

University of Florida and ICARDA

Integrating Gender Approaches into Research at the WLI Benchmark Sites

Synopsis of the WLI Gender Training Short Course, March
2011

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ACRONYMS

AR4D	Agricultural research-for-development
CGIAR	Consultative Group on International Agricultural Research
FtF	Feed the Future
ICARDA	International Center for Agricultural Research in the Dry Areas
SEPR	Social, Economic, and Policy Research Program
UF	University of Florida
USAID	United States Agency for International Development
WLI	Middle East Water and Livelihoods Initiative

EXECUTIVE SUMMARY

The following reports on the first of the technical short courses provided under the Middle East Water and Livelihoods Initiative (WLI) by the U.S. university partners to Middle East partners, coordinated by ICARDA. The focus of this short course was on building capacity for the integration of gender into WLI benchmark site activities. In addition to understanding the overall rationale for making agricultural research-for-development gender sensitive, workshop participants were instructed on how to achieve gender integration through the entire project cycle. A highly interactive and participatory approach was taken to the course, which included a day of fieldwork, providing the trainees with firsthand experience of the methodologies taught. The main output from the workshop was the integration of gender into at least one of the planned WLI benchmark activities, where possible. A six-month follow-up with the trainees is planned in order to capture outcomes from these action plans.

1. BACKGROUND TO GENDER TRAINING WORKSHOP

The goal of the Middle East Water and Livelihoods Initiative¹ (WLI), funded by the United States Agency for International Development (USAID), is to improve the livelihoods of rural households and communities in areas where water scarcity, land degradation, and water quality deterioration are prevalent in seven participating Middle Eastern countries². It seeks to achieve this goal by developing and pilot-testing integrated water and land-use management strategies in one or two benchmark watersheds per country. These strategies are intended to reverse current trends of overusing scarce water resources, land degradation, and water quality deterioration thus bringing about more sustainable ecosystems and improving rural livelihoods.

Training and capacity building is the lynchpin of the WLI³. Training is to be tailored to and informed by the specific needs of researchers, extensionists, farmers, and students working at the benchmark sites. Several of the WLI program development workshops—most recently the Educator’s workshop held in Cairo in July 2010—have identified gender as a critical topic for training in order to strengthen the socioeconomic outcomes of WLI activities at the country benchmark sites. This gender training workshop was developed in response to this demand.

2. WORKSHOP WELCOME AND OPENING REMARKS

Dr. Fadi Karam, Program Manager for the WLI, opened the gender training workshop by welcoming the trainees, representing five out of seven of the WLI participating countries—Egypt, Jordan, Lebanon, Palestine and Syria. Regrets were offered from the Iraq and Yemen country teams.

Dr. Mahmoud Sohl, Director Gender of ICARDA, welcomed the participants with a strong message about the importance of gender and, in particular, women’s empowerment especially in the Arab region. He noted that women play a critical role in the regional economy and society, which is ever-growing based on processes of male out-migration and the increase in the number of female-headed households. These facts mean that women’s roles in the economy and society have to be recognized and strengthened through capacity development and other interventions.

Dr. Theib Oweis also affirmed the importance of gender to ICARDA and how integral it is to the success of the WLI. The program cannot only focus on technical aspects to achieve its goals. As such, this workshop presented a significant opportunity to improve the capacity for gender research and development in the region.

Dr. Sandra L. Russo, Director for Program Development from the University of Florida and Team Leader for the gender training workshop, spoke about the history of gender training within the CGIAR system. More than 20 years ago the CGIAR system began its program of mainstreaming gender and diversity across the organization, and integrating gender into its program and project activities. Initial training was provided to the Directors General of the 15

¹ Background materials on the WLI and some of the benchmark sites can be found on the program’s webpage, <http://www.icarda.org/WLI/>

² Egypt, Jordan, Lebanon, Palestine, Syria, Iraq, and Yemen

³ Please refer to the original proposal for a full exposition of training in the WLI.

international agricultural research centers, signaling that the commitment to gender and women's equity began right at the most senior leadership levels. Gender was to be approached as a cross-cutting issue to be integrated into planning and research throughout the system. The outcomes of this training included organizational and institutional reforms to increase the visibility of women and importance of gender issues in all activities.

