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# **Final Report: Gender Integration Training for the USAID/EGAT/AGR Office and its Partners**

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# **Final Report: Gender Integration Training for the USAID/EGAT/AGR office and its partners**

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**DISCLAIMER:**

**The Author's 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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## Acronyms

AGR	Office of Agriculture
EGAT	Economic Growth, Agriculture, and Trade
GL CRSP	Global Livestock Collaborative Research Support Program
ME	Management Entity
PI	Principal Investigator
USAID	United States Agency for International Development
WID	Office of Women in Development

### I. Overview

In 2004, the Office of Agriculture requested a series of trainings on gender integration to be developed for its office staff in Washington, agriculture officers in missions, and its partners. The request was based on a desire to improve the integration of gender into office programs, activities, policies, and monitoring and evaluation systems as well as on recommendations in the draft Agriculture Office Gender Assessment that was presented to the office in April 2004.

Four training activities were developed and carried out between April 2004 and June 2005, as listed below. In addition, the process led to a request under a different task order of the WID IQC to provide an additional “training preview” presentation to an audience of CRSP Directors during their meeting in Washington in June 2005.

The four trainings prepared under TDY 05I included:

1. On June 29, 2004, a four hour training workshop was held for USAID/Washington Agriculture and Natural Resource Management office staff. It was attended by 22 AGR and NRM staff members, of which 15 were men and 7 were women. The session was led by two consultants. There were three additional observers, two from the WID office and one from the WID IQC.<sup>1</sup>
2. On December 16, 2004, a one hour presentation was made by the consultant as part of a session within the week-long training prepared by IBM for USAID EGAT AGR and NRM staff visiting Washington from field missions.
3. On January 21, 2005 the consultant gave a “training preview” workshop to the Global Livestock Collaborative Research Support Program (GL CRSP) Program Advisory Committee (PAC) composed of five men, and principal investigators (PIs) including six men and four women, and Management Entity (ME) staff members, including the project director and assistant director, and budget analyst, consisting of one man and two women. The total number was eighteen people, twelve men and six women.
4. From June 22-26, 2005, the consultant provided two four hour training workshops and three one hour follow up sessions were given to the GL CRSP researchers as part of their annual research conference in Dublin, Ireland (see participant list, Appendix A). Participants

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<sup>1</sup> The final report on this training workshop was submitted to DevTech Systems on July 29, 2004.

included thirty-two men and fifteen women of which thirty were researchers and two were staff members from the CRSP ME.

In addition to the presentations and handouts included in this report, participants at each of the trainings received a CD-ROM with full text sources and bibliographic references on gender integration into agriculture and NRM.

Each of the training sessions was a different length of time and was presented to a different type of audience, requiring adjustments and changes to the presentation as well as the exercises and background materials provided.

## **II. Summary of December 2004 Presentation at EGAT officers training**

A one hour presentation on gender integration, “Integrating Gender: What → Why → How” was developed as part of a four day training program given to USAID agriculture and natural resource management staff members from December 13-16, 2004 (see Appendix B). The overall training was coordinated by IBM.

The gender presentation was given on the morning of the final day of the training (December 16) as part of a session entitled “Programming Challenges” on new Agency directives and the programming challenges they raise for Agriculture and Natural Resource Management. Speakers in the first portion of the session, “USAID Program Directions” included John Becker (PPC) speaking about the White Paper and the Agriculture Strategy, Phil Steffen (EGAT/AG) speaking about the then recently released Fragile States Strategy, and David Hess, speaking about the NRM office strategy.

The goal of the presentation was to cover key definitions on sex and gender, to provide an understanding of the argument in favor of gender integration from both a legal and development perspective, and to briefly outline the process by which USAID staff can integrate gender considerations throughout the activity cycle, from design to implementation and through evaluation. In addition, the presentation raised several questions relating the central issues of gender integration to the new development framework addressed by the White Paper and the new Fragile States Strategy.

The format of the presentation permitted questions and discussion throughout. Including a discussion of gender integration into this session definitely emphasized the importance of the issue to the audience, despite the relatively brief time period allocated to it – however, the evaluation (see below) recommended shifting the gender presentation in the future to a session addressing human capital.

A general evaluation of the entire morning session was carried out by IBM. The evaluation survey rated each module on a six point scale and the gender presentation, which followed the presentations that received the highest marks for the entire course, received a mark of 4.83, against an average score for the modules of 4.90.<sup>2</sup> (See also section V).

The IBM report concluded that:

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<sup>2</sup> Memo to the EGAT training team from IBM, 27 January 2005, “Evaluation of Dec. 13 - 16, 2004 Agriculture and Natural Resource Management Course.”

This is a good topic area for the workshop, and more emphasis on gender indicators and measurement tools (e.g. distributional benefits in Ag and NRM) would be useful. This session needs to be moved to a more appropriate time slot, e.g. human capital session.

### **III. Summary of January 2005 “Training Preview” Workshop for Global Livestock Collaborative Research (CRSP) Support Program**

The Global Livestock CRSP held a meeting of its advisory board and Principal Investigators (PIs) in California in January, 2005 with the purpose of reviewing the progress of the program’s research activities and planning the biennial research conference. As part of the planning efforts, the CRSP Project Director requested support from the WID IQC for a consultant to present an overview of the gender integration training process, referred to here as a “training preview.” The presentation for the two hour session is attached (see Appendix 2). The goals for the session included:

- Explanation of current expectations on gender integration at USAID
- Provision of an overview of key concepts and approaches to gender integration
- Application of the concepts with an exercise on reporting about gender
- Discussion of options for the gender training to be held at the Dublin conference in June 2005.

Two exercises were presented. The group was very vocal during the “Vote with your feet” exercise – unwilling to take one side or the other, but quite creative in arguing for nuanced perspectives. There was not sufficient time to do a substantive case study. Instead, an exercise to improve reporting on gender issues was developed from materials that the PIs had already submitted (see Appendix C). The exercise was intended to help them broaden their understanding of ways to report on gender issues so that they included not only sex-disaggregated training and employment figures, but also how they have addressed gender based constraints in their research activities or on gender issues that they are researching.

After the presentation, the advisory group and PIs agreed that the wider group of CRSP researchers would benefit from a half-day workshop and requested support from the WID IQC to prepare general two half-day gender trainings at the June 2005 workshop as well as to hold additional consultations with several of the research teams on issues specifically related to their work plans.

Overall, the evaluation comments were very positive about the content of the presentation and particularly on the use of the “Vote with your feet” exercise (see Appendix C). There was less agreement about the exercise on reporting, with some participants appreciating the emphasis on reporting and use of GL CRSP examples, while others preferred a wider perspective and use of more general examples.

### **IV. Summary of June 2005 Training Workshop for Global Livestock Collaborative Research (CRSP) Support Program**

Two different training activities were carried out during the Global Livestock Research Conference: two training workshop sessions (four hours each) were held for all the CRSP researchers, grouped by project, followed by hour long sessions with three of the research

teams to discuss their specific research activities and to identify how to integrate gender into their work plans (see agenda in Appendix D).

The workshop presentation was redesigned from earlier versions to emphasize research issues rather than development interventions and information about USAID and the ADS was shortened, in line with comments received during the January training preview. The purpose of the four hour workshop was to:

- Provide a brief overview of the background of gender integration efforts at USAID and current requirements
- Introduce and clarify gender concepts
- Work with examples and case study materials to analyze gender relations in a development context and analyze how they affect research
- Introduce ways to address gender integration in research proposals, work plans, and reporting

Two new examples were constructed to be used in the gender continuum example as previous ones had not addressed agricultural issues or pastoralist communities. The discussions surrounding the gender continuum were quite lively, especially as one of the examples featured a case from Mongolia that was known to the Mongolian researchers.

In addition, a new case study was developed based on an actual project to train animal health care workers in a rural pastoral community in the Sudan. The case study needs some additional refinement, however, if it would be used again to distinguish more clearly between 1) research objectives and development objectives and 2) normative statements and actual practice in the region. Although the intent of the exercise was to illuminate how missing information that affects the outcome of a development intervention could become the subject of research questions, the participants, all of whom are researchers, found it difficult to translate the gender issues identified in the implementation of the intervention into lessons that they could apply for the development of their research projects. There was also some disagreement about whether it would be better to use examples from the GL CRSP itself or to use successful (rather than problematic) examples from other development efforts.

