources, laws, etc.</p> <p>Conduct policy work to create stronger labor laws, better enforcement, or avenues for redress for workers.</p> | <p>Indicators:</p> <p>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:</p> <p>Are factory owners aware of labor rights compliance, specifically gender-related labor rights issues?</p> | <p>Project Design and Implementation Approaches:</p> <p>Train factory owners on compliance with labor standards [could be done in partnership with labor groups or nongovernmental organizations (NGOs) active in this area].</p> | <p>Indicators:</p> <p>Number of business owners trained on workers rights and women’s rights, disaggregated by sex.</p> |
| <p>Gender Issues:</p> <p>What is the percentage of male and female members of Kenyan unions? What percentage of union</p> | <p>Project Design and Implementation Approaches:</p> <p>Provide leadership training for women labor activists.</p> | <p>Indicators:</p> <p>Number of trained labor activists that gain higher positions within the union, disaggregated by sex.</p> |

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| members in leadership positions within the union are male? What percentage of union members in leadership positions within the union are female? | Carry out an educational campaign for trade unionists on worker's rights, women's rights, and equality within unions. | disaggregated by sex. |
| <p>Gender Issues:</p> <p>Is work informalization increasing within some sectors? Are there sex-based differences in casual workers, home workers, and within the sectors?</p> | <p>Project Design and Implementation Approaches:</p> <p>Collect data on informal work, including the numbers of informal and home-based workers and wage incomes and working conditions in the sector and compared with formal work sectors.</p> <p>Carry out program to assist with 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; healthcare assistance; child-care assistance; and assistance with the provision of food and shelter.</p> <p>Conduct 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:</p> <p>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:</p> <p>Are workers paid a living wage?*</p> | <p>Project Design and Implementation Approaches:</p> <p>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>Conduct policy work to mandate a living wage as the minimum wage.</p> | <p>Indicators:</p> <p>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:</p> <p>What are the effects of the trade policy/project for workers? Do the effects differ</p> | <p>Project Design and Implementation Approaches:</p> <p>Conduct labor impact assessment (LIAs) of trade policy/project.</p> | <p>Indicators:</p> <p>Number of LIAs conducted for proposed policy and project.</p> |

Footnotes: Page 137

*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.

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| for men and women? | Address any gender differences in benefits or adverse consequences. Promote policy reforms to require LIAs of trade policy/project. | Number of gender-sensitive policy reforms implemented regarding LIAs. |
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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 |
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| <p>Gender Issues:</p> <p>Are men or women responsible for gathering forest products and water and for commercial and subsistence fishing?</p> | <p>Project Design and Implementation Approaches:</p> <p>Conduct gender analysis of natural resource management.</p> | <p>Indicators:</p> <p>Changes in type of resources and intensity of use and need for resources, disaggregated by sex.</p> |
| <p>Gender Issues:</p> <p>How dependent are men and women on the resources targeted by the project for conservation or management?</p> | <p>Project Design and Implementation Approaches:</p> <p>Carry out participatory research on how men and women use and depend on resources targeted for conservation.</p> <p>Make use of readily available alternatives.</p> | <p>Indicators:</p> <p>Changes in perceptions about natural resource problems and solutions, disaggregated by sex.</p> |
| <p>Gender Issues:</p> <p>Will women's traditional knowledge be integrated into environmental management practices initiated by the project?</p> | <p>Project Design and Implementation Approaches:</p> <p>Document traditional knowledge to preserve it.</p> <p>Hire men and women to manage community resources, educate others about traditional knowledge, as well as sustainable resources management.</p> | <p>Indicators:</p> <p>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:</p> <p>Will the introduction of new environmental practices or technology displace men's or women's traditional livelihoods?</p> | <p>Project Design and Implementation Approaches:</p> <p>Hire those displaced by new technology to administer new technology and/or to educate other community members about new conservation practices.</p> | <p>Indicators:</p> <p>Number of people who can no longer practice traditional livelihoods after adopting new environmental practices or technology, disaggregated by sex.</p> |
| <p>Gender Issues:</p> <p>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:</p> <p>Conduct stakeholder analysis and surveys or Participatory Rural Appraisal (PRA) interviews about respective views of natural resources, which would then be integrated</p> | <p>Indicators:</p> <p>Number of recommendations integrated into project design.</p> <p>Focus group and stakeholder interviews after project implementation to gauge satisfaction.</p> |