Dr. Aden Aw-Hassan, Director of Social, Economic, and Policy Research Program (SEPR) at ICARDA, offered trainees several questions to reflect upon throughout the workshop:

- What are the impact pathways linking water to livelihoods and economic growth in the region?
- What is the role of gender in realizing these pathways effectively?
- Why and how do we connect gender to the WLI?
- What evidence supports why gender is important to the WLI?

Trainees were also strongly encouraged to share during the workshop their own experiences plus personal and scientific knowledge on gender issues. The workshop was envisioned as a platform for collaborative learning and structured as a training partnership between UF and the SEPR Program at ICARDA. Dr. Malika A-Martini, socio-economist, community and gender research specialist, and Alessandra Galie, consultant and social and gender analysis specialist working with SEPR, were thus included as members of the training team. Dr. Kathy Colverson and Ms. Jillian Jensen also represented UF on the training team.

Before proceeding with the main workshop agenda the trainees were asked to share their expectations for the workshop. These included:

- To increase understanding about what is gender
- To increase understanding of the importance of gender issues generally and specifically with respect to water
- To increase understanding of the role of gender in rural development and poverty alleviation
- To learn strategies for improving capacity-building programs for women and the work environment for women inside research organizations.

3. WORKSHOP OUTLINE AND OBJECTIVES

The overall purpose of the workshop was to train researchers of different disciplines in the benchmark sites on integrating gender dimensions into the WLI, while ensuring gender integration into research outputs. The workshop agenda (Appendix A) was developed through the WLI partnership network via a collaborative process between the University of Florida (UF) and ICARDA's SEPR Program unit. Key training principles were reflected in the agenda, including an interactive and participatory approach facilitated by the continuous presence of the training team throughout the duration of the workshop. Incorporating a field day was also deemed imperative to provide the trainees an opportunity to practice the knowledge gained in the classroom.

Because the workshop was targeting individuals working on the WLI country teams responsible for implementing the benchmark action plans, the agenda was developed to guide the trainees stepwise through a gender integration process to be used at the benchmark sites. This included introducing a new, gender-sensitive agricultural research model, familiarizing with the process and tools of gender analysis, and providing guidance on how to integrate gender into program or project design as well as for designing an effective monitoring and evaluation program using USAID's *Feed the Future* (FtF) indicators. All of this was reinforced through various exercises to help transform thinking about the connection between gender, water, and livelihoods as well as the importance of a gendered approach to agricultural research for development. The main output from the workshop was to prepare an action plan based on these steps, integrating gender into one of the proposed activities for the WLI benchmark sites.

4. DAY ONE SESSIONS

a. Session 1: Explorations into Gender

This session was organized around a participatory exercise to explore the trainees' perceptions about what gender is. Everyone was encouraged to write on cards keywords describing what "gender" is to them. These cards were posted, followed by a group discussion on the various dimensions or understandings about gender. They captured ideas about the *sources* of gender inequality or inequity, the *expressions* in everyday lives of gender inequality, and the nature of gender as a *cross-cutting* issue through other sectors such as education and health.



Participants' perceptions of gender
Photograph taken by Dr. Malika Martini (March 2011)

b. Session 2: Theoretical Foundations for Integrating Gender into Agricultural Research for Development

The key objective for this session was to deepen the trainees' understanding about why gender is important in/to agricultural research-for-development (AR4D). It presented models of "old" versus "new" approaches to agricultural research. Two critical challenges for adopting the new, more accountable and development-oriented model especially in the Middle East region are a limited and fragmented understanding of household microeconomics, and the limited voice and representation of the poor especially marginalized women. Therefore, the new model also needs to become gender-responsive by recognizing that women and men have different needs, demands, priorities and preferences. To identify these gendered differences requires an ex-ante gender analysis, leading to gender integrated AR4D programs and projects.

c. Session 3: Making Connections

This session used video clips to sensitize trainees about the preponderance of women working in agriculture. The purpose was to challenge any "perception bias" held by the trainees about the

roles and significance of women working in agriculture. The session also introduced a gender analysis tool, the 24-hour clock. When asked to name the types of activities carried out by women and men traditional gender roles emerged, namely, that women are primarily responsible for household activities (e.g., child care, cooking, and teaching) in addition to fieldwork while men engage in the more public sphere (e.g., marketing, transporting and irrigating).