Other than these questions about the case study, the responses to the presentations were quite positive and the participants expressed appreciation for the opportunity to discuss the topic of gender integration.

Separate discussions with three of the research programs identified attempted to assist those researchers in identifying ways to clarify options for integrating gender into their research activities, e.g., in increasing participation of both men and women into the focus groups and/or community activities (SUMAWA), by increasing basic documentation of gender relations in regions where little has been published (WOOL), or by identifying ways to gain additional analysis and publications on gender issues from data already collected (PARIMA).

#### **IV. Evaluations and Recommendations for the Future**

The overall response to the trainings, as reported in the evaluation forms, was very positive. People generally felt that the topic was important and the content useful. In each case, there was little consensus about the exercises and the case studies. “Vote with your feet” exercises were well-liked when used to get the group discussion started. Small group discussions were generally

liked as well, since they offered opportunities for people to talk about the issues more easily than in the larger group session.

The June training for researchers raised several important points for future consideration:

### **1. Designing a training relevant to researchers**

The most difficult aspect of the June training was designing the exercises to be relevant to those who are carrying out research that is not itself directly oriented towards gender issues. Some issues are clearly relevant and easily accepted, such as encouraging both men and women to apply for and carry out various research and management tasks, to elicit information from both men and women in surveys and participatory exercises such as focus groups, sometimes in same sex groupings, and the need to report sex-disaggregated data on training, staffing, and other implementation topics. A more difficult task is applying the USAID ADS questions to research instead of implementation activities and finding appropriate examples to use. The ADS requirements are oriented towards the USAID project cycle rather than a research work plan, and do not translate easily.

Another request was to provide examples of “successful efforts of gender integration in research.” This too is difficult to document when the research topic is not directly studying gender.

A third topic for additional consideration is developing an exercise related to gender-sensitive policy research.

### **2. Actual examples or modified case studies**

A second issue in dealing with the researchers focused on whether it was more helpful to use GL CRSP examples (in this case) or other examples. On the one hand, using a GL CRSP activity to highlight problems with gender integration might have been perceived as unfairly singling out one project team over another. On the other hand, using non-CRSP examples allowed the group as a whole to distance the example from their own work by overly focusing on questions about the validity of the data used rather than the process of gender analysis. One possibility might be to illustrate problems by referring to earlier, completed CRSP projects that did not involve any currently active researchers.

Another possibility – as several participants suggested – would be to highlight successful examples and to ask groups to consider how their own projects could be made to look more like the successful ones.

### **3. Fine-tuning the training for different levels of expertise**

Although only one participant directly addressed this point in the evaluations, it is an important one. It came up implicitly among those who were critical of the use of “jargon” as well as by the one person who thought the level of the presentation was pitched too low. The facilitator needs to be clear about how those who are more knowledgeable can help to achieve the objectives of the workshop.

### **4. Subsector-specific and country relevant documentation**

Compilation of additional subsectoral and country relevant studies on gender would be helpful to researchers.

#### **5. Follow-up on use of the CD Rom**

Participants were pleased to receive the CD Rom of gender resources, but the relatively short time period of the workshop did not permit much discussion of its contents or how to use them. It would be useful to the trainers to know if and how the CD is being used and what additional materials are needed, especially to fill the needs of researchers.

**Appendix A: Training Participants****I. January 21, 2005, Napa Valley, CA**

<b>Name</b>	<b>Position</b>	<b>Sex</b>
Gilles Bergeron	PAC	M
Salvador Fernandez-Rivera	PAC	M
Robin Mearns	PAC	M
Dennis Poppi	PAC	M
Ahmed Sidahmed	PAC	M
Lindsay Allen	PI	F
Layne Coppock	PI	M
Judith Ernst	PI	F
Lisa Graumllich	PI	F
Grace Marquis	PI	F
John McPeak	PI	M
Scott Miller	PI	M
Robert Stobart	PI	M
Jerry Stuth	PI	M
Montague Demment	ME	M
Susan Johnson	ME	M
Cathy Miller	ME	F
Total	18	M = 12 F = 6

**2. June 22-25, 2005, Dublin, Ireland**

<b>Name</b>	<b>Project Affiliation</b>	<b>Sex</b>
Abdilla A. Aboud	PARIMA	M
Kurt Alt	YESEMA	M
Jay Angerer	Gobi	M
Randall Boone	Wool	M
Liba Brent	Wool	F
Lorna Michael Butler	ENAM	F
Wanjiku Lois Chiuri	SUMAWA	F
Layne Coppock	PARIMA	M
Tsogoo Damdin	Gobi	F
Solomon Desta	PARIMA	M
Judy Ernst	HIV/AIDS	F
Kathleen Galvin	Wool	F
Udval Gambosuren	Gobi	F
Getachew Gebru	PARIMA	M
Emmanuel J. Gereta	YESEMA	M
Lisa Graumllich	YESEMA	F
Assel Imeshera	Wool	F
Abdirahman Ali Issack	Links	M
Abdi Jama	Links	M
Mimi Jenkins	SUMAWA	F
Abdullahi P. Jillo	PARIMA	M

## Appendix A: Participant Lists

Susan Johnson	CRSP ME	F
Robert Kaitho	Links	M
Anthony Gatarwa Kariuki	Links	M
Carol Kerven	Wool	F
G. A. Keya	PARIMA	M
Samuel Kibichii	SUMAWA	M
Francis K. Lelo	SUMAWA	M
Peter Little	PARIMA	M
Charles Maina-Gichaba	SUMAWA	M
Nurlan Malmakov	Wool	M
Grace Marquis	ENAM	F
John McPeak	PARIMA	M
Cathy Miller	CRSP ME	F
Scott Miller	SUMAWA	M
Mucaï Muchiri	SUMAWA	M
Mark N. Mutinda	PARIMA	M
Charles Muyanja	ENAM	M
Malachi Okello	SUMAWA	M
Ole Kamuaro Oletisatti	YESEMA	M
Desterio E. Ouma	SUMAWA	M
Glenn Plumb	YESEMA	M
Akylbek Rakaev	Wool	M
Hilary Redden	Wool	F
William A. Shivoga	SUMAWA	M
Bob Stobart	Wool	M
Doug Tolleson	Gobi	M
Total	47	M = 32 F = 15

### Meeting the Current ADS Requirements for Gender Mainstreaming<sup>3</sup>

ADS Reference	ADS Requirement	Steps	Training and Technical Assistance (TA) <sup>4</sup>
201.3.7.1	A <b>Strategic Objective</b> must incorporate (a) the findings of mandatory technical analyses, and (b) actions to overcome identified significant obstacles to SO results.	Learning about the ADS requirements	Training in basic gender analysis and application in USAID, including introduction to ADS requirements.
		Managing the process within the mission and with partners	Assistance in organizing a management system for gender mainstreaming at the mission (e.g., organizing a Gender Working Group, developing a Gender Action plan, identifying local expertise)
201.3.8.4	<b>Strategic Plans</b> must reflect attention to gender concerns. The gender analysis is mandatory.	Drafting of Strategy Statement	TA to conduct an initial gender assessment and analysis and recommendations and to provide follow-on assistance in integrating gender issues and recommendations into Strategy Statement.
		Review of strategy	Final review of strategy for reflection of gender concerns
201.3.12	<b>Activity Planning.</b> Activities must address gender issues in manner consistent with the findings of gender analysis of the SO in a written statement of one page or less, including a description of the issues and how they will be addressed.	Identify relevant gender issues for each activity	<ul style="list-style-type: none"> <li>• TA to identify key gender issues for activity design through sector or activity specific gender analysis (either field or desktop review, as appropriate).</li> <li>• Guidance and assistance in preparing one-page statement for each activity, as appropriate.</li> <li>• Sector-specific training in gender analysis.</li> <li>• Assistance in identifying and working with local NGOs with gender expertise.</li> </ul>
		Preparation of RFA/RFP/APS	Assistance to help mission staff incorporate gender issues into SOW or Program Description
201.3.12.15	<b>Activity Approval Document (AAD)</b> must outline gender issues that are significant for implementation and describe expected outcomes, or provide a brief rationale if there are no significant gender issues.	Preparation of approval documentation	Guidance and assistance in integrating gender in the approval documents.
203.2.4.3	<b>Performance management systems</b> at SO and IR levels must include gender-sensitive indicators and sex-disaggregated		<ul style="list-style-type: none"> <li>• Sector-specific TA to develop or refine indicators to measure gender inequality and set realistic targets</li> </ul>