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| | into project design. | |
| <p>Gender Issues:</p> <p>Will women's or men's workload increase as a result of project involvement?</p> | <p>Project Design and Implementation Approaches:</p> <p>Collect time-use data for target beneficiaries, disaggregated by sex (prior to and following project launch).</p> <p>Conduct cost-benefit analysis of beneficiaries' involvement in the project.</p> | <p>Indicators:</p> <p>Time and task allocation and hours worked, disaggregated by sex.</p> <p>Report findings of cost-benefits for participants.</p> |
| <p>Gender Issues:</p> <p>Are men and women involved in selecting and designing environmental 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 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).</p> | <p>Indicators:</p> <p>Number of beneficiaries consulted in the design of the project, disaggregated by sex, income, and age.</p> <p>Number of beneficiaries on the community council, disaggregated by sex.</p> <p>Number of times and ways in which councils are involved in the projects.</p> |
| <p>Gender Issues:</p> <p>Do men and women differ in their willingness to pay for environmental innovations? How does this affect their availability?</p> | <p>Project Design and Implementation Approaches:</p> <p>Conduct policy work to defray the usage costs for low-income residents through cost-reallocation, tax incentives, etc.</p> | <p>Indicators:</p> <p>Changes in willingness to pay for environmental innovations, disaggregated by sex.</p> <p>Number of gender-sensitive policy measures implemented or passed that reduce costs for low-income residents.</p> |
| <p>Gender Issues:</p> <p>What are the effects of the trade policy/project for low-income community members? Do the effects differ for men and women?</p> | <p>Project Design and Implementation Approaches:</p> <p>Conduct environmental impact assessment (EIAs) of trade policy/project.</p> <p>Address any gender differences in benefits or adverse consequences.</p> <p>Promote policy reforms to require EIAs of trade policy/project.</p> | <p>Indicators:</p> <p>Number of EIAs conducted.</p> <p>Number of projects/policies modified to address gender differences.</p> <p>Number of policy reforms implemented regarding EIAs.</p> |

GIST TABLE 9: TOURISM SECTOR DEVELOPMENT

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

| Gender Issues | Project Design and Implementation Approaches | Indicators |
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| <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>Conduct gender training for tourism operators, tourist business owners, and others.</p> <p>Conduct management and skills development training for women employees in the 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>Analyze emerging opportunities in the tourism industry as well as absorption rate and sustainability of jobs.</p> <p>Analyze 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>Train tourism officials to assist them in developing gender-sensitive tourism materials.</p> <p>Develop women-only tourism initiatives. Train women to work at them</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 attitudes, disaggregated by sex.</p> |

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| | <p>them.</p> <p>Bring in advertising/marketing team that markets to women tourists to develop alternative tourism materials.</p> <p>Conduct gender and diversity training for workers to understand how to interact with single female travelers and/or travelers from different ethnic, racial, or religious backgrounds.</p> | <p>Number of new jobs created in women-only tourism ventures.</p> |
| <p>Gender Issues:</p> <p>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:</p> <p>Analyze 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:</p> <p>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:</p> <p>Are there forward and backward linkages to other activities such as handicrafts?</p> | <p>Project Design and Implementation Approaches:</p> <p>Consciously link tourism project to handicrafts, small hotels, eco-tourism, and other traditional/cultural activities.</p> | <p>Indicators:</p> <p>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:</p> <p>Are men and women trained in foreign languages, marketing, or other activities that could increase linkages?</p> | <p>Project Design and Implementation Approaches:</p> <p>Bring in private sector or nonprofit groups to train participants in ancillary tourism jobs, such as language skills, marketing, and other endeavors.</p> | <p>Indicators:</p> <p>Number of training participants, disaggregated by sex.</p> |

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

GENDER INFORMATION SOURCES FOR ABEO/TRADE-RELATED ACTIVITIES

For most countries, there are a number of national and international options for data sources. International and national statistics can help Strategic Objective (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 (PI) | Food Security (FS) | Health and Demographics (HD) | Education (ED) | Labor Markets (LM) |
|---|-----------------------------|--------------------|------------------------------|----------------|--------------------|
| National Household Survey Data | PI X | FS | HD X | ED X | LM X |
| National Labor Force Surveys | PI | FS X | HD | ED | LM X |
| Data from National Education Ministries | PI | FS | HD | ED X | LM |
| Data from National Accounts | PI | FS | HD | ED X | LM |
| National Health Care Agencies Data | PI | FS | HD X | ED | LM |
| World Bank Living Standards Measurement Study (LSMS) | PI X | FS X | HD X | ED X | LM X |
| World Bank, World Development Indicators | PI | FS | HD X | ED X | LM X |
| Demographic and Health Surveys | PI | FS X | HD X | ED | LM |
| International Labor Organization (ILO) Health Data on Occupational Injuries | PI | FS | HD | ED | LM X |