5. DAY TWO SESSIONS

a. Session 4: Gender Analysis – Basic Elements

This session began with a role play exercise, where trainees got to observe how the information collected from fieldwork depends on who is interviewed. In this case, the researcher's knowledge of "Who does what?", a key gender analysis question, is compromised by only interviewing the male farmer. The basic elements of gender analysis were then presented, guiding trainees on the significance of collecting descriptive information about the organization of agricultural livelihoods *disaggregated by gender* (i.e., collect separate information about women and men instead of assuming the household unit is closed and homogenous).



Trainees interviewing a farmer in Khanser valley, Syria. Photograph taken by Dr. Malika A. Martini

The same role play exercise was used to demonstrate the process of conducting a focus group discussion, an important qualitative data collection method. Other methods for collecting gender-disaggregated data—direct observation and key informant interviews—were demonstrated using photographs and video. All three methods provide insights as to gender roles, relations and gender-based constraints.

b. Session 5: Gender Analysis – Some Basic Concepts and Tools

This session reviewed key concepts and terms presented thus far in the workshop. It proceeded to introduce one approach to gender analysis—the Harvard analytical framework and its main tools: the activity profile, the seasonal calendar, and access and control of resources profile. Two more analytical tools, benefits analysis and inclusion analysis, were also introduced. Combined these tools help construct a gendered profile of the distribution of livelihood means, livelihood outcomes, and the institutional process for gender integration.

c. Session 6: Field Trip Assignments

Information about the two chosen field visit sites was presented by Dr. Malika A-Martini (ICARDA) and Ms. Alessandra Galie (ICARDA). Trainees selected which site they wanted to visit based on their primary interests. The field interview guide was reviewed along with the instructions for completing the seasonal calendar.

d. Day 2 Summary

The day was wrapped-up with a high-level summary of all the day's activities and presentations.

6. DAY THREE

The day was spent conducting fieldwork, providing the trainees the opportunity to practice both the methods and tools of gender analysis learned on the previous two days. One group visited Ajaz village on the outskirts of Idleb. The second group traveled to the Khanasser Valley, where they were able to conduct gender analysis on cheese-making and sheep-fattening agricultural activities.

By mid-afternoon everyone had returned to ICARDA for a facilitated discussion about the experience of conducting fieldwork. Observations can be categorized in terms of process and new gender knowledge. Process issues related to the challenges of collecting information from both men and women. The male members of the workshop had a particular challenge interviewing female farmers because of social norms. This led to potentially unreal or skewed understandings about the roles of men and women in sheep-fattening, one of the agricultural activities observed. The role play exercise from the previous day, however, had alerted the trainees to the likelihood that they were not gathering a true picture of the gender division of labor. Another related process issue raised involved how to approach and engage with community members. The trainers told the participants that this is a learned skill which is acquired over time but there are resources available which can offer some tips. This led to a broader discussion about the relative importance of communication and interviewing skills versus technical knowledge possessed by field researchers.

As for new gender knowledge gathered about Syrian agriculture, the trainees learned firsthand about the different constraints and variability in participation by women and men across the various levels of the agricultural value chain. Different gender roles were made visible. For many of the trainees this was their first experience interacting with farmers (or targeted beneficiaries), which they said gave them more critical insight and a new sense of purpose about their work activities.