<sup>3</sup> Prepared by Task Order for Short-term Technical Assistance and Training, EGAT/WID IQC, December 2004

<sup>4</sup> It is recommended to supplement training with technical assistance. For most steps, support TA and training can be accessed through the EGAT/WID IQC (Contact Debra Banks, [dbanks@usaid.gov](mailto:dbanks@usaid.gov)) or by requesting assistance from Regional Bureau and Mission gender focal points/WID officers and partner organizations' gender experts.

	data in accordance with the gender analysis.		<ul style="list-style-type: none"> <li>• Assistance in preparation of PMP with indicators reflecting gender considerations.</li> <li>• Guidance to collect sex-disaggregated data</li> <li>• TA to develop data analysis plan for measuring change in gender disparities</li> </ul>
302.5.14	<b>Incorporating Gender Considerations into Evaluation Criteria</b> for Competitive Solicitations		<ul style="list-style-type: none"> <li>• Develop guidelines for incorporating gender in evaluation criteria.</li> <li>• Provide examples of RFPs, RFAs, and APSs that successfully incorporate gender considerations in evaluation criteria</li> </ul>
303.5	<b>Evaluation Criteria</b> for Grants and CAs		

## Handout

### Activity Domains

#### ■ Access to Assets

The capacity to use the resources necessary to be a fully active and productive (socially, economically, and politically) participant in society, including access to resources, services, labor & employment, information, benefits

#### ■ Knowledge, Beliefs, and Perceptions

Who knows what and how that differs by gender category

Beliefs (ideology) that shape gender identities and behavior – how men and women or boys and girls conduct their daily lives

Perceptions that guide how people interpret aspects of their lives differently depending on their gender identity

#### ■ Practices and Participation

Gender structures people behaviors and actions

Among herders, gender affects the division of labor in the household and in taking outside employment; it affects educational opportunities, it affects the ability to control and amass assets.

Gender influences participation in activities, meetings, political processes, services, and training courses

#### ■ Space and Time

Gender affects how people use time: Allocation, Availability, and Division of Labor

Gender affects where people are located in the landscape for work and for leisure

#### ■ Legal Rights and Status

Gender affects the way people are regarded by and treated by both customary law and the formal legal code and judicial system

Gender affects rights to e.g., legal documents, ownership and inheritance, reproductive choice and personal safety, representation, and due process

#### ■ Power

Gender norms and relations influence people’s abilities to freely control, enforce, and shape the decisions over one’s children and one’s body.

It affects one’s ability to engage in collective actions or associate with others, to participate in affairs of the household, community, municipality, and nation, to use individual economic resources, to choose employment, to vote or run for office, to enter into legal contracts

**Exercise****Excerpts from GL CRSP Annual report sections on Gender (2004)**

<b>PROJECT</b>	<b>INFORMATION REPORTED</b>	<b>TEAM COMPOSITION</b>	<b>TRAINING</b>	<b>OUTREACH</b>
WOOL Central Asia	Gendered division of labor in processing and selling of sheep, goat, and camel fibers:  Men own animals; Women provide labor for milking and food processing. Women also process and sometimes sell fibers & fiber products  Lisa Brent wrote a proposal to improve links in women's market networks	Social scientist with experience working with sex-disaggregated data	Farmer training workshop scheduled	

- 1. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
- 2. HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
- 3. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
- 4. IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY'S PRESENTATION?**

PROJECT	INFORMATION REPORTED	TEAM	TRAINING	OUTREACH
LEWS-GOBI Central Asia	Technology delivered to herders has a uniform impact on all gender and age classes; Decision making among herders operates by consensus; Family members and clan groups share sources of information freely	Two women are key staff members		More than half of outreach officers are women

1. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
2. **HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
3. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
4. **IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

<b>PROJECT</b>	<b>INFORMATION REPORTED</b>	<b>TEAM</b>	<b>TRAINING</b>	<b>OUTREACH</b>
PARIMA East Africa	Surveys collect information from both men and women; Targeting some survey data collection on female-headed hhs; Research topic includes role of gender in hh risk-management strategies; Separate domains of men’s and women’s decision-making ...can be at odds [with or]...exacerbated by development interventions	Economist with experience & publications in gender and agriculture issues; Other social scientists and ecologist with experience collecting and analyzing sex-disaggregated data	Women have less access to formal education and microenterprise information; Women will be recruited for training; Participation is being monitored	Women will be recruited for training; Participation is being monitored

**1. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**

**2. HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**

**3. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**

**4. IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

<b>PROJECT</b>	<b>INFORMATION REPORTED</b>	<b>TEAM</b>	<b>TRAINING</b>	<b>OUTREACH</b>
LEWS East Africa	Men and women have different gender roles regarding livestock management and access to range management and market information	?? Two graduate students are conducting research [using gender-sensitive approaches?? On gender topics??]		
<b>PROJECT</b>	<b>INFORMATION REPORTED</b>	<b>TEAM</b>	<b>TRAINING</b>	<b>OUTREACH</b>
SEYE East Africa		ILRI staff member helpful in identifying local female scientists	Women recruited for informal workshops	One senior female among visitors to the project

- 1. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
- 2. HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
- 3. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
- 4. IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

PROJECT	INFORMATION REPORTED	TEAM	TRAINING	OUTREACH
SUMAWA East Africa	Women’s groups are important participants in project; Livelihood analysis will collect & analyze sex-disaggregated data	Women’s group representatives included on advisory board	Members of women’s dairy coop received BDS; Project staff to receive gender training	Women’s groups consumers of health/nutrition and livestock enhancement information

1. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
2. **HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
3. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
4. **IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

PROJECT	INFORMATION REPORTED	TEAM	TRAINING	OUTREACH
Livestock Marketing East Africa	Markets tend to be male dominated; having female enumerators challenged existing gender roles; Research on market functioning ...will identify role of female participants ...& look at opportunities for greater female involvement in markets; Women’s groups involved in smallstock marketing in southern Ethiopia	Female researchers significantly contributed to three research efforts; Female enumerators used		

- 1. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
- 2. HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
- 3. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
- 4. IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

PROJECT	INFORMATION REPORTED	TEAM	TRAINING	OUTREACH
Enhancing Child Nutrition West Africa	Gender roles & responsibilities shape food allocation and food preparation processes. Womens’ irregular access to income and lack of knowledge (as main caretakers) limits their ability to regularly provide animal source foods in the diet.		Workshops proposed for caregivers, mostly women	Planned session for influential community members

1. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**
  
2. **HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**
  
3. **BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**
  
4. **IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

<b>Project</b>	<b>Information reported</b>	<b>Team</b>	<b>Training</b>	<b>Outreach</b>
<i>NEW - Beef in infant feeding Latin America</i>				
<b>Project</b>	<b>Information reported</b>	<b>Team</b>	<b>Training</b>	<b>Outreach</b>
<i>ATP - Animal Source Foods in the diets of HIV-infected Kenya Women and Children</i>				

**1. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY THREE TO FOUR FOLLOW UP RESEARCH QUESTIONS RELATED TO GENDER**

**2. HOW ELSE CAN YOU DESCRIBE HOW GENDER OR GENDER EXPERTISE IS REFLECTED ON THE TEAM?**

**3. BASED ON THE INFORMATION PROVIDED ABOVE AND/OR YOUR KNOWLEDGE OF THE ACTIVITY, IDENTIFY POSSIBLE ENTRIES FOR TRAINING AND OUTREACH ACTIVITIES AND EXPLAIN HOW THEY WOULD REFLECT GENDER ISSUES**

**4. IS ANY INFORMATION IN THE TABLE UNCLEAR OR PROBLEMATIC IN LIGHT OF TODAY’S PRESENTATION?**

## Evaluation Form Comments from the January 21, 2005 “training preview” workshop

### What I liked or found helpful about the workshop

- “All aspects!”  
“Overall good job. Thanks.”
- “The PowerPoint on gender was good.”  
“Description of gender. Explanation of wider issues and what is a disadvantaged group(s).”  
“Clarification of gender definition and way to think about it.”  
“I felt much more comfortable with what “gender” really means and an idea of things to evaluate.”  
“Content was useful.”  
“Presentation very solid and informative.”  
“Clear conceptually.”  
“Clear concepts”  
“The reminder that we are dealing with female and male.”
- “The first exercises [Vote with your feet] warmed up the group and helped to start the discussion and thoughts. Much more successful than starting with slides.”  
“Active participation exercise.”  
“Good introduction with group movement. Nice ideas to break ice.”  
“The decision game.”  
“Exercises/questions (agree/disagree) helped to discuss issues.”  
“The agree/disagree exercise.”
- “Detailed suggestions on how to improve reporting.”  
“Learning what information is really useful to record.”
- “Small discussion groups.”  
“Analysis/discussions on specific projects in small working groups.”
- “Using already on-going projects from the GL CRSP.”