Websites Related to Gender and Trade

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

Kenya Women's Organizations Related to ABEO Activities

African Women Agribusiness Network - East Africa (AWAN-EA)
P.O Box 76390, Nairobi, 0508, Kenya

Country Microenterpreneurs Women Association of Kenya
P.O. Box 4082, Nakuru, Kenya

Kenya Women Finance Trust
Nairobi, P.O. Box 55919, Kenya

Women's Network Centre
P.O. Box 88739, Mombasa, Kenya

Kenya National Farmers' Union (KNFU)
P.O. Box 43148,
00100 Nairobi

(More than 300 women's self-help groups in more than 40 districts are involved in income-generating activities, including poultry, zero-grazing, soap-making, tree nurseries, horticulture, "posho" mills, water harvesting/irrigation, and handcrafts.)

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| Women's Entrepreneurship and Access to Markets Guidance |
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| <p>Swiss Development Corporation (SDC)—Gender-Oriented Entrepreneurship Promotion—Strategies and Tools Along the Project Cycle. (http://www.sdc-gov.ch)</p> <p>SDC has recently produced a set of documents that progressively refine a gender-oriented approach to entrepreneurship promotion. The most recent document is a useful practitioner's guide for those designing a gender-balanced small enterprise development project or redesigning an existing project. Part I covers a wide range of gender-sensitive strategic analyses and approaches that can be used for planning, implementing, and monitoring activities related to women's entrepreneurial activities. Given that many entrepreneur promotion activities are now looking for sex-disaggregated and gender-sensitive performance indicators, this manual provides many useful suggestions. Part II presents a set of practical tools, including worksheets and questionnaires, which can be adapted by practitioners for analyzing specific circumstances. The earlier documents include an issue paper for a 1999 SDC workshop on this topic (Gehriger, 1999), a subsequent evaluation of Swiss contact's global project experience in this area (Gminder and Stetter, 2001) and a conceptual framework for the topic (Gminder, 2003).</p> <p>(Citations: Ulrike Gminder, C.U. 2003. <i>Gender-Oriented Entrepreneurship Promotion: Strategies and Tools Along the Project Cycle – An SDC Manual for Practitioners</i>. SDC, Berne; Gminder, C.U. 2003. <i>Theses on Gender-Oriented Entrepreneurship</i>, SDC, Berne; Gminder, C.U. and H. Stetter. 2001. <i>Analysis of Swisscontact's Experience in the Promotion of Women Entrepreneurs in Micro-, Small- and Medium-Sized Enterprises</i>. Issue Paper No. 6. SDC, Berne; Gehriger, A. 1999. <i>The Gender Approach in Small Enterprise Development</i>. Issue Paper 1. SDC, Berne.)</p> |
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| <p>GTZ - <i>Gender-Sourcebook for the Priority Sector "Economic Reform and Development of Market System"</i> (includes cases) http://www.wiram.de/gendersourcebook/fram-oben1.htm</p> |
| <p>International Finance Corporation (IFC). <i>Small & Medium Enterprise Toolkit</i>. Washington, DC: IFC, 2002.</p> |
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Info/training kit covering various subjects including business, gender equality, small enterprises

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<http://www.gdrc.org/icm/wind/gendersjonson.html>

Gender and Agriculture, Natural Resources Guidance

ECOGEN -Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management. *Barbara Thomas-Slayter, Andrea Lee Esser and M. Dale Shields.* July, 1993. 44 pp. English and Spanish - \$ 6.00, Russian (xerox) - \$4.00

This guide focuses on ways gender analysis helps to increase the effectiveness of development for sustainable resource management. It presents an overview of gender considerations and suggests analytical tools for development professionals in NGO and government and international organizations to increase the effectiveness and sustainability of project activities. The primary goal is to make policy and program specialists aware of simple and inexpensive tools to incorporate gender concerns into development.

SEAGA Gender Analysis - Guides (FAO) include: Irrigation, Livestock planning with a Gender and HIV/AIDS Lens, Rural Households and Resources: a Guide for Extension Workers; Rural Households and Resources: a Pocket Guide for Extension Workers; Addressing HIV/AIDS through Agriculture and Natural Resources Sectors; Micro-Finance; Gender-Disaggregated Data for Agriculture and Rural Development. (www.fao.org/sd/seaga/index_en.htm)

World Bank. Gender in Agriculture Learning Module

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER>

Includes Sub-Sectors: Agrarian Reform, Land Tenure and Registration ,Agricultural Education and Training , Agricultural Extension , Agricultural Research Agricultural Sector Adjustment Lending , Credit and Financial Services, Forestry, Input Supply, Irrigation, Livestock, Marketing, Natural Resource Management

FAO: Improving extension work with rural women

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