Trainees interviewing a farmer in Khanser valley, Syria. Photograph taken by Dr. Malika A. Martini (March 2011)

7. DAY FOUR SESSIONS

The workshop reconvened at the Capacity Development Unit (CDU) of ICARDA. The day's schedule was organized around presentations and interactive exercises to facilitate the trainees' abilities to reflect on, process, and apply experiences from the fieldwork.

a. Session 7: Presentation of Findings from Gender Analysis of Field Trip Sites

Each team was asked to present their three principle learnings about the agricultural system they visited, and three of the biggest gender-based constraints observed. This exercise was intended to test how well the trainees practiced their data collection methods (e.g., observations and interviewing) and analytical skills to tease out the gender issues.

The trainers were also asked to provide feedback to the trainees on how well they performed as field researchers. General observations were that the trainees all exhibited good practices in terms of willingness to ask questions and for documenting responses. However, there was some observed slippage by the trainees between conducting a gender analysis and pursuing broader discussions related to larger technical problems. There were, once again, concerns and questions raised by the trainees about how to “enter the field,” that is, how the researcher should present him/herself and engage with potential informants.

b. Session 8: Gender and Water Management

This session presented information on what the gender issues are related to water management. While the linkages between water and livelihoods are becoming more widely recognized, there is a persistent gap in understanding that these linkages are often gendered. That men’s and women’s needs and preferences regarding water vary and when left unrecognized, produce inequalities in development programs. Efforts to enhance women’s involvement in decision-making about water, however, still only achieve modest success. This is attributed to weak policy enforcement about gender integration and other dimensions of women’s disadvantage, specifically, maldistribution in asset ownership and control.

A video on gender and irrigation in the Andes mountain regions of South America reinforced these general facts. Irrigation schemes were shown to be embedded in a social environment, meaning that the governance, operations, and benefits were conditioned by social rules and relations. Altogether this information reaffirms the necessity of doing ex-ante gender analysis to achieve greater development impact. It makes explicit the link between more technical research around improving water supply or productivity and effectiveness, measured in terms of livelihood outcomes (e.g., poverty and hunger). This linkage is fundamental to the WLI program’s goals and objectives.

c. Session 9: Applying Gender Analysis in Sector Case Studies

This session was an opportunity for trainees to apply knowledge about gender analysis gathered thus far in the workshop. The objective was for trainees to gain more practical experience in analyzing a given situation for gender-based constraints. The process was to present trainees with two separate case studies, one on gender issues within the livestock sector and the second on gender and agricultural value chains.

Trainees worked in small groups (two groups per each case study), reviewing the case study descriptions and answering a series of written questions. Each group then presented their findings and conclusions in plenary. Significant outcomes from the exercise include increased awareness of the need for gender analysis generally and that gender issues are not just confined to the producer or household level but are detectable within collective action institutions established to process or market agricultural products or manage local water resources.

d. Session 10: Elements of a Gender-Integrated Program

This session presented six iterative steps for achieving a gender-integrated AR4D program, operationalizing the “new” model for agricultural research presented in Session 2. It also provided a detailed discussion about the various levels of indicators for monitoring and evaluation programs. A fictional case study involving the increased adoption of a technology developed by the WLI program was used to illustrate these design and measurement procedures.

e. Session 11: Discussion of Action Plan Task

This session presented detailed instruction on the action plan task, introduced at the opening of the workshop as the main trainee output. The action plans serve three purposes:

1. *Country Team Level:* To create a plan for integrating gender into one or two of the planned activities for the WLI benchmark sites
2. *Individual Researcher Level:* To declare some personal activities to strengthen and increase their institution’s capacity for gender-integrated development
3. *WLI Level:* To build regional knowledge and capacity for gender and AR4D.

Trainees were instructed to apply the knowledge, experience, and tools from the workshop to collaborate on country team action plans to strengthen gender integration across current WLI benchmark plans. The country teams were to develop their plans based on a template adapted from the action plan template used to guide benchmark characterization presentations at the February 2011 WLI Coordination meeting (See Appendix B, which also provides the template for the personal action plan). This approach was intended to reinforce the treatment of gender as a cross-cutting issue within the WLI.