### What I didn’t like or what was not needed

Four responses left this section blank. Five provided comments that indicated general approval of entire presentation (see first set).

- “All of what was presented was fine. Bit on USAID was important and I think this is OK (perhaps a bit shorter) in Dublin. Partners can understand where this mandate comes from.”  
“Thought all was interesting and helpful.”  
“I enjoyed it all.”  
“Nothing.”  
“All good.”
- The main area of concern was the exercise on gender reporting for a few participants:  
“I am not sure the break-out groups were as useful as they could have been. The tabulated information was too scanty to answer the listed questions.” [*Note from consultant: The tabulated information was taken directly from the existing CRSP reports and the exercise was precisely intended to show that it was insufficient.*]  
“Exercise at the end was good but good have used a more helpful example with all data/info filled in, maybe with some provocative statements.”  
“A plenary format with Q&A might have been more useful.”  
“Descriptions had a lot of jargon at times.”

## **What should be changed or added or done differently?**

### **Suggestions to add:**

- “Information on gender-related donors would be useful” [Note: this refers to suggestions for information about sources to fund research on gender issues.]
- “Add some more concrete examples of how gender perspective improves or helps one understand this system.”
- “More focus on overall purpose of improved reporting. Explain who uses this information and for what purpose.”
- “Greater clarification as to nature of desired outcome of going through the process.”
- “Provide examples of good reports.”
- “[Provide] examples of good approaches.”
- “Possibly some examples within current projects.”
- “Useful reference on the subject.”

### **Suggestions for change:**

- “Keep group small.”
- “Maybe use non-CRSP examples to motivate small group discussion. Work up examples capturing common issues and get groups to comment.”
- “Work on working of “sitting on fence” questions.”
- “Mention at the beginning that slides content will be available at the end.”
- “Provide each person with the project discussion exercise – it was hard for four people to hover around one copy.”
- “Enhance emphasis of male/female roles.”
- “Would have [been] useful to assign projects amount groups so all of them got input.”

**Integrating Gender in the  
Global Livestock  
Collaborative Research Support Program**

**PARTICIPANT MANUAL**

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**USAID Office of Women in Development  
USAID/EGAT/AGR  
[www.usaid.gov](http://www.usaid.gov)**

June 2005

June 23, 2005: ENAM, HIV/AIDS, WOOL, GOBI, and LINKS Research Activities  
June 24, 2005: SUMAWA, PARIMA, YESEMA, and BEEF Research Activities

The *Integrating Gender in the Global Livestock Collaborative Research Support Program* has been collaboratively developed and implemented by the USAID Office of Agriculture Bureau and the Office of Women in Development, Bureau for Economic Growth, Agriculture and Trade. Additional resources have been compiled in the CD-ROM *Integrating Gender in the Global Livestock Collaborative Research Support Program (GL CRSP): Resources for Research in Agriculture*.

The training materials and CD-Rom have been prepared by DevTech Systems, Inc. under the Short Term Technical Assistance and Training Task Order (Contract #: GEW-I-01-02-00019-00) of the WID IQC. The WID IQC contract is funded by the Office of Women in Development, Bureau for Economic Growth, Agriculture, and Trade, U.S. Agency for International Development.

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**Workshop Agenda**  
**Integrating Gender into GL CRSP Research**

June 23 and 24, 2005, 2:00 pm to 6:00 pm

<b>Schedule</b>	<b>Workshop Introduction</b>
2:00-2:15	<ul style="list-style-type: none"> <li>• Welcome and Introductions</li> <li>• Objectives of the Workshop</li> </ul>
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2:15-3:15	<ul style="list-style-type: none"> <li>• The Growing Case for Gender Equality</li> <li>• Attention to Gender in USAID Agriculture Programming               <ul style="list-style-type: none"> <li>✓ Gender in the ADS</li> <li>✓ Gender in USAID's agricultural strategy, "Linking Producers to Markets"</li> </ul> </li> <li>• The Gender Integration Continuum</li> <li>• A Framework for Gender Analysis – Six Domains</li> </ul>
3:15-3:30	Break
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5:15-6:00	<ul style="list-style-type: none"> <li>• Gender Issues in Research Activity Implementation               <ul style="list-style-type: none"> <li>✓ Responding to the RFA</li> <li>✓ Staffing</li> <li>✓ Training</li> <li>✓ Reporting</li> </ul> </li> <li>• Participant Evaluation</li> </ul>

## **The Gender Continuum: Three Approaches to Integrating Gender<sup>5</sup>**

### **Transforming gender relations to promote equality**

These are approaches that attempt to overcome existing gender-related barriers in agriculture and rural development by shifting the balance of power, the distribution of resources, or the unequal allocation of duties between women and men within the household or the community. Gender-related barriers between intended beneficiaries and service providers may also need to be addressed. Transformative approaches may also work to build critical awareness of gender norms.

### **Accommodation to gender inequalities to achieve implementation objectives**

These are approaches to accommodate gender differences that do not attempt to challenge unequal or inequitable gender norms. Instead, they may make it easier for women to fulfill the duties ascribed to them by their gender roles. In some cases, accommodation to unequal gender norms may provide women with benefits more quickly than is possible using approaches that seek to change gender systems.

### **Exploitation of gender inequalities to achieve implementation objectives**

A third type of gender integration approach reinforces or strengthens existing gender inequalities by using them to achieve implementation objectives.

#### **Two additional terms**

- ✓ **Gender Blind** is the term that is used to describe an approach that ignores gender considerations altogether. As a gender analysis was not conducted during the development of the strategy or project, the design did not take gender considerations into account. A poverty assessment that does not consider differences between male-headed and female-headed households or any of the other gender-based differential effects of poverty is an example of an approach that is gender-blind.
- ✓ **Gender Neutral** is the term used to label a conclusion reached after conducting a gender analysis to note that the proposed intervention will not have a differential impact on men and women, nor be adversely affected by existing gender.

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<sup>5</sup> Adapted from Carol Boender, Diana Santana, Diana Santillan, Karen Hardee, Margaret E. Greene, and Sidney Schuler [2003] Interagency Gender Working Group Task Force Draft Report, "Integrating a Gender Perspective into Reproductive Health Programs: Does it Make a Difference to Outcomes?"  
Gender Integration Training for the  
USAID/EGAT/AGR Office

## Example for the Gender Continuum Exercise

### **The Gobi Women's Project: Introducing Open and Distance Education (ODE) in Mongolia<sup>6</sup>**

This first-time effort to use ODE for non-formal education in Mongolia targeted 15,000 herder women in the Gobi Desert. During transition to a market-based economy, education levels fell for both boys and girls after having been previously high (literacy rates: men 98%; women 95%), although boys experience a greater relative decline in school enrolment than did girls. State-run enterprises folded, and women suffered from higher levels of unemployment than did men. The end of state-supported herding collectives and privatization of their herds drew many unemployed people to rural areas to take up herding. Reducing levels of social services (daycare, schools, and health programs) changed the sex-based labor patterns. Women, with fewer options for wage labor, were increasingly responsible for heavier productive and reproductive workloads, from having to make their own clothes to finding inputs for livestock care. Paper shortages restricted newspaper production and radios, once required for each family, broke down, limited access to information. Rural women, particularly single, female heads of households were identified as the most vulnerable group in Mongolian society.

The project was intended to both develop ODE in Mongolia and to assist Gobi women in particular to getting information to help them survive the socio-economic shocks while changing attitudes and developing skills for self-reliance and income generation. Donors provided resources to rejuvenate the newspapers and supply radio batteries. A needs analysis identified interest in obtaining more information on livestock rearing, processing of animal products, family health care, literacy training, using available raw materials to earn money, and business development skills. Provincial and district committees were formed and included many stakeholders including local officials, women's groups, and school teachers to coordinate implementation. Print and radio-based educational materials were developed and supplies (radios and batteries, pens and paper) were distributed by local volunteer tutors to women learners selected for participation by local committees. The voluntary tutors traveled to herding communities, reaching a total of 15,000 women in 62 districts. Weekly radio programs were broadcast both from the capital and from local stations, with the latter including locally relevant information. Information centers were set up in provincial and district centers with copies of the materials.