Trainees were also informed about the intended follow-up process for the action plans. Within six months and in time for presentation at the October 2011 WLI Coordination Meeting trainees will be contacted to report on the implementation of their action plans. The purpose is to collect details on the challenges, lessons learned, best practices, and local insights on gender integration in the WLI program as well as individual reflections on changes in institutional capacity resulting from the proposed activities on the individual action plan.

This information will be synthesized into a WLI regional report on gender and AR4D, disseminated among other country teams, and used as a platform on a planned international conference on gender and AR4D.

f. Day 4 Summary

The day was wrapped-up with a broad summary of the workshop activities to date.

8. DAY FIVE SESSIONS

a. Session 12: Monitoring and Evaluation – More Specifics on Gender Indicators

This session provided more specific information on gender indicators and a particular development planning process based on impact pathways. Because the WLI program is primarily funded by USAID, it has adopted the new monitoring and evaluation indicators of USAID's *Feed the Future* program (FtF). All WLI program activities will be required to report progress against these indicators. Key objectives of the FtF program are (1) inclusive agriculture sector growth and (2) improved nutritional status of women and children. Each of these objectives has mandatory indicators that must be measured. Other women or gender (WOG) indicators used will depend on specific project activities. Not all identified FtF indicators have to be measured in each WLI benchmark site but those that are deemed appropriate must be disaggregated by sex.

Session 2 reported on the global reforms in the process of agricultural research to improve development impact. The CGIAR system, which includes ICARDA, is a key international player in these reforms. This session presented one framework that is being developed and adopted by the CGIAR to improve its development impact—Participatory Impact Pathway Analysis (PIPA). This framework has been developed for complex research-for-development projects. It involves creating a logical map between proposed project activities and their goals. This map takes into account the network of stakeholders that are needed for the intended change to take place and focuses on changes in their practices, knowledge, skills and attitudes. This model is gender-sensitive when it takes into account all stakeholders, including men, women and children. PIPA thus provides a development planning process and reinforces the need for ex-ante gender analysis.

b. Session 13: Coaching Clinic

This session served two purposes. First, it was an opportunity for trainees to receive individual assistance about any aspect of the training—for example, review of the gender analysis tools or methods, clarification of concepts, or to discuss how to apply knowledge from the training. Second, this clinic format facilitated the preparation of both the country and individual level action plans. Each trainer provided hands-on support to one or more country teams as they worked through the exercise.

c. Session 14: Action Plans Presentations

One representative from each country team presented in plenary the country action plan for gender integration after which each team member rose to state one personal action item.

Highlights from the country action plans include:

- Egypt: This team was not involved in any WLI benchmark activities but did identify certain steps they would take to better incorporate gender into their individual activities and work environments.
- Jordan: This team developed a gendered map of the human-environment system in their benchmark site, which helped to illustrate the pathways between technical interventions for water reuse and livelihood outcomes.
- Lebanon: This team developed a plan for a gendered socioeconomic baseline data collection study.

- Palestine: This team focused on developing indicators at all levels to measure the results from activities to improve quality and access to water.
- Syria: This team developed the objectives for a gender integrated project to improve livelihoods through better water and land management.

Overall these country-level action plans indicated a significant improvement in understanding how to integrate gender into development project activities than was observable in the similar exercise conducted in Session2.

Highlights from the individual action plans include commitments by the trainees to:

- Write reports about the workshop for managers or directors of their home institutions,
- Review materials presented at the workshop, including distributed reference materials to further reinforce and integrate the lessons into everyday thinking,
- Share information from the training with colleagues and friends,
- Review and strengthen data collection instruments and research plans for gender,
- Review and strengthen current project activities for gender,
- Seek further gender training from ICARDA or other institutions.

d. Session 15: Summary and Next Steps

While the length of the day's previous sessions prevented a long discussion here, a few main points were mentioned.

For the workshop to have a broader impact on WLI activities it is critical that trainees, especially those who are not already part of the benchmark research teams, attempt, where possible, to become members of the country research teams. For those trainees who already work within the WLI benchmark sites broader impacts also depend on the integration of social and biophysical researchers and their activities. The linkage between water scarcity issues and all livelihoods reflected in the country action plans demand future integrated approaches to research for development.

Future communication between workshop participants—trainees and trainers—via a Facebook group was discussed. This was proposed as a mechanism for sharing of information, knowledge, and experiences about gender and supporting gender integration across the WLI. If this platform for communication proves successful, linking the group to the WLI website and other technical training courses may be considered.

Future on-site training activities and technical support for gender were also discussed in order to continue the momentum from the workshop and to fill the widely observed gap in gender research across the WLI program.

9. WORKSHOP CLOSING

Dr. Fadi Karam, WLI Program Manager, chaired the closing event of the workshop. Also present were Dr. Kamil Shideed, Assistant Director General of ICARDA, Dr. Sandra L. Russo,

University of Florida and gender training team leader, Dr. Iman el Kaffass, Director of the Capacity Development Unit at ICARDA, and Dr. Malika A-Martini, Researcher with the SEPR Program at ICARDA.

Dr. Kamil Shideed offered his compliments and congratulations to the trainees for their commitment and hard work in completing the gender training. Dr. Shideed reinforced the significance and importance of the WLI for the attention it brings to the water poverty of the Middle East region, and as a partnership model between U.S. and regional institutions to address water and livelihoods issues. Research shows clear linkages between the access to water, food and poverty, and the WLI partnership framework is exemplary to tackle the scale of these problems in the region. Dr. Shideed acknowledged that gender is under-researched in the region but is a clear dimension along which the negative impacts of water poverty are felt. He encouraged the trainees to share their training experience and knowledge with their colleagues on return to their home countries and institutions.

Dr. Russo also acknowledged the enthusiasm and participation of the trainees during the workshop. She encouraged those trainees not presently working on WLI projects to contact country WLI partners about opportunities for linking their work to the work plans of the various benchmark sites.

Dr. Kaffass acknowledged the WLI partnership between the University of Florida and ICARDA, and all the planning that had gone into preparing the gender training workshop. She noted the action plans as critical outputs of the workshop and encouraged trainees to implement the plans on their return to their home institutions.

Dr. A-Martini observed that this had been one of the most successful courses on gender ever offered by ICARDA based on its approach—trainers present and available to trainees throughout the course, and a strong participation through a variety of exercises. The mix of trainees from across disciplines, organizational levels, and job descriptions also added to the success of the program. Dr. A-Martini stated that the link between water, gender, and livelihoods is now clearer after the training course. She also reminded trainees that ICARDA is available to provide ongoing technical support and backstopping to research institutions across the region to continue efforts to integrate gender into agricultural development activities.

The workshop ended with the presentation of Certificates of Completion to all of the trainees.

APPENDICES

A: Agenda for the Gender Training Workshop

B: Action Plan Templates

APPENDIX A: WORKSHOP AGENDA



Middle East Water and Livelihoods Initiative (WLI)

Improving Rural Livelihoods through Sustainable Water and Land-use Management in the Middle East: Egypt, Iraq, Jordan, Lebanon, Palestine, Syria & Yemen



Training Workshop on

'Integrating gender approaches into research at the WLI benchmarks sites'

(6-10 March 2011, Aleppo, Syria)

AGENDA

DAY ONE: *Sunday, March 6*

- 8.30 am** Workshop Welcome
- 9.30 am** **Session 1: Explorations into Gender**
- 10.15 – 10.30 am** Coffee Break
- 10.30 am** **Session 2: Making the case for integrating gender into agricultural research**
- 12.30 – 1.30 pm** Lunch
- 1.30 pm** **Session 3: Making connections**
- 3.15 – 3.30 pm** Coffee Break
- 4.00 pm** End of day summary
- 4.30 pm** Depart for hotel