Results were positive. The project showed that it was possible to overcome many of the constraints to open and distance learning. It established a decentralized model in a previously highly centralized system. Women and their families learned new skills and learning groups were created. There were many anecdotal accounts of increased confidence among women.

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<sup>6</sup> Robinson, Bernadette 1999 "Open and Distance Learning in the Gobi Desert: Nonformal Education for Nomadic Women" *Distance Education: An International Journal* (November), Queensland, Australia: University of Queensland.

## Example for the Gender Continuum Exercise

### The Agricultural Technology and Utilization Transfer (ATUT) Project in Egypt<sup>7</sup>

Including an emphasis on small farmer participation, the goals of the ATUT activity, started in 1995, were to support investments in technologies to raise productivity of selected horticultural and food crops and the income derived from production, processing, marketing and exportation of these commodities.

Under this activity, gender studies in table grape and strawberry production showed:

- Horticultural production in Egypt is highly dependent on women's labor, but there is high turnover as women leave the workforce at marriage.
- Both men and women are involved in horticulture as landholders, as growers and farm managers, and as laborers, but in quite different proportions. Young women (from 14-25) form the bulk of the labor force in horticulture, working both in the fields and in the packing houses, although their participation varies by both crop and job. Local cultural perceptions link the sensitive care that horticultural products like strawberries need with the skills needed by women's domestic work, reinforcing women's higher rates of participation in picking and packing and limiting their promotion. Men supervisory positions in both the field and in the packing house, or are hired for jobs that require operating farm equipment.
- Few women are growers or farm managers, and widows are the majority of those. Few women move up through the ranks from field worker to supervisor and/or farm managers.
- In contrast to some long-standing beliefs that only large growers can make a profit in horticulture, small-scale farmers in Upper Egypt and elsewhere are directly exporting their own high value horticultural commodities while others are successfully supplying larger grower-exporters and exporters.
- There is little information on credit use by women landowners or growers.

Project results:

- ✓ Overall, the project exceeded its targets for increasing horticultural exports in both value and volume, and in increasing membership in the Horticultural Export Improvement Association (HEIA).
- ✓ The project reported a good record of job creation in both the strawberry and cut flower industries, but did disaggregate employment numbers by sex. It was implied that a high proportion of jobs created were among women because of their higher proportion in the labor force.
- ✓ From one woman member in 1997, there were 22 women members in the 117 member HEIA in 2001, with women-owned farms increasing from one to sixteen. The women members established a "Women's Committee" providing training to men and women laborers and to supervisors, covering the EuroGAP protocol for establishing minimum standards for fruit and vegetable importation into Europe which require worker health, safety, and welfare programs; good worker hygiene; worker management; and literacy programs.

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<sup>7</sup> Sources used to develop this summary include Sawsan El-Messiri (1998) "Gender Roles in Table Grape Production" Giza, Egypt: ATUT and Donald Taylor et al. (2002) "Evaluation of Agricultural Technology Utilization and Transfer Activity in Egypt" Report Prepared for USAID/Egypt. Washington, DC: Checchi/Louis Berger Joint Venture (PDABW763).

## **Example for the Gender Continuum Exercise**

### **Conservation Program in Nepal<sup>8</sup>**

Forest resources are a key component in rural Nepal family livelihoods. Fuelwood, fodder, leaf litter, and timber, as well as edible products make important contributions to the household economy. The Nepalese government initiated a community forest program in 1978 and community forestry development was expanded under new legislation in 1995 with users' committee given authority to manage the forest resources by establishing rule and penalizing offenders. Both men and women are eligible to serve on the user committees, but women tend to be underrepresented or wholly absent, in part a reflection of more general gender patterns of women's exclusion from most public settings.

A development program in a mountainous community in rural Nepal was designed to address deforestation. In this community, men are responsible for the family's income, while women contribute to productive and reproductive needs within the home. In this area, forests have been cut down rapidly and sold by men for economic gain, resulting in severe soil erosion and diminished sources of firewood. As a result, women have been forced to spend more time searching for firewood, and the overall economic well being of the community suffered. The intervention focused on reforestation efforts and alternative means of income generation. In particular, the program trained community women in the production and selling of handicrafts.

#### **Project Results:**

While this program was successful in affecting deforestation, and women were successful in bringing new sources of cash to the home, program staff noticed a significant increase in domestic violence. It appears that women's new economic contributions contributed to conflict within families.

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<sup>8</sup> Original version of this example was prepared by DevTech Systems, Inc. Adaptations were made using material from New Era and the Academy for Educational Development (1997) "Forest Management by Nepali Communities" Kathmandu, Nepal and Washington, DC: New Era and AED. PNACG044  
Gender Integration Training for the  
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## THE SIX DOMAINS FRAMEWORK FOR GENDER ANALYSIS

USAID has built a requirement for gender mainstreaming into its operations manual, the Automated Directive System (ADS). It requires that all USAID operating units – whether at headquarters or in the field -- examine two key questions with regard to gender issues when engaged in strategic planning:

- (1) *How will gender relations affect the achievement of sustainable results; and,*
- (2) *How will proposed results affect the relative status of men and women?*

To answer the questions, you must be able to describe the *different roles of men and women* in the area in which you are working, as well as *the relationship and balance between them and institutional structures that support them.*<sup>9</sup>

As researchers, your concerns are somewhat different than those of a development agency such as USAID. However, the results of your research are expected to help USAID achieve its development goals. The two questions noted above can be adapted to provide be a useful guide to your efforts in designing your research and refining your annual work plans.

In the gender analysis framework presented here, key aspects of gender relations are described across six domains of social life to help clarify how gender differences may create constraints and/or opportunities that may affect your research and /or development results. These six domains do not encompass the total range of human activity and there is some overlap among them, but they nevertheless provide a conceptual framework for addressing to the two questions posed by the ADS (listed above).

This gender analysis framework is one of many that have been used in development research and implementation.<sup>10</sup> It facilitates both the data collection about and the analysis of how gender relations operate in different domains of social life and development activities. It also helps to identify whether there are specific gender-based structural and institutional constraints that affect the relative status and opportunities open to men and women that can be addressed by development activities. The expectation is that this exercise can help researchers move beyond simply disaggregating data and process indicators by sex. By more carefully considering the questions posed by the USAID operations manual, USAID-funded research will be able to provide better information about the current status of gender relations as well as better information about how development programs are affecting the relative status of men and women so that future interventions can help to overcome gender constraints and achieve the Millennium Development Goals of reducing hunger and poverty while enhancing gender equality.

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<sup>9</sup> Automated Directive System (ADS) Chapter 201.3.8.4 *Gender Analysis*

<sup>10</sup> See supplementary CD-Rom resources.

## **Domains of Data Collection and Analysis**

### **■ Access to Assets**

The capacity to use the resources necessary to be a fully active and productive (socially, economically, and politically) participant in society, including access to resources, services, labor and employment, information, and benefits

### **■ Knowledge, Beliefs, and Perceptions**

Who knows what and how they know it differs by gender category

Beliefs (ideology) that shape gender identities and behavior – how men and women or boys and girls conduct their daily lives

Perceptions that guide how people interpret aspects of their lives differently depending on their gender identity

### **■ Practices and Participation**

Gender structures people behaviors and actions

For example, gender affects the division of labor in the household and in taking outside employment; it affects educational opportunities, it affects the ability to control and amass assets.

Gender influences participation in activities, meetings, political processes, services, and training courses

### **■ Space and Time**

Gender affects how people use time: Allocation, Availability, and Division of Labor

Gender affects where people are located in the landscape for work and for leisure

### **■ Legal Rights and Status**

Gender affects the way people are regarded by and treated by both customary law and the formal legal code and judicial system

Gender affects rights to e.g., legal documents, ownership and inheritance, reproductive choice and personal safety, representation, and due process

### **■ Power**

Gender norms and relations influence people's abilities to freely control, enforce, and shape the decisions over one's children and one's body.

It affects one's ability to engage in collective actions or associate with others, to participate in affairs of the household, community, municipality, and nation, to use individual economic resources, to choose employment, to vote or run for office, to enter into legal contracts

## Case Study: Gender Aspects of a Community-Based Animal Health Project in Sudan<sup>11</sup>

### Instructions:

1. Read through the case study description.
2. Use the information presented in the summary description and in the (partially) filled-in worksheet that follows (in first column), to identify areas of information that might be missing or to raise concerns about gender-related issues relevant to the research question (second column).

**Research Question:** What are the characteristics of successful community-based animal health programs in Southern Sudan?

**Background information:** The Southern Sudan is largely inhabited by agro-pastoralists known as the Nuer. For many years, the region has been in conflict, and both war and environmental problems have stressed the food production systems of the Nuer people. Fighting and/or military service as well as drought has affected their ability to farm sustainably and to maintain the herds on which they rely for milk and meat, both for food and for trade.

Operation Lifeline Sudan (OLS) was initiated in the late 1990s to improve household food security by training community members to provide emergency veterinary services. Because the population is largely illiterate, the training materials use pictures and do not require reading skills. Training is given to two types of providers: community animal health workers (CAHW) and more skilled animal health auxiliaries (AHA) both of whom are selected by and responsible to their respective communities. People who are trained eventually become trainers themselves and can move into supervisory positions. As noted in the report: “Understanding the roles different household members play as animal health care providers is therefore essential to the success of this program” (Amuguni 2002: 5).

**The study community:** Mading village is located in a wet, swampy area, accessible only by footpath. The local economy centers on agriculture, livestock herding, and livestock products. Animals raised include cattle, goats, sheep, and chickens. Major crops include maize, sorghum, groundnuts, sesame, and okra, farmed on small plots (0.2-0.5 ha). The economy centers on trade of livestock, meat, and milk, often through barter, for items such as soap, salt, and used clothing. Some villagers work for NGOs and receive payments of these items in kind as well as some cash.

The village population is about 3000 people. Each household has approximately six members, and men reported having an average of three wives. There is a primary school. Community members migrate to seasonal pastures during the drier part of the year (January to March), looking for water and grazing and returning to the village to prepare their fields and plant from March to May, when the wetter season begins. Sometimes only boys migrate with the herds; at other times it is the entire family.

**Gender relations and differences:** There is a distinct sex-segregated division of labor and responsibility among the Nuer. Women are responsible for many of the tasks of daily living (see chart), and also have significant knowledge about animal care, agricultural practices, and food security, but have little say in how decisions are made about key household resources. Men have a more dominant role in making decisions, sometimes in consultation with but without the need of consent of their wives.

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<sup>11</sup> This exercise has been developed by Deborah Rubin (Cultural Practice LLC) under the Short Term Technical Assistance and Training Task Order (Contract #: GEW-I-01-02-00019-00) of the USAID/WID IQC based on the information provided in the report by Hellen Mulomi Amuguni (2002) “Assessing the Gender Impact of the Community Based Animal Health Programme in Southern Sudan,” Belgium: Veterinaires Sans Frontiers ([http://www.vsf-belgium.org/docs/gender\\_assessment.pdf](http://www.vsf-belgium.org/docs/gender_assessment.pdf))

Men stated in focus groups that they believed women were ignorant of most matters important to daily life, including care of the household and the animals, and would not make good animal health workers. In the study, they did not appear knowledgeable about women's work or responsibilities.

In focus groups, women expressed frustration that both local and international NGOs tended to undervalue their contributions to the household and local economies as well as a desire for opportunities to receive both literacy training and training in animal health. They noted they had not been consulted and/or informed about the community-based health worker program, although they are often the ones to identify and care for ill animals.

Village government and community dialogue programs generally involve only male village elders and representatives: military representatives, chiefs, sub-chiefs, and herders. Women are not members of any of these groups, and therefore are not invited to participate, even though because of the continued conflict, many women are part- or full-time household heads by virtue of widowhood and/or the absence of their husbands during migration or military service.

The study reported that women and men valued animals differently. Men ranked animals as important for paying bride wealth at marriage, settling blood feuds, prestige, and lastly, as a source of milk and food. In contrast, women ranked cattle as most important to them as a source of milk for food. Because women are the household members responsible for maintaining food security, they are concerned about protecting the cattle: "When a woman sees a sick cow, she sees her children going hungry; she is willing to give whatever she has to save its life." Visiting animal health workers reported that women always paid for vet services, while men frequently resisted payment.

Legally, men and women do not have equal rights, and even efforts to institutionalize gender equality in law are not followed in practice. Sudan has not ratified the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW). The marriage system in Southern Sudan is based on agreement between the two families for payments of cattle from the groom's family to the brides. Women are therefore limited in their rights to divorce unless their natal families agree to return the cattle paid, which they are often reluctant to do. Women have been known to be imprisoned for trying to obtain a divorce or for turning to adultery to force their husbands to abandon them. Gender-based violence against women is a growing concern in Southern Sudan. Women have been minimally involved in the recent peace negotiations.

**Note for report:** This worksheet can be used either filled in or empty, depending on the time available for the exercise and/or the level of expertise among the participants.

**Worksheet One: Gender Analysis Framework**

**Directions:**

1. Review the information provided in the case study to identify relevant points under each activity domains (first column) and fill in the appropriate boxes (second column).
2. Develop a list of gender-related researchable questions for each domain to supply missing information or address gender-related concerns that when answered would help to illuminate information about gender relations in the community relevant to the research question.

**Research Question:** *What are the characteristics of successful community-based animal health programs?*

DOMAIN	AVAILABLE GENDER -RELATED INFORMATION	QUESTIONS TO OBTAIN MISSING INFORMATION
<b>ACCESS TO ASSETS</b>	<p>Most men and women are illiterate.            Men are primary owners of all moveable property. Agriculturally land is communally owned, and is allocated by village officials to men. Women have few rights to property. They farm land allocated to their husbands, but widows are eligible for allocations from village authorities directly, but farm under supervision from other men.            Men have clear access to and control over assets such as include agricultural land, seeds, tools, animals as well as household property.            Women have clear access to and control over wild fruits, nuts, and vegetables and knowledge about their locations; they have access to but little control over agricultural land, animals, and household property. They have knowledge of animal health and care. Women own chickens and control income from poultry sales. They control foodstuffs that have been harvested. Grain is used to pay for veterinary services.</p>	<p>What are the current levels of education of women and men/girls and boys? Different access to schooling?</p> <p>What are the different behavioral responses of men and women to animal care and illness?            What are the existing land holdings/patterns of transfers/land use systems?</p> <p>What is the influence of NGOs and the state on access to assets?</p> <p>What are cultural or institutionally coercive restrictions on asset access and ownership?            What are types of animals being raised and what proportion of each is present?            Need more info on the role of wild fruits            Need more information about village structure and processes            Need more information on training policies</p>
<b>KNOWLEDGE, BELIEFS, AND PERCEPTIONS</b>	<p>Men believe that they are entitled to control women, particularly their wives, because of their payment of cattle for women in marriage.</p>	<p>What are patterns of labor allocation, including among children?            What is the actual knowledge of livestock among men and women?</p>

DOMAIN	AVAILABLE GENDER -RELATED INFORMATION	QUESTIONS TO OBTAIN MISSING INFORMATION
	<p>Men control use and sale of cattle; women's consent is not needed, although many men said they consulted their wives before selling animals.</p> <p>Development specialists have reported that women are more willing to allow vets to work on the household's animals than are their husbands.</p>	<p>How to women/men understand gender identity?            What are the historical conditions in the region?            What are women's perceptions of women's roles?            What are young men and women's knowledge of livestock health and types of livestock?            Need more info on diseases and traditional knowledge about them            Want to understand better receptivity to new forms of knowledge by men and women            National/local variation – types of livestock            What are patterns of communication over livestock health and care between men and women?            What are beliefs about division of labor?            What are perceptions of animal disease?            Who has what knowledge of animal disease?</p>
<b>PRACTICES AND PARTICIPATION</b>	<p>Women provide most household labor, e.g., mudding walls, collecting grass, grinding grain, cooking, fetching water and firewood. Women do half the work of livestock care, including milking. They release animals for grazing and clean corrals. They are fully responsible for the care of chickens. Women inform men about ill animals and care for them. Women care for sick household members. Women provide labor for community projects such as school building and maintenance. Only women forage for food (wild fruits and vegetables) during periods of hunger and are responsible for feeding the family</p> <p>Older men supervise younger boys who take cattle for grazing. Men may work as soldiers. Women manage the household and its livestock when men are absent.</p> <p>Both men and women participate in cultivation, sowing, and weeding of agricultural crops. Men have a significant role in agricultural labor from March to July. Only women harvest the crops.</p>	<p>What are the actual livestock care and daily activities practices by gender category?            What is the range of heterogeneity among women?            What determines variation in practices?            Need more info on women's practices in men's absence            Need more info on women's activities and time allocation generally            Need sex-disaggregated division of labor calendar            Need to better understand impact of military service            Need to better understand if source of contestation over resources is the result of recent changes in community, e.g., military service and insecurity            What are current health care practices?            Need more info on animal diseases and treatment practices</p>

<b>DOMAIN</b>	<b>AVAILABLE GENDER -RELATED INFORMATION</b>	<b>QUESTIONS TO OBTAIN MISSING INFORMATION</b>
<b>SPACE AND TIME</b>	<p>Men are away from the villages for lengthy periods, both for work with the military and/or during animal migrations.</p> <p>Boys may take animals on migration away from the village.</p> <p>Women's physical movements are circumscribed by their heavy schedule of work.</p>	<p>What are pattern of animals' care @ different times</p> <p>Women's schedules on treatment /training</p> <p>Appropriate use of space by gender category</p>
<b>LEGAL RIGHTS AND STATUS</b>	<p>Men and women do not have equal rights under Sudanese law.</p> <p>Sudan has not ratified the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW).</p> <p>The marriage system in Southern Sudan is based on agreement between the two families for payments of cattle from the groom's family to the brides. Women have limited rights to divorce unless their natal families agree to return the cattle paid, which they are often reluctant to do.</p> <p>Women have been known to be imprisoned for trying to obtain a divorce or for turning to adultery to force their husbands to abandon them. Gender-based violence against women is a growing concern in Southern Sudan. Women have been minimally involved in the recent peace negotiations.</p>	<p>What about trust between men and women?</p> <p>What are laws/norms about training/taboos on livestock ownership?</p> <p>What are the existing land holdings/patterns of transfers/land use systems?</p>

**Note for report: This worksheet is generally handed out empty and is filled in by the participants in small groups or together, as becoming familiar with the analytical process is a key objective of the training.**

**Worksheet Two: Gender Constraints and Opportunities in Research Design and Implementation**

**Directions:** Against this background information about how gender relations are expressed in these six domains, the next step identifying **gender-based constraints and or opportunities** that might influence the achievement of sustainable results.

- **Gender-based constraints** are factors that inhibit men’s or women’s access to resources, behavior and participation, time use, mobility, rights, and exercise of power based on their gender identity.
- **Gender-based opportunities** are structural and institutional factors that facilitate women’s and men’s equitable access to resources, behavior and participation, time use, mobility, rights, and exercise of power.

Using the information from the first set of worksheets, try to answer the questions heading the columns in the second set of worksheets.

Key Gender Constraints and/or Opportunities	What is the identified gender-based constraint or opportunity?	(1) How will gender relations affect the achievement of sustainable results (e.g., what is the impact of gender relations on the ability to carry out the chosen research program or on the research questions to be investigated)?	(2) How will proposed research results or activity affect the relative status of men and women (e.g., further the understanding of existing gender inequalities)?	List possible actions to address the constraints and opportunities to achieve more equitable outcomes
Access to assets				
Knowledge, Beliefs, and Perceptions				

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Practices and Participation				
Space and Time				

Key Gender Constraints and/or Opportunities	What is the identified gender-based constraint or opportunity?	(1) How will gender relations affect the achievement of sustainable results (e.g., what is the impact of gender relations on the ability to carry out the chosen research program or on the research questions to be investigated)?	(2) How will proposed research results or activity affect the relative status of men and women (e.g., further the understanding of existing gender inequalities)?	List possible actions to address the constraints and opportunities to achieve more equitable outcomes
Formal and Customary Legal Frameworks				
Power				

Participant Evaluation Form from GL CRSP Gender Integration Workshop

Please check box next to appropriate session:

- June 23, 2005: ENAM, HIV/AIDS, WOOL, GOBI, and LINKS Research Activities
- June 24, 2005: SUMAWA, PARIMA, YESEMA, and BEEF Research Activities

What about the workshop did you like?

What about the workshop did you NOT like?

Are there sections you think should be deleted from the schedule?

What topics would you suggest we add to future trainings?

## Evaluation Form Comments from the June 21-23, 2005 training workshop for the GL CRSP in Dublin, Ireland

### I. What about the workshop did you like?

- **About the topic:**

- “It is a subject of importance and affects society at all levels so needs to be included in projects.”
- “The topic was relevant to the current research and development paradigm.”
- “Enhanced level of awareness on the gender issues.”
- “This appreciating the importance of participation of all gender(s) to ensure sustainability of development as the contribution of both gender[s] is necessary.”
- “Topic covers many elements often “taken for granted” or overlooked.”
- “Has helped me to understand the need for gender analysis in project work.”
- “Definitions.”

- **About the process**

- “[The presentation] accommodated some interaction among participants, though limited.”
- “The debate on the floor.”
- “Open discussions on gender issues, meanings, and case studies, e.g., I liked the concept and practice of gender quality, i.e., equal access to opportunities.”
- “The worksheet exercises were helpful.”
- “Actually I enjoyed tackling/thinking about these issues. The first few slides in perception and continuum were excellent.”
- “Yes, I like it.”
- “The opportunity to discuss gender.”
- “Meeting people and exchanging views about gender.”
- “The exercise which encouraged critical thinking.”

- **About the facilitator:**

- “General informal manner of instructor and professional respect attributed to participants.”
- “Presenter was calm and accommodating.”
- “Well-informed resource person.”
- “Presentation by trainer, Dr. Rubin.”

### 2. What about the workshop did you NOT like?

- **Structure or Process:**

- “Too long for one session.”
- “Time of presentation, immediately after lunch, not conducive to active participation.”
- “Timing – mornings would be better.”
- “Difficult for non-native speakers to understand jargon (an native English speaking non-social scientists!).”
- “The exercises should be more focused and relevant to the overall objections of the workshop.”

- **Approach:**

- “No effort to determine the level of knowledge and experience of participants (do an advanced e-mail survey)”
- “The complexity of the workshop.”
- “For people who have experience with gender training and research, the session was about twice as long as necessary; would be better to relate training more directly to our CRSP projects (vs. case examples.)”
- “Time given/allocated was not enough to allow proper synthesizing of ideas/concepts.”
- “Some issue, e.g., cultural values were not given due attention.”

“The American approach to handle gender issues. This cannot be considered as universally correct as it is based on perception. In most developing countries, it may not be an issue. Time will solve the perceived inequalities.

“The fact that cases were pieces of an actual report which leaves a lot of information gaps.”

“Gender equality should be well-discussed giving real-life examples.”

“I think a more useful approach is to address “inequity” generally, including not only gender but also other social categories, e.g., socio-economic, ethnic, ill or disabled groups, or other disenfranchised groups.”

- **Skills of presenter:**

“The presenter did not do a good job of setting up or introducing the subject.”

“Delivery was poor and the presenter appeared not to have the real-life experiences of integrating gender into research and development projects.”

### **3. Are there sections you think should be deleted from the schedule?**

Eight responses indicated nothing should be deleted. A ninth wrote: “Really no section but probably it would be necessary to make clear what the objectives of the workshop are. This is very important as the exercises would be worthwhile.”

“Need to change the example of case study on gender aspects to a true development or intervention project rather than a scientific study.”

“The last exercise should separate research from program well [better?]. The way it is now is very confusing.”

“None, but improvement needed in gender policy framing for research. Research should borrow on social-cultural integration of views.”

“The first three case studies [i.e., the gender continuum exercise] and the introductory information. If one has background in gender, the amount of exposure is almost overkill; there are other aspects of program management and implementation that would have been more useful – like having newer projects interacting with more mature projects. Cross-CRSP linkages could be a great advantage.”

### **4. What topics would you suggest we add to future trainings?**

“The gender integration continuum topic needs better treatment.”

“Dealing with conflicts arising from gender transformation as these would negate any positive aspects of gender integration.”

“Where does the scientists/development agent stop beyond integration ↔ conflict resolution?”

“Developing gender-based indicators for measuring progress.”

“Instead of the provided case studies, I suggest that one of the activities be on gender analysis for the team’s projects. It would make this real.”

“Focus on the participants’ own CRSP projects and their improvement re: gender and potential areas of inequality.”

“Role of education in gender equality.”

“Gender mainstreaming.”

“Operational procedures – not just gender.”

“Feedback from trainer on participants’ input.”

“Considering the importance/relevance of this issue, more time should [be] dedicated to this topic.”

“Gender and developmental case studies where successful projects have resulted from gender balance/considerations.”

“Balanced view of the role of both men and women in community development.”

“More high impact short exercises. Might shorten the two long ones. Provocative exercises are helpful. Handout on good example of AID’s proposal’s gender statement. Flow chart for the navigation of columns of the six domains would be helpful.”

“Exposure tours and visits can change society’s attitudes towards women’s skills. PARIMA [one of the GL CRSP research activities] has tried that successfully. Borana women from Ethiopia are brought to their counterparts in Kenya and projects are replicated.”

## **SCOPE OF WORK TO PROVIDE GENDER TRAINING FOR THE USAID AGRICULTURAL OFFICERS**

### **Background**

The Agricultural Office of the Economic Growth, Agriculture and Trade (EGAT) Pillar Bureau of USAID is designing ways to better incorporate gender in its program development, implementation and reporting. The integration of gender into policies, programs, activities and monitoring and evaluation is both a policy imperative and mandate as indicated in the ADS 200 and 300 chapters.

Gender related training initiatives stem from the Agricultural Office's endeavor to improve gender mainstreaming and are built upon the recommendations of the Agricultural Office Gender Assessment presented in April 2004.

### **Purpose**

The purpose of this request is to develop a 1/2-day agricultural gender training module that can be used to train Agency agricultural officers and Cognizant Technical Officers (CTO), project and program managers, and principal investigators and team members of agricultural programs such as the Collaborative Research Support Programs (CRSP). This module will be piloted in two training sessions; the first session will be held on June 29, 2004 and the second will be held in August 2004. In October 2004, the training will be conducted for USAID staff as a part of a broader Agriculture and Agribusiness module of the Economic Growth Officer's overview training course.

The June and August training sessions will inform the October training. The audience for the June training session will include USAID program managers and CTOs who oversee agricultural programs implemented by EGAT and the regional bureaus. Members of the Ag Sector Council, as well as the Ag Office, the NRM Office, and the ESP Office will be invited, anticipating 25 to 30 participants. The August training (exact date to be set soon, probably in Washington, DC) will be similar in structure and content, but the emphasis across topics will be adjusted to the participants. The audience for this training will be partners, contractors and grantees that implement Washington-funded programs. The October training session will target USAID staff, and will be part of a broader Agriculture and Agribusiness module of the Economic Growth Officer's overview training course. The timing and location for this training will be defined later.

The 1/2-day training module should address three primary concerns:

- (1) The Relevance of Gender in Improving Program Results, i.e. How do the issues of gender impact the Agricultural Office Strategic Objective and Results Framework, and more specifically, how does gender as a program component increase income and employment;
- (2) Methods for Incorporating Gender in Activity Planning, i.e. What are the specific agency requirements for incorporating gender into program planning and activity development, including but not limited to designing gender-sensitive indicators, and conducting gender specific assessments; and,
- (3) Tools for Reporting on Gender Specific Results, i.e. What are techniques for assessing and recording programmatic impact on gender, and what are the specific agency requirements for collecting sex disaggregated data.

The concerns listed above should be presented in the context of USAID gender policies and strategies, particularly those specified in the ADS. Based on recommendations made in the Agricultural Office Gender Assessment, the trainings should clarify the difference between gender mainstreaming and targeting women. It is anticipated that "Recommended Strategies" outlined in the Agricultural Office Gender Assessment will be incorporated into the training module.

### **Methodology and Methods of Gender Training**

The methodology of the training module should be clearly articulated and agreed upon prior to conducting the training sessions. These sessions will be held in the Washington, DC metropolitan area. The May session will be evaluated and

modified as necessary for the October session. Although additional training opportunities have not yet been identified, it is envisioned that the results of the two sessions will be a training module for future EGAT/AG gender training sessions.

Training methods might include case studies, presentations, and group work. It is strongly urged that the training include presentations on good examples of gender mainstreaming (please refer to the Global Livestock CRSP example noted in the Agricultural Office Gender Assessment).

### **Deliverables**

1. Three tailored gender training sessions for USAID staff and implementing partners;
2. Three training session reports (for the June, August, and October training sessions), including outcomes, modifications and potential/perceived effectiveness;
3. Summary of evaluations and proposed changes for each training session; and,
4. Training module for EGAT/AG office and EGAT/WID.

Deliverables (2) and (3) above should consider and relay information pertinent to the creation of the gender training module for the EGAT/AG Office.

### **Expected Delivery Schedule**

The initial training session will be held in Washington, DC on June 29, 2004. The second training session will take place in August 2004 (specific date and venue to be determined). The third session will occur in the greater Washington, DC area in October 2004 (specific date and venue to be determined). The training reports and summaries of evaluations as laid out above will be provided within two weeks after each session is held. The final training module will be provided one month after the October session.

### **Reporting Relationships and Responsibilities**

The point of contact for USAID/W EGAT/AG is Sandra Stajka. Ms. Stajka will serve as the technical advisor and will assist in scheduling/coordinating the training sessions. Susan Thompson from the EGAT/AG office may also be contacted for the June session.

The contractor is responsible for developing the training sessions and the training module, conducting the training sessions, and making appropriate modifications as necessary and in agreement with EGAT/WID and EGAT/AG.

### Scope of Work: Deborah Rubin for GL-CRSP (June Workshop)

While the GL-CRSP program and its projects have attended to gender issues in a general sense, it is clear that by the nature of our focus (pastoralists, human nutrition, and household welfare) that the program and projects could benefit greatly by expanding our understanding of gender issues in our research and outreach. Much of what we do and the data we collect is amenable to gender analysis and we wish to develop with our teams a rich sense of the questions we can address and answer to insure that gender is fully analyzed and understood.

To that end we wish to continue an effort begun at our recent meeting of the Principal Investigators (PIs) of our projects and our external advisory board of development professionals (EPAC) and expand the audience to the key scientists US and host country scientists in our projects and deepen the training. The key to implementing an effective plan to incorporate gender requires that all the scientists who design the research and analyze the data understand the issues surrounding gender integration. So extending the gender training to the front line scientists is a critical point of focus. Furthermore gender is not a simple issue as it cuts across most every facet of our work. It cannot be appreciated by a single training engagement and thus we plan a multilayered approach.

We propose the following scope of work:

1. The GL-CRSP will be held in conjunction with the International Grassland Congress in June. The joint conference will attract some 60+ scientists and students from our program. This group represents the core of our front line scientists today as well as the next generation of US and developing country scientists. Nearly (some percentage) are women in the natural and agricultural sciences, up from (whatever percentage) from 10 years ago. The EPAC and PIs suggested that all the researchers coming to the Dublin meeting receive a half-day training. To enable an effective training environment, two sessions of approximately 30 people each would be required.
2. The trainings will focus on the following areas: key concepts and justification for gender integration; specific focus on pastoralists and herders; incorporation of gender into research design and reporting; discussion of measures/indicators to measure performance and impact.
3. In addition the consultant will meet with each project to discuss specific questions unique to their project and where appropriate assist them in creating their own "action plan for steps to achieve effective and relevant gender analysis.
4. The consultant will develop specific focus on pastoral/herder issues of gender that incorporate examples of important gender research that will serve to illustrate how projects might design research to most efficiently address gender issues for this sector.
5. The consultant will develop a clear concept of the outcomes expected from gender studies so researchers have clear sense of the output that is appropriate.
6. The consultant will develop a set of relevant references on gender and a list of possible funding sources and resource sites.

The level of effort to achieve the above is as follows:

Preparation of the training content (e.g., finding appropriate documentation, developing the exercises with livestock/pastoralist examples, reviewing the CRSP research activities): 7 days

Preparation of the training materials (list and files of materials for the CD-Rom and the resource notebook, revising the PPT presentation): 3 days

Presentation of the workshop: 2 days (2 1/2 days and the follow up sessions)

Travel: 2 days

Total Effort: 14 Days