DAY TWO: *Monday, March 7*

- 8.30 am** **Session 4: Gender analysis: Basic Elements**
- 10.15 – 10.30 am** Coffee Break
- 10.30 am** Continuation of Session 4
- 12.30 – 1.30 pm** Lunch

1.30 pm **Session 5: Gender analysis: Some concepts and tools**

3.15-3.30 pm **Coffee break**

3.30 pm **Session 6: Field trip assignments**

4.15 pm End of day summary

4.30 pm Depart for hotel

DAY THREE: *Tuesday, March 8, International Women's Day*

8.00 am Departure for field trips from hotels

3.00 pm Expected return from field trips

DAY FOUR: *Wednesday, March 9*

8.30 am **Session 7: Plenary presentation of findings from gender analysis of field trip sites**

9.00 am **Session 8: Gender and Water Management**

10.15 – 10.30 am **Coffee Break**

10.30 am **Session 9: Applying gender analysis in sector case studies**

12.30 – 1.30 pm **Lunch**

1.30 pm **Session 10: Elements of a Gender Integrated Program**

3.15-3.30 pm **Coffee break**

3.30 pm **Session 11: Discussion of Action Plan task**

4.15 pm End of day summary

4.30 pm Depart for hotel

DAY FIVE: *Thursday, March 10*

8.30 am **Session 12: M&E: More Specifics on Gender Indicators**

10.15 – 10.30 am **Coffee Break**

9.30 am **Session 13: Coaching Clinic**

12.00 – 1.00 pm **Lunch**

1.00 pm **Session 14: Action Plans Presentations**

2.30 pm **Session 15: Summary and Next Steps**
Workshop closing and distribution of certificates

3.30 pm Workshop ends

APPENDIX B: ACTION PLAN TEMPLATES

Middle East Water and Livelihoods Initiative (WLI) Gender Workshop

March 6 – 10, 2011

Country Team Action Plan

The purpose of the country team action plan is to create a plan for integrating gender into your WLI benchmark site activities.

Pick one or two of the planned activities for your benchmark sites scheduled to be implemented over the next six months. Answer the following questions based on what you have learned during the training. Please fill your answers in the template provided below. Complete one template per activity picked.

1. Who will lead the process of gender integration? Who else will be involved?
2. What information do you need to know to improve the gender sensitivity of your benchmark plans?
3. How will you collect this information? (e.g., which tools and gender analysis methods)
4. How will you identify gender-based constraints that negatively affect the assumed impact pathway between WLI activities and livelihood outcomes?
5. How will you overcome one or more gender-based constraints that you identify into planned benchmark activities? How might these activities change in order to be more gender-sensitive?
6. How will you measure the effects of gender integration? What are the chosen indicators to measure outcomes (effects on livelihood means) and impacts (livelihood opportunities and outcomes)?

Description of planned activity	
Specific objectives of this activity, including new gender objectives	
Lead institution and activity leader	
Leader for gender integration in this activity	
What information do you need to know to improve the gender-sensitivity of this activity?	
Methodology to be used to collect missing gender information (e.g., field tools, gender analysis tools, team composition)	
Process to identify gender-based constraints	
Planned activities to overcome identified gender-based constraints	
Expected results of gender integration (expected outcome and impacts on planned activities)	

Indicators selected to measure effects on gender at the output level (livelihood means)	
Indicators selected to measure effects on gender at the impact level (livelihood outcomes)	
Do you have any further needs or challenges to achieving this gender integration plan?	
Would you like to receive additional on-site gender training?	

Personal Action Plan

The purpose of this personal action plan is to declare some activities you will do to strengthen and increase your institution's capacity for gender-integrated development.

Please think about what you can do. Be as creative as you can be. Note your answers in the space provided. Use extra space as required.

1. I plan to do the following activities

a. within one week from the end of the training:

b. within one month from the end of the training:

c. within six months from the end of the training:

2. I will tell my supervisor about the training. This is what I will say:

3. I will share what I learned with my colleagues. This is what I will share:
