



***INTERIM ASSESSMENT OF IMPACT/RESULTS OF THE SHORT-TERM
TECHNICAL ASSISTANCE AND TRAINING TASK ORDER***

IQC No. GEW-I-00-02-00020-00

Integrating Gender for Development Results: Women in Development

Final Report

**Submitted to:
USAID/EGAT/WID**

**Submitted by:
Juarez and Associates, Inc.**

September 2008

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This assessment report reflects the views and opinions of various individuals within USAID Missions and in outside organizations where the STTA&T activities were implemented; however, the final report and interpretation of findings represent the views of the authors.

Executive Summary

Juarez and Associates (J&A), a research and consulting firm with offices in Los Angeles and Washington, DC, conducted interim assessments of the impact of two of the Women in Development Office's programs implemented by DevTech Systems Inc.: (1) the Interim Assessment of Impact/Results of the Safe Schools Program (SSP) in Ghana and Malawi, and (2) the Interim Assessment of the Short-Term Technical Assistance & Training (STTA&T) Task Orders., under IQC No. GEW-I-00-02-00020-00. J&A employed an assessment team comprised of Dr. Kjell Enge (responsible for the assessment of SSP, GEW-I-02-02-00019) and Dr. Flavia Ramos (responsible for the assessment of STTA&T, GEW-I-01-02-00019), Ms. Vanessa Shields (Evaluation Specialist) and Ms. Analice Schwartz (Research Assistant).

This report presents the findings of the interim assessment of the WID Office's Short-term Technical Assistance and Training (STTA&T). The purpose of this assessment is to determine the impact of assistance provided by WID to missions and other operating units to accomplish the goals of integrating gender issues in development assistance activities and promoting gender equality.

DevTech Systems, Inc., is the holder of the Short-Term Technical Assistance and Training (STTA&T) Task Order (TO) under the Women in Development Indefinite Quantity Contract (IQC). As part of this TO, DevTech Systems, Inc., provided Technical Assistance to Mainstream Gender in Sector-Specific Programs, Gender Assessments, Gender Training and Gender Evaluations. The activities were undertaken from 2002 to 2007.

This assessment considered three issues in addressing the impact of the STTA&T carried out by DevTech Systems, Inc.: (1) Appropriateness of STTA&T to USAID/Missions' needs; (2) Usefulness of STTA&T and (3) Effect of STTA&T on USAID staff, operating units and implementing partners who benefited from STTA&T. The assessment also focused on answering the following questions associated with the different types of technical assistance provided by the contractor:

1. Did the Mission/operating unit find the technical assistance helpful? In other words, how has training in gender-related concerns affected new program designs and the implementation of ongoing projects and activities?
2. Were the assessments carried out by STTA&T sound and appropriate to USAID's needs?
3. Was the STTA&T staff able to meet most requests?

The assessment began with a desk study of available documents and exploratory communications with DevTech Systems, Inc., USAID/WID Office, and USAID missions in selected locations. The team met with DevTech Systems, Inc., project staff to identify key documents and other data to review as well as to identify potential key informants to contact for interviews. The team also counted on the assistance of the USAID/WID Office in Washington, DC, to identify USAID missions and contacts within missions that benefited from STTA&T. Besides reviewing reports produced by DevTech Systems, Inc., and other existing government and project documents, the assessment team conducted a series of telephone and face-to-face interviews with USAID staff and development practitioners who benefited from STTA&T. The interviews provided descriptive information about the technical assistance implemented by DevTech Systems, Inc., and also illustrated the extent to which USAID Missions and other operating units were able to integrate more fully gender concerns into their programs in the last three years as a result of STTA&T.

The assessment of the STTA&T provides a broad sectoral analysis that takes into account a variety of different thematic areas, the effectiveness of the expatriate consultants used, the format of the training and any structural issues.

Findings and Conclusions

One of the most important ways we can look at the STTA&T assessments is how they are remembered long after the activity is concluded. They will be remembered for three important qualities: If the DevTech Systems, Inc., activities had an *impact* on the missions and their local partners who sought assistance from

WID, if they have been *useful* to the persons for whom the activity was conducted and if they were relevant to the needs of the persons or organizations involved in the activity. The STTA&T activities sponsored by the Office of Women in Development through the DevTech Systems, Inc., Task Order, received high scores per this interim assessment in all three categories—impact, usefulness and relevancy. On a scale of 1-5 with 5 being the highest score, 61 percent of the respondents rated impact at a 5; 48 percent of the respondents rated usefulness at a 5 and 67 percent rated relevancy at the 5 level. Of the four types of activities—Gender Training, Gender Assessments, Gender Evaluations and Sectoral-based Technical Assistance—Gender Assessments (Bosnia, Colombia, Haiti, South Africa, Sri Lanka and Tanzania) and the three Sectoral-Based Technical Assistance activities received the highest number of 5's in all three categories. The nine Gender Training countries ranked impact, usefulness and relevancy at a 4+ and the two Gender Evaluation countries ranked the DevTech Systems, Inc., activities at a 4.

In fact, one of the main points that consistently emerged from interviews with key informants was the positive impact that the WID-sponsored STTA&T had on individuals and organizations. Interviews with key informants suggested that the usefulness and relevance of the STTA&T activities are a result of the timeliness of the DevTech Systems, Inc.'s response to missions' requests and the effectiveness of its team of consultants to addressing the expectations of missions' staffs and implementing partners. The overall impact and breakdown of the STTA&T activities are illustrated in the tables in [Annex E](#) of this report, *Results of Interviews with Key Informants*. The following summarizes the main observations made in regards to DevTech Systems, Inc.'s responsiveness to missions' requests:

- *The STTA&T staff was able to meet our requests at all times.*
- *The DevTech Systems, Inc., team was very efficient, very responsive, very engaged through the assessment itself, they were very responsive to our requests.*
- *We received training to better integrate gender issues into the design, implementation, monitoring and evaluation of activities.*
- *The contractors worked with the personnel and exchanged ideas before the workshop so it was well tailored to meet the needs of participants who worked in the respective areas of the country and some of the staff from the office.*
- *The examples used were very relevant to our region and the activities we were doing in health and education at that time.*
- *The emphasis was oriented towards what are the issues that managers and staff at USAID need to know in order to be able to ensure that gender issues have been addressed in the programs that they are managing and that led to a very short presentation to economic growth officers' training and to the development of another training which was more research-oriented for one of the central programs of the AGR office.*
- *Since the assessment – and because of it – women are a target group in all our activity documents and gender is written into all of our cooperative agreements.*
- *The way they worked was very participative. It was not a desk study. We took the consultants out on site visits. This was very valuable because they saw the problems we had to deal with directly including geographical differences and different layers of society. They spoke to grassroots people, entrepreneurs, and women in Parliament.*
- *The assessment gave us an indication of the kinds of attitudes people had in the Mission and it gave us an understanding of what people thought gender was all about and what gender integration or mainstreaming was about.*
- *The training afterwards addressed the fact that gender mainstreaming was not just about counting, it was really about how the lives of women and men affect project results and how our activities affect the lives of men and women.*

Key informants also spoke of their expectations prior to receiving technical assistance. The following are illustrative examples of what they said they had expected from sector specific programs, training, assessments, and evaluations. The majority of respondents reported a high level of satisfaction with the short-term technical assistance provided by DevTech Systems, Inc. There appeared to be a close relationship between expectations, the relevance of the assistance to participants' needs, and the level of satisfaction associated to the overall rating of STTA&T.

Participants expected to:

- *Get more information about gender and how we can integrate gender aspects into our activities and how to provide or follow up on those gender issues up to the contract and grant levels so that our implementers can be aware that we need to integrate gender into the activities.*
- *Get the gender mainstreaming tools and equip field workers with tools that would enable them to mainstream gender in their programs and activities.*
- *See how successful the program had been; how it had achieved its objectives; how beneficial the program was and how the evaluation could be used to inform the missions' project design in the future.*
- *Know what was achieved and what lessons were learned from the project.*
- *Confirm that women's-focused activities, like the establishment of a women's trade association, was a relevant approach of the project.*
- *Understand better how to address problems of the population that is not represented enough, that is neglected sometimes, by incorporating gender considerations effectively into program.*
- *Take a cross-sectoral look at the issues as well as specific recommendations about the gender situation in the country.*
- *Build the capacity for the mission to integrate gender in its portfolio.*
- *Understand the ways in which we could integrate the entire gender equality perspective into our projects, looking at different experiences, looking at different techniques that can be used.*
- *Raise awareness of the need to look for sex disaggregated data; to look at programs from a gender perspective. A real useful resource for the mission.*

The impact of STTA&T cannot be measured exclusively in terms of what training participants have learned or how the results of assessments and evaluations were used by mission staff, operating units and implementing partners. The impact of STTA&T had a broader reach as lessons learned spread to other international donors and influenced several levels of leadership in countries where gender was not a prominent issue in development programs. As one respondent said, *"I think the major thing is the visibility... without the assessment these gender issues would remain unnoticed."* STTA&T helped to make gender visible and consequently influenced country policies, research, strategic plans and ways of managing development projects that took into consideration gender dynamics and how men and women, boys and girls have been affected by development actions.

What key informants say about the impact of STTA&T:

- *We are not only feeling satisfied because we counted the numbers, but think how this is reaching girls and boys. We are also making a point to project partners that we need to look closely at the results of data from these testings and think about the activities we can do in our health and education projects to help address the shortcomings we have found. In our quarterly reports, we have to report all of our indicators disaggregated by sex. It has been reinforced by the front office that we need to make sure we are capturing that data, that it really represents the participation of girls and boys.*
- *We are coordinating with different UN structures and implementing partners to provide them consultancy on how to mainstream gender in their projects and strategies.*
- *Project NOVA provides training for nurses on safe motherhood skills, and we included gender issues in this module and now nurses receive training also related to gender issues.*
- *Following the training there was another activity which was a gender assessment of the AGR office and what was interesting in that assessment is how many things the AGR staff was able to do or identify themselves as a result of the training. They clearly made some effort to apply the sorts of things that we were giving them to look at into their own work.*
- *Although the competition was open to all the CRSPs for this new chunk of WID money, the livestock CRSP which had received the training was the one best positioned to provide the justification for getting it and they did. I think there were three projects total that received the money and since then, they have published policy briefs related to gender.*
- *The training really made a big impact on people—not the staff, these are people who have a good understanding of gender, but the ones who had not been exposed to gender trainings before, like the health workers and those who are training other health care providers.*
- *We have produced materials to be used by community health workers. There was an action plan they were supposed to do in relation to the training and that has been done.*

- *The health policy initiative team in Peru continued to support the government especially around revision and development of guidelines. The actual capacity building was part of their process and the project in country had continued to support the government in the area of gender-based violence.*
- *Everybody is using the assessment as a reference and there are recommendations here how to use it in programs. .*
- *One of the main findings of the assessment was that we need to address domestic violence within our programs and that has been done in not all but in some of our programs as a result. There have been changes, and we still have a way to go, but there were changes as a result of the assessment.*
- *The assessment strengthened the structure and function of what we had in place.*
- *We have introduced a Canadian donor project which will last about five years on addressing violence against women in Sri Lanka in specific areas and in laws that have been implemented.*
- *Examples of how the assessment helped the mission include: a. it met ADS requirements for Strategic Plan submission to Washington; b. it has enabled Management to issue a Gender Mission Order to guide technical staff on integrating gender.*

The technical assistance provided by DevTech Systems, Inc., has done well in building the capacity of mission staff and implementing partners to integrate gender in all their activities. However, additional activities and approaches to gender integration and support to individuals and institutions have been suggested by interviewees. When asked what they would like to see happening in the future and how STTA&T could have been made more effective, key informants suggested the following:

- *Help equip staff with the knowledge that they need to enable people to learn how to integrate gender.*
- *Provide these types of activities and technical assistance periodically and frequently.*
- *Provide more formal gender training or have the WID office arrange a conference or a regional workshop regarding gender issues.*
- *Sponsor a regional conference with country representatives and implementers together to exchange information that could be helpful in the short term.*
- *Do some serious thinking on how to integrate gender equality into activities prior to development of country plans.*
- *Demystify that when we talk about gender it means boys and girls, that we are concerned about both sexes.*
- *Train USAID staff and partners to introduce the importance of gender and gender integration.*
- *Having gender experts and consultants available for the life of the programs, the whole project cycle: assessment, training, and follow-up.*
- *Disseminate the mechanism more broadly.*
- *People providing the gender technical assistance or training have a dual background in both the sectoral areas as well as in gender issues.*
- *Be creative, be flexible, work with the locals, seek the support of the local experts.*
- *Have pilots and best practices to inform the design of new projects and put the money into that.*
- *Ensure that gender is taken into account when developing a country strategy.*
- *Provide training for Activity Managers through an on-line system.*
- *Make sure that development indicators are looked at with a gender lens.*
- *Look at how the activities implemented have affected the lives of men and women.*
- *Encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible.*
- *Provide training on gender integration for USAID staff and subsequently design a follow-on program to monitor gender integration activities.*

List of Acronyms

AAD	Activity Approval Document
ADB	African Development Bank
ADS	Automated Directives System
AEAI	Advanced Engineering Associates International
AFR/DP/POSE	Africa Bureau's Policy, Outreach, Strategy and Evaluation Division
AGR	Office of Agriculture
ANRS	Amhara National Regional State
APS	Annual Program Statement
CAM	Compliance Assurance Monitoring
CEDPA	Center for Population and Development Activities
CI	Conservation International
CIDA	Canadian International Development Agency
CRSP	Collaborative Research Support Programs
CSP	Country Strategy Plan
CTO	Cognizant Technical Officer
CVE	Civic and Voter Education
DAEP	Depressed Area Electrification Program
DTS	Development & Training Services, Inc.
EGAT	Bureau for Economic Growth, Agriculture and Trade
EIT	Office of Energy and Information Technology
EMPOWER	Ethiopian Management of Participatory Opportunities for Women in Extension and Research
EOP	End of Project
ESC	Electoral Support Consortium
EU	European Union
FY	Fiscal Year
GAP	Gender Action Plan
GBV	Gender-based Violence
GDI	Gender Development Index
GFP	Gender Focal Point
GL CRSP	Global Livestock Collaborative Research Support Program
GOM	Government of Morocco
HDI	Human Development Index
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HPI	Human Poverty Index
IGWG	Interagency Gender Working Group
IOM	International Organization for Migration
IQC	Indefinite Quantity Contract
IR	Intermediate Results
IRIS	Institutional Reform and the Informal Sector
LAC	Latin American and the Caribbean
LSMS	Living Standards Measurement Survey
MCH	Maternal and Child Health
MGC	Mission Gender Committee
NGO	Non-Governmental Organization

NOVA	Innovations in Support of Reproductive Health (<i>transliterated Armenian acronym</i>)
NRECA	National Rural Electrification Cooperative Association International
OFPEP	ONFARM Productivity Enhancement Program
OTI	Office of Transition Initiatives
TOT	Training of Trainers
PBS	(<i>Palli Bidyut Samity</i>) Rural Electric Cooperative
P-E	Population and Environment
PEPFAR	President's Emergency Plan for AIDS Relief
PHC	Primary Health Care
PMP	Performance Monitoring Plan
PRA	Participatory Rural Appraisal
RCSA	Regional Center for South Africa
REB	Rural Electrification Board
RFA	Request for Application
RFP	Request for Proposal
RH	Reproductive Health
RPPR	Rural Power for Poverty Reduction Project
SO	Strategic Objective
SOW	Scope of Work
STTA&T	Short-Term Technical Assistance and Training
TA	Technical Assistance
TO	Task Order
USAID	United States Agency for International Development
WAWI	West Africa Water Initiative
WI	Winrock International
WID	Women in Development

I. Introduction

This assessment focuses on the impact of assistance provided by the Women in Development Office (WID) to USAID missions and other operating units to accomplish the goals of integrating gender issues in development assistance activities and promoting gender equality.

The interim assessment of impact of STTA&T examines all WID Task Order One (TO1) activities between FY 2002-2007 with a focus on those implemented in the last three years of this Task Order to ascertain whether STTA&T had addressed gender-related concerns in the 24 sample countries focusing on the adequacy of interventions, usefulness, and overall impact of activities on USAID staff, operating units and implementing partners. The assessment team with assistance from DevTech Systems, Inc., staff and the WID CTO, selected a number of sample activities by regional area (LAC, AF, ANE, E&E and USAID/W Global Bureaus and Offices) and by Activity Types (training, assessment, and evaluation). It also examined other issues that may have affected the WID-TO1, such as the ADS changes and Strategy changes USAID-wide.

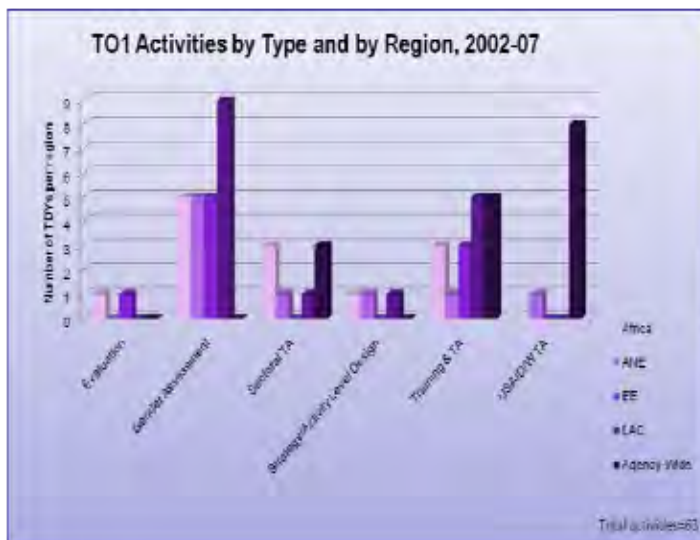
A. Background

1. The Women in Development Indefinite Quantity Contract (WID IQC)

In September 2002, the Agency awarded an IQC to six contractors to support the Agency's efforts to take the roles of both women and men into account in its programming in order to achieve its development goals.

All USAID operating units are eligible to execute Task Orders under this mechanism utilizing their own funds as long as gender is an integral part of the scope of work. A contract to carry out Short-Term Technical Assistance and Training Supporting Gender Integration in USAID Operating Units under Leadership of EGAT/WID was awarded to a consortium led by DevTech Systems, Inc. on September 30, 2002.

STTA&T works with USAID Missions and other operating units at their request to integrate more fully gender concerns into their programs. This is done through country-level gender assessments in all regions, helping Missions to better integrate gender issues at the activity level, training USAID staff and partners, monitoring gender-integration activities, analyzing the degree to which gender is incorporated in programmatic activities and implementing a method for measuring USAID's overall performance on gender integration.



I-1 TO1 Activities by Type and by Region

Task Order 1, under DevTech's IQC agreement with the WID Office, consists of technical services provided to USAID missions, USAID operating units in Washington, and others (host country governments, NGOs, other USAID partners and other donors, etc.) requiring innovative gender expertise and approaches in assessment/analysis, design, implementation and evaluation of programs and projects to ensure that gender is included as a key development variable in all activities. Task Order 1 completed five years of operation in 2007. DevTech and its sub-contractors received a two-year cost extension for STTA&T. The new end-of-project date is September 29, 2009.

Programs can include short- and long-term technical services and training, research and analysis, communications and outreach (including conferences and workshops) for all regions and in all sectors.

Areas of assistance include strategic planning, program performance measurement, gender assessment and analysis, project design, implementation and monitoring and evaluation. Implementing partners, missions and operating units within USAID are able to obtain technical assistance and training to address gender-related concerns in their programs. Moreover, Short-Term Technical Assistance and Training (STTA &T) provided to USAID Missions and other operating units through this Task Order (TO1-2002-2007) helped to develop strategies for incorporating and addressing gender concerns in all activities and provided sector specific guidelines for integrating gender issues in development activities.

2. DevTech Systems, Inc.

DevTech Systems, Inc., is the holder of the Short-Term Technical Assistance & Training (STTA&T) Task Order (TO) under the Women in Development Indefinite Quantity Contract (IQC). As part of this TO, DevTech Systems, Inc., is responsible for providing Gender Assessments, Technical Assistance to Mainstream Gender in Sector-Specific Programs and Gender Evaluations. These activities have been undertaken during the five years of the STTA&T TO.

STTA&T operates on the bases of Scopes of Work (SOW) received from USAID missions and operating units. The Task Order CTO reviews the Scopes for appropriateness of the work to be carried out and the cost. The Task Order staff fields consultants to implement the scopes of work. Consultants' reports and trainings are the main Task Order outputs. Although work is carried out worldwide, the Task Order is based in Arlington, Virginia, and there are no overseas offices. DevTech Systems, Inc., has been responsible for providing a quick response under the STTA&T. The DevTech Systems, Inc., team has been requested to provide a myriad of particular activities under three broad headings: Gender Assessments, Technical Assistance to Mainstream Gender in Sector-Specific Programs and Gender Evaluations.

The STTA&T is a demand-driven Task Order that is dependent upon the individual Missions, the WID office or USAID/W requesting services. These services are requested through the generation of Scopes of Work that is then passed on to DevTech Systems, Inc.; DevTech then puts together a budget and a team of consultants for the requested activity. The majority of the training activities undertaken by DevTech under this TO were completed by teams of three who put on half-day training workshops on gender integration to help missions meet USAID's ADS (USAID's Directives Management Program) requirements. The demand for the STTA&T has ebbed and flowed over the past five years. In the past, there was a high demand for Gender Assessments by missions because they were required to do them or they had a desire to receive training. During the current reconstruction of the ADS, and of USAID generally, fewer assessments have been requested.

Structural changes to strategic plans and the ADS followed by foreign assistance reform may have created uncertainty about the stringency of the requirement for gender assessments, possibly contributing to a drop in demand for the services of STTA&T. For the first four years of the STTA&T project, the services were free to Missions. Beginning with the fifth year, missions were asked to pay about 50 percent of the cost of

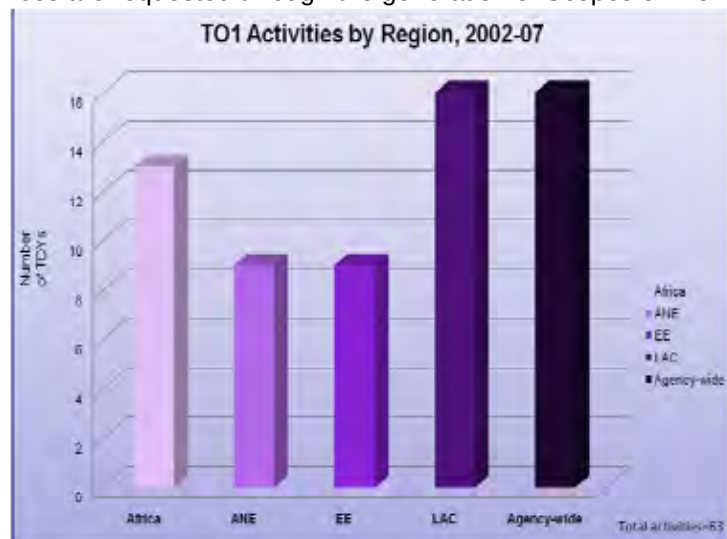


Figure I-2 TO1 Activities by region, 2002-07

DevTech Systems, Inc.'s services under the STTA&T. In sum, there are several factors that may have contributed to the drop in demand for STTA&T services.

II. The Context of USAID Supported Programs

USAID is committed to providing development assistance that improves the lives of women, men and children around the world. USAID has a special interest in the advancement of women worldwide and is working to improve women's equality and empowerment because it is necessary for successful development.¹ USAID's commitment to the full inclusion of women dates back to 1973, when the United States Congress passed the "Percy Amendment" to the Foreign Assistance Act, requiring that particular attention be given to integrating women into national economies to improve the status of women and to assist the overall development effort. Today, the Agency addresses gender inequalities in order to reduce economic and social inequities, improve the probability of growth and broader civic participation, and increase program results².

A. USAID's Approach to Gender Analysis

Gender Analysis offers a framework for illuminating the opportunities and constraints in development activities that are based on the relations between women and men. Including gender analysis up front, as a part of the program planning process, can help the development practitioner identify key gender issues to build into program design and implementation.³ USAID's approach to gender analysis of programs and projects is built around two key questions:

1. How will gender relations affect the achievement of sustainable results?
2. How will expected results affect the relative status of men and women?

Gender analysis is most effective if it is included as a part of every technical assessment used in program planning and design. "Gender" is not a separate sector to be analyzed or reported on in isolation. Rather, technical assessment teams should integrate an analysis of how gender relations and differences in men's and women's roles may interact with or affect their broader findings and incorporate these gender considerations into their program designs and monitoring plans. USAID's policies and approaches to gender analysis and the ADS requirements are relevant factors in determining the context and purpose of STTA&T implemented by DevTech Systems, Inc., under the WID IQC.

¹ Source: <http://www.usaid.gov>

²Source: http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/brochure_gender_matters.pdf

³ Source: <http://www.usaid.gov/policy/ads/200/200.pdf>

B. The Automated Directives System

The Automated Directives System (ADS) is USAID's directives management program⁴ that covers USAID's programming policy. (See Table X-2 USAID Automated Directives System Requirements in Annex X *Figures and Tables* for details.)

Programming policy guides the way in which USAID designs programs to achieve development results, implements those programs, and assesses them. The ADS has incorporated measures that ensure continued attention to gender issues in USAID.

ADS requirements involve:

- Technical Analyses and Strategic Planning (ADS 203.4.11);
- Performance Monitoring Systems for SOs and Intermediate Results (ADS 201.3.4.13);
- Activity Design and Activity Approval Documents (ADS 201.3.6.3);
- Issuing RFPs (ADS 302.5.14) and Requests for Assistance (RFAs) (ADS 303.5.5b).

C. The WID Office and Gender Integration throughout USAID Programs

The integration of gender concerns throughout USAID's portfolio is the responsibility of the entire Agency. The Office of Women in Development (EGAT/WID) contributes to USAID's efforts to build development programs that are both effective and equitable. One of the top priorities of the WID Office is to help promote greater institutionalization of a gender perspective throughout all USAID programs. The WID Office works to achieve this through assisting USAID Missions and other operating units; disseminating best practices; identifying and sharing emerging development issues with differential impacts on women and men globally and creating programs and activities to address new and emerging issues.

III. Methodology

The interim assessment of impact of STTA&T examines all WID-TO1 activities between FY 2002-2007 with a focus on activities implemented in the last three years of this task order to ascertain whether STTA&T had addressed gender-related concerns in the 24 sample countries focusing on the adequacy of interventions, usefulness, and overall impact of activities on USAID staff, operating units and implementing partners. The assessment team with assistance from DevTech Systems, Inc., staff and the WID CTO, selected a number of sample activities by regional area (LAC, AF, ANE, E&E and USAID/W Global Bureaus and Offices) and by activity types (training, assessment, and evaluation).

In addition, detailed information was collected on whether the mission/operating unit found the technical assistance helpful, whether the assessments carried out by STTA&T were appropriate for USAID's needs, and whether the STTA&T staff was able to meet missions' requests effectively. The goal was to determine what possible impact the STTA&T may have had on USAID staff and implementing partners who benefited from the STTA&T. Thus, the assessment team reviewed STTA&T-related documents and activities, as well as the content of interviews with USAID Mission staff and implementing partners involved in STTA&T, to determine how USAID Missions and other operating units have been able to integrate more fully gender concerns into their programs as a result of STTA&T. The assessment team also examined the impact of knowledge dissemination by considering the number of visitors worldwide who have accessed the STTA&T documents published on the WID Website. (See Annex G.)

⁴ Source: <http://www.usaid.gov/policy/ads/200/200.pdf>

Data Collection Methods

1. Document Review

The first task was to identify and analyze documents and other existing data produced by DevTech Systems, Inc. The results of the document review were the basis of the design and structure of interview protocols used with personnel from USAID Missions and implementing partners who have received the STTA&T.

A review of selected STTA&T reports is provided in section IV. Review of Documents: Gender Trainings, Gender Assessments, and Gender Evaluations. A full list of STTA&T Publications can be found in **Annex B**.

2. Interviews

Prior to the interviews of key informants, J&A made a list of the number and types of individuals involved. Once the sample of participants had been selected, key informants were interviewed using a semi-structured protocol. (See Annex C.) The purpose of the interviews with key-informants was to collect information on whether the Mission/operating unit found the technical assistance helpful, whether the assessments carried out by STTA&T were appropriate for USAID's needs, whether the STTA&T staff was able to meet missions' requests effectively, and whether STTA&T significantly affected the strategies or programs in missions that had received technical assistance.

The interview questions focused on gender-integration in programmatic activities with the purpose of determining the depth of knowledge, learning and adoption of new strategies to gender integration, gender analysis, and gender mainstreaming that may have resulted from the contact with staff and trainers who participated in the STTA&T. Additional questions were asked in regards to the type of adjustments that would need to be made to helping missions better integrate gender issues at the activity level and train USAID staff and partners to monitor gender-integration and analyze the degree to which gender is incorporated in all USAID activities.

The interviews were preceded by a consent form and explanation of the purpose and procedures involved in the interview. Every participant has acknowledged receipt of the interview questionnaire and consent form and gave consent to have the interview recorded.

Data Analysis

Telephone interviews were conducted with 21 key informants. These interviews were transcribed and coded into categories (using Max QDA software) by respondent characteristics and the specific answers given for each of the questions. Once the coding was completed, the responses were classified, tabulated and grouped according to the specific content of each.

Limitations

A number of factors have limited the ability of the assessment team to collect a wide range of responses that could have enriched the breadth and depth of the assessment of impact of STTA&T. The number one difficulty was locating key-informants who had participated in programs and/or could provide relevant information to the team due to the continuous rotation of USAID staff who were involved in STTA&T. Contacting people at missions where DevTech Systems, Inc., conducted activities was also challenging, for DevTech does not maintain contacts, per se, except where work is ongoing. Missions are also under a considerable amount of pressure to complete their day-to-day tasks limiting the amount of time and availability of personnel to respond to on-line questionnaires or phone calls. Over 70 individuals were contacted for interviews, and approximately 30 percent of them responded to our request.

In addition, key-informants were asked to respond to questions related to STTA&T that had taken place three or more years ago, a fact that posed a limitation to a respondent's ability to answer questions accurately. Some respondents, when initially contacted, could not remember taking part in a gender training implemented by DevTech Systems, Inc. The team thus decided to send a copy of assistance reports to key-informants prior to the interviews to reestablish a connection between the respondent and a particular intervention.

3. Review of Access to STTA&T Documents on WID Website

In order to assess the impact of STTA&T by looking at the dissemination of knowledge and information via the internet, the Assessment Team requested that the WID Webmaster provide the statistics on searches related to documents produced by DevTech Systems, Inc., under the WID/TO 1 Short Term Technical Assistance and Training (2002-2007). The website research on searches provides information on the most visited pages, the number of hits and downloads per page.

The webmaster provided the team with six PDF files. These are statistics printouts from the WID public site. Three list the top web pages (including HTML and PDF) for the entire site. Three list only PDFs for the entire site. All three are by year--2006, 2007 and 2008 to date. (As no DevTech Systems, Inc. STTA&T documents were posted prior to 2006, those dated 2003, 2004 and 2005 are included with the 2006 PDF.) Some of the STTA&T documents are only on the DEC, and as such, are not included in the WID web statistics. Furthermore, some documents have not been posted on either site at the discretion of WID staff or the particular USAID mission.

IV. Review of Documents: Gender Trainings, Gender Assessments, and Gender Evaluations

A. GENDER TRAINING

1. GENDER TRAINING AND TECHNICAL ASSISTANCE - USAID/SOUTH AFRICA

In October 2005, a three-member DevTech Systems, Inc., team (Deborah Rubin, Ph.D., Nancy Taggart, M.A. and Nomtuse Mbere, M.Sc. from Kenya) traveled to USAID/South Africa to help the Mission implement key recommendations from USAID/South Africa's 2004 Gender Assessment Report. The training team's goal was to help the Mission staff better understand the complex issues of gender thereby improving its ability to mainstream them into its rolling action plan and future activities and meet Automated Directives System (ADS) requirements. The DevTech Systems, Inc., team, over a three-week period, conducted one-day training sessions for six separate Strategic Objective teams and sector and program teams and half-day sessions for five non-programmatic and regional offices. The core of the training for approximately 100 attendees focused on the following concepts:

Gender as a Variable: How do gender factors affect project success at every stage of the project cycle, e.g., needs assessment, design, implementation, monitoring, evaluation and the ability of a project to be sustainable while meeting project goals, targets and objectives?

Gender as an Equity Issue: How do project results affect the relative status and power of women and men and the achievement of gender equality?

To address *Gender as a Variable*, the Training Team introduced Mission staff to a new tool, the CRIB Sheet (Cultural Roles and Practices, Rights and Resources, Involvement, Benefits). CRIB sheets assist Mission staff to remember the types of gender questions to ask about their strategies, annual reports or activity planning documents. To address *Gender as an Equity Issue*, Mission staff categorized a broad spectrum of project results by asking themselves three questions: (1) Did project outcomes make gender equity worse? (2) Did project results accommodate some gender inequalities? (3) Did project results make gender equality better in terms of relative status or power between the sexes? The activity concluded by identifying challenges specific to gender issues in South Africa, developing recommendations, such as ways to institutionalize gender, to keep it visible as a cross-cutting theme in all sectors, along with HIV/AIDs and gender-based violence, action plans and a participant self-assessment.

2. GENDER MAINSTREAMING WORKSHOP USAID/ARMENIA, PROJECT NOVA AND PARTNERS

USAID/Armenia requested a training opportunity in gender mainstreaming which took place over a two and a half-day period in July 2006. The workshop, led by Deborah A. Caro, a DevTech Systems, Inc., consultant with Jina Sargizova, a gender expert and Project Coordinator of the NGO Center in Armenia and Iren Sargsyan, the Project NOVA Gender Advisor, featured gender training modules developed by USAID Washington's Interagency Gender Working Group (IGWG) to inform the discussions. The goal of the workshop, attended by 23 Mission and NOVA staff, was to integrate gender into reproductive health in Armenia through the USAID/Armenia-funded Project NOVA staff and their counterparts. (Project NOVA is a community-based approach to improve reproductive health services, as well as mother and child health services, in rural areas. It creates better conditions for health care services in more than 130 communities through the renovation of health posts, training of health care providers and improved cooperation between them and local authorities.) The objectives of the activity were as follows:

- To orient the core team of government experts and project staff on gender concepts and gender analysis
- To build the skills of workshop participants in conducting gender analysis
- To develop a set of key global recommendations for better integration of gender into the reproductive health sector in Armenia
- To reach agreement on specific implementation actions related to integrating gender into Project NOVA programs, objectives, strategies, initiatives and activities

The DevTech Systems, Inc., consultant also provided direction to sub-groups of workshop participants to plan and begin implementation of concrete actions related to integrating gender and reproductive health, gave a public presentation on gender and health for USAID staff and its implementing partners and provided consultation to Project NOVA staff on its project evaluation framework and performance monitoring plan. The activity concluded by identifying challenges specific to gender issues in Armenia and developing recommendations for action.

3. GENDER-BASED VIOLENCE TRAINING AND TECHNICAL ASSISTANCE USAID/PERU

Over the last five years, the Peruvian government has made a significant commitment and investment in developing the legal, regulatory and policy frameworks necessary to prevent and respond to gender-based violence (GBV). In response to a request from the Ministry of Health, USAID/Peru requested assistance from the Global Health Inter-Agency Gender Working Group (IGWG) and the Women in Development Office (EGAT/WID). The goal of this assistance was to conduct an in-country workshop during February 2006 with the objective of providing practical tools for scaling up GBV programming in the country.

Two DevTech Systems, Inc., consultants (Deborah A. Caro and Sandra Aliaga) and two Peruvian consultants (Maria Rosa Garate and Edita Herrera) led a two-day workshop for 31 Mission and NGO attendees on how to mainstream gender issues. The workshop centered around a number of modules, including ones on gender-based violence and gender integration. The gender-based violence module emphasized the conceptual foundation of GBV and introduced participants to the life cycle of violence and its impact on reproductive health. The two DevTech Systems consultants provided three additional days of follow-up technical support in collaboration with several Peruvian ministries, individual participants or groups working on their own projects. The training concluded with workshop assessments.

4. GENDER TRAINING USAID/NICARAGUA

During the period March 14-24, 2006, the USAID Global Health Bureau's Interagency Gender Working Group (IGWG) and the Economic Growth, Agriculture and Trade (EGAT) Bureau, Office of Women in Development (WID), collaborated with the USAID/Nicaragua Mission to provide three gender-training workshops over a three-day period for 75 Mission, contractor, and government and nongovernmental

organization (NGO) staff. The goal of the workshops was to enhance the gender integration skills of Mission staff, contractors, NGOs, and government partners. The training was facilitated by Diana Prieto, co-chair of the IGWG and Senior Gender Advisor for USAID/Global Health Bureau, Sandra Aliaga and Frances Houck, Center for Population and Development Activities (CEDPA) consultants under the USAID POLICY Project, and Deborah Caro under contract with DevTech Systems, Inc., Gertrudis Medrano of the NicaSalud Federation and Dr. Claudia Evans of USAID/Nicaragua assisted in the facilitation of some of the components of the workshop.

The workshops were designed to build on earlier Mission efforts to integrate gender into its portfolio. The training followed the basic structure of the gender integration module currently used by both the STTA&T task order and IGWG trainers. Although the emphasis was on the Mission's health programs, the concepts, tools, and approaches presented in the workshop are applicable to other sectors with minor adaptations. In Nicaragua, several people had alerted the facilitators that the term gender had a strong association with a rather pejorative notion of feminism as the inverse of patriarchy or machismo. Much of the discussion focused on deconstructing these terms in order to reach a consensus on the need to achieve equitable gender relations and equal opportunities by addressing inequalities in the distribution of power. The workshops helped participants to recognize the importance of gender analysis/gender integration in development policies and programs and to improve the use of gender analysis throughout program and policy planning, implementation, monitoring, and evaluation.

5. GENDER TRAINING WORKSHOP AND THE AGRICULTURAL PRODUCTIVITY ENHANCEMENT PROGRAM (APEP) - USAID/UGANDA

The Plan for Modernization of Agriculture is Uganda's agricultural strategy for increasing productivity and marketing of agricultural commodities. It was one of the primary bases for addressing the high levels of poverty prevalent in much of the country. However, the Plan recognized that gender inequality was a major barrier to improved performance in the agricultural sector. As USAID/Uganda was a major development partner in Uganda's agricultural sector, the Mission supported several gender-training workshops over an eight-day period in February 2006.

The goal of three two-day workshops, facilitated by DevTech Systems, Inc., consultants Charity Kabutha (Kenya) and Joy Kwesiga (Uganda) and attended by a combination of over 100 USAID/Uganda staff, implementing partners, producer organizations' trainers and field-based commodity leaders and demonstration site coordinators, was to build institutional capacities to address adequately gender issues in their respective programs. The objectives of the participatory/hands-on workshops were to train staff and trainers on how to incorporate a message of gender into their everyday trainings by undertaking the following processes:

- Developing a common understanding of gender and related concepts
- Enhancing practical gender analysis skills as a basis for identifying gender issues in agriculture and in household economy
- Creating a better understanding and appreciation of the implications of gender on agriculture, with specific reference to household economy and
- Building knowledge and tools of integrating gender into their technical training

The intervention concluded by attendees identifying challenges specific to gender issues in Uganda and developing recommendations and action plans.

6. TRAINING FOR THE USAID/EGAT/AGR OFFICE AND ITS PARTNERS

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

Over a two-year period, four trainings took place led by Deborah A. Rubin with consultants from IBM under a sub-contract with DevTech Systems, Inc.:

1. In June 2004 a four-hour training workshop was held for USAID/Washington Agriculture and Natural Resource Management office staff.
2. In December 2004, a week-long training prepared by IBM was conducted for EGAT Agriculture and Natural Resources Management staff. The objectives of this training were 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 outline briefly the process by which USAID staff can integrate gender considerations throughout the activity cycle, from design to implementation and through evaluation.
3. In January 2005, a one-day "Training Preview" workshop was held for the Global Livestock Collaborative Research Support Program (GL CRSP) Advisory Committee and Principal Investigators. The objectives of this Preview workshop included:
 - i. To learn about current expectations on gender integration at USAID
 - ii. To receive an overview of key concepts and approaches to gender integration
 - iii. To apply gender concepts with an exercise on reporting about gender
 - iv. To discuss the options for the gender training in Dublin in June 2005
4. In June 2005, IBM provided two four-hour training workshops and three one-hour follow-up sessions to GL CRSP researchers during their annual conference in Dublin, Ireland. The objectives of this training included:
 - i. To learn about the background of gender integration efforts at USAID and current requirements
 - ii. To receive an introduction and clarification of gender concepts
 - iii. To work with examples and case study materials to analyze gender relations in a development context and analyze how they affect research
 - iv. To discuss ways to address gender integration in research proposals, work plans, and reporting

Attendees evaluated the January 2005 Training Preview, and their comments and recommendations were incorporated into the June 2005 workshops. The June 2005 workshops in Dublin generated several issues concerning the differences in designing activities of this type for research versus program activities. Sixty-five persons participated in the four activities outlined above.

B. GENDER EVALUATIONS

1. INDEPENDENT EXTERNAL EVALUATION OF EMPOWER (ETHIOPIAN MANAGEMENT OF PARTICIPATORY OPPORTUNITIES FOR WOMEN IN EXTENSION AND RESEARCH) PROGRAM - USAID/ETHIOPIA

EMPOWER, an agriculture technology transfer and gender mainstreaming project, focused on food security and increased gender equality in the small-holder sector of rural Ethiopia. EMPOWER's goal was to improve household level agricultural production and productivity in order to enhance food security, reduce vulnerabilities and improve income generation. The project also hoped to create more enabling environments for women to participate fully in the process of development. The cornerstone of the EMPOWER project was capacity building. It was implemented by Winrock International from 1998-2003. Over 3,000 farmers participated in field demonstrations over the course of the project.

USAID/Ethiopia commissioned this independent end-of-project assessment for several reasons:

1. To review and confirm project claims for achievements and deliverables and to estimate the degree to which project objectives and related modifications were necessary and productive in moving toward agreed upon goals.

2. To gather expert opinion as to the unique elements of the EMPOWER model and their individual or collective influence on project achievement with the intent of identifying operating principles or lessons learned for replication to future endeavors.
3. To estimate quantitatively and qualitatively the degree to which project activities and achievements have left a legacy of improved food security, gender relationships and capacity in the participating institutions and individuals that would endure and be sustained beyond the project period.
4. To identify specific success stories, principles and lessons learned to contribute to the showcasing of the project to the donor/government stakeholder community.

A four-person External Evaluation Team (Dr. Mary Andrews, Team Leader, Dr. Michael Bamberger, Hadera Tesfay and Senait Seyoum) from DevTech Systems, Inc., conducted an assessment of the EMPOWER project in December 2003. DevTech Systems' methodology in data collection included (1) A review of documents; (2) Semi-structured interviews and focus group discussions and (3) Field visits and observations. The External Evaluation Team structured its research and findings around items one-four above. One notable finding made by the Evaluation Team was that the "ONFARM" element of the EMPOWER program *proved [in moving research-based innovations into the smallholder sector] that small and often poor subsistence level farmers, even farmers of female headed households and those from very remote and isolated communities can fully participate in the processes of adoption and diffusion.*

2. OTI AFGHANISTAN PROGRAM EVALUATION USAID/AFGHANISTAN

From October 2001 to June 2005, the USAID Office of Transition Initiatives (OTI) approved 714 grants totaling \$46.6 million for projects in Afghanistan. One hundred and seventy grants of the 714 totaled \$7.9 million (approximately 17 percent) and were designed, to some degree, with women and girls in mind. Of the \$7.9 million, \$2.5 million was earmarked for the construction and furnishing of women's resource centers. The \$5.7 million remainder supported media, education, income generation, the Ministry of Women's Affairs and civic education projects. The local implementing partners were IOM, Ronco and local NGOs.

DevTech Systems, Inc., consultant Anne Carlin, working with USAID Mission staff and others, undertook an assessment of all OTI's programs in Afghanistan, including those for Afghan women and gender relations, between April to July 2005 at the request of OTI and USAID-Women in Development Office. Since OTI's program in Afghanistan had gone through several phases during its implementation years due to the changing political and physical environments, the assessment team was asked to pay particular attention to four themes during its field work:

1. How did the OTI program eventually evolve to include women and women's issues and why? What was the overall impact of gender earmarked funding within the context of the OTI program and how did OTI's strategic approach evolve in response to key funding and staffing changes?
2. What was the impact of OTI gender programming on the status and participation of women at a ministry level, e.g., the Ministry of Women's Affairs and Ministry of Rural Rehabilitation and Development, as well as among local partners and implementing organizations? What was the broader impact on women and their communities and on society at-large?
3. What are the best practices and lessons learned with regard to designing, staffing, implementing and monitoring programs targeting women in conflict/post-conflict environments? What have been the best measures of success in the Afghanistan program?
4. How has focusing on gender/women's participation specifically contributed to achievement of OTI's overall program objectives?

The research methodology for this Assessment included documentation review, interviews with USAID staff, implementing partners, Afghan government officials and Afghan community leaders. Three weeks of site visits in Afghanistan included travel to and interviews in Kabul, Helmand, Kandahar, Mazar-i-Sharif, Paktia, Parwan and Samangan. The final report by DevTech Systems, Inc., addressed the difficult political and cultural environment in which the OTI operated in Afghanistan and how both men and women benefited from the OTI grants. The report concluded with some recommendations for OTI applicable to this and other Afghanistan-like conditions.

C. GENDER ASSESSMENTS

1. GENDER ASSESSMENT USAID/BOSNIA-HERZEGOVINA

USAID/Bosnia-Herzegovina requested the assistance of DevTech Systems, Inc., to conduct a Gender Assessment for use as cross-cutting input into the Mission's new Country Strategic Plan (FY 2006-2011). The politicization of women's groups during the war and the prospect of European Union integration have prompted significant advances towards gender equity in Bosnia and Herzegovina. The new Gender Equity Legislation and the extensive new gender machinery to implement it were among the most progressive gender mainstreaming bodies in all of Europe at that time. The prospect of EU enlargement and the high visibility given to trafficking in persons, along with the naming of gender equality as one of three Millennium Development Goals, helped focus the attention of the donor community to promote gender equality in Bosnia and Herzegovina. However, the key gender integration constraint in Bosnia and Herzegovina is poverty. While poverty was a constraint inhibiting both men and women, women were constrained by their low levels of participation in political and economic decision-making, weak participation in the labor market and lack of access to the legal system, in general, and to protection of property rights, in particular. At the time of the assessment, the structures for enforcing the new Gender Equity Law were not yet functioning effectively.

The two-person DevTech Systems' Gender Assessment Team, Rebecca Sewall, an independent consultant specializing in gender-and-development issues and conflict analysis and resolution and Klelija Balta, of UNDP, an expert in gender from Sarajevo, Bosnia, conducted field research for a two-week period in January and February 2005. The objectives of the assessment were to facilitate a statement of appropriate gender equity goals for the Mission; to identify any needs for gender training; to clarify additional topics for further gender analysis; to provide preliminary guidance or language on incorporating gender into the draft County Strategic Plan and to help draft a gender action plan. The team reviewed documents with Mission staff and targeted the following Strategic Assessment Areas: Democracy and Governance; Economic Growth; Human Trafficking and Children at Risk and Natural Resource Management. The DevTech Systems, Inc., team made several recommendations in its final report to the Mission. Two of these recommendations were 1) having two program implementing partners support efforts to bring political parties into compliance with the existing Gender Equity Laws, and 2) having mission programming, under the Election Administration Strengthening Project, strengthen the capacity of the Election Commission to conduct elections in compliance with the Gender Equity Law.

2. STRATEGY STATEMENT GENDER ASSESSMENT USAID/HAITI

USAID/Haiti requested a Gender Assessment for its new Strategic Statement. The goal of this Gender Assessment was to identify gender factors as cross-cutting variables that would inform the development of the Mission's strategy for Haiti during the period FY 2007-2009. The DevTech Systems, Inc., consultant Alexis Gardella carried out the assessment, including two weeks of field research in Haiti, during March 2006. Following a data review, identifying activities, analyzing sectors and linkages, the consultant filed a report presenting basic development indicators, disaggregated by sex, to measure the relative status of men and women; outlined the fundamental dimensions of gender in Haiti, presented a gender assessment of the current programs of USAID/Haiti and addressed anticipated future program directions. The latter highlighted the following areas:

- Violence against Women: The alarming and brutal increase of violence against women, especially in urban areas, should be considered a priority issue, especially in the initial six months of the upcoming strategy period.
- Legal Reform: Primary consideration should be directed to addressing the archaic and discriminatory status of women within the current legal and judicial systems.
- Judicial Reform: Discrepancies between the letter of the law and its practice regarding women, and differential treatment of men and women should be prime concerns.
- Overall Governance: At all levels of government, gender awareness and issues attendant to women's rights and status, should be integral to all programs of support, assistance and training.

- Jobs and Livelihoods: Job creation and livelihood improvement programs should focus on women's activities in order to have maximum impact on the entire society and economy.
- Women's Groups: USAID's support and assistance should interface at national and local levels with women's groups already addressing the issues discussed.
- Program Synergy: Both within USAID and across the donor community, program synergies should be sought to maximize assistance impact.

The Assessment consultant also recommended that given the already strong women's sector within civil society groups, it would be counterproductive in practical terms for USAID not to coordinate all of its gender concerns, through its partners and program activities, in tandem with these advocacy groups.

3. COUNTRY STRATEGIC PLAN GENDER ASSESSMENT USAID/SRI LANKA

When USAID/Sri Lanka was in the process of finalizing a new Country Strategic Plan for FY 2003-2007, it requested a Gender Assessment, an integral element of the background material that the Mission was to use in developing its new plan. A Gender Assessment Team from World Education (Dr. Nancy K. Diamond, Team Leader, and Dr. Jaya Gajanayake) serving as a subcontractor to DevTech Systems, Inc., traveled to USAID/Sri Lanka for two weeks of field work in November 2003 in order to carry out the task. The Team looked at gender issues with reference to each of the Mission's four Strategic Objectives and proposed activities. The World Learning Team interviewed more than sixty informants, including USAID staff in Washington, DC, and Sri Lanka, current and prospective USAID partners, as well as representatives from government, NGOs, civil society, trade unions, academic and donor organizations. The final report provided a comprehensive gender overview for Sri Lanka and a detailed plan for gender mainstreaming in the new USAID/Sri Lanka Country Strategic Plan for targeted Strategic Objectives:

SO 4: Foundation Set for Rapid and Sustainable Economic Growth

SO 5: Inclusive and Peaceful Approaches to Politics and Governance Strengthened

SO 6: Peace Process Supported

SO 3: Improved Social and Economic Integration of Targeted Disadvantaged Groups

Two key recommendations made by the Assessment Team were that program and stakeholder dialogue and participation data, disaggregated by sex, should be collected routinely and reported by USAID contractors and grantees. Also, when targeting specific types of communities, e.g., high percentage of female-headed household and war widows, particularly in the North and East where current census data is not yet available, it will be necessary to use rapid demographic methods and key informant interviewing to identify these types of communities.

4. GENDER ASSESSMENT USAID/TANZANIA

Two documents, *Tanzania's Development Vision 2025* and the *Tanzania Poverty Reduction Strategy* set the foundation for Tanzania's development efforts over the period of USAID's country strategy for FYs 03-07. Both documents identified as a key goal the need for progress towards gender equality. *Vision 2025* presented five key objectives – high quality livelihood; peace, stability, and unity; good governance; a well-educated and learning society and a competitive economy capable of producing sustainable growth and shared benefits – and emphasized that these were to be achieved by and for “all people.” The *Tanzania Poverty Reduction Strategy Paper* also recognized, as a result of its participatory consultations held with men and women around the country, that gender inequality and discrimination is a significant impediment to development efforts. However, the major constraint that impedes Tanzania's ability to attain a greater degree of gender equality is the country's general level of poverty. Scarce resources limit the government's ability to meet many of its most basic goals for health care, infrastructure construction and maintenance, literacy, and training or its more ambitious goals for employment, knowledge management, income generation, and social security.

In order to advance its gender strategy, USAID/Tanzania proposed to make gender one of its crosscutting themes, along with HIV/AIDS and governance. The Mission realized it needed to help its staff transform its existing wealth of tacit knowledge about gender into explicit elements of its Country Strategy. Thus, a DevTech Systems, Inc., Gender Assessment Team (Dr. Deborah Rubin, Team Leader, and Rose A. Mushi)

traveled to Tanzania during the period May-June 2003 to perform an assessment and draft a gender plan of action in order to help the Mission mainstream gender into its work both conceptually and practically. The Team met with USAID staff members, implementing partners in Dar es Salaam, Muheza, Moshi and Arusha, as well as with selected local NGOs and Government of Tanzania officials. Relevant background documents were also reviewed. The Assessment Team noted in its findings that while academic and NGO communities have long-standing and sophisticated gender expertise and resources, the Strategic Objective teams and partner organizations reflected different levels of understanding of gender and/or experience with gender analysis. The Team made several general recommendations to improve gender integration and specific recommendations to four Mission Strategic Objective Teams.

5. GENDER ASSESSMENT USAID/AZERBAIJAN

In FY 2004 USAID/Caucasus/Azerbaijan developed a new three-year strategy. As part of the preparations for the new strategy, the Mission undertook a Gender Assessment. A DevTech Systems, Inc., consultant Susan D. Somach (Team Leader) and Dr. Kamilla Dadasheva and Dr. Elena Kasumova, two Azerbaijani consultants, performed this Assessment on behalf of the Mission during the period October-November 2003. The objectives of the Assessment were to understand the overall situation for men and women in Azerbaijan, how the Country's democratic, economic and social transition has affected both men and women and how the role of gender is and can be influenced by USAID/Caucasus/Azerbaijan activities. During the decade since the end of Soviet rule, patriarchal traditions and gender norms re-emerged in Azerbaijani culture. Disturbing trends of male preference from birth to education to public life warned of even greater challenges ahead. Formerly, both women and men achieved high levels of education and had extensive work experience in the Azerbaijani economy and government. However, by 2003 women were more likely to be unemployed, were paid substantially less and discriminated against in the workplace – and the number of women-headed households was on the rise.

The Assessment Team, taking into consideration the Automated Directives System Requirements, the Bureau for Europe and Eurasia's Strategic Framework, other USAID documents and Government of Azerbaijan reports, interviewed USAID staff, implementing partners, NGO leaders, government officials and other individuals. The Team then made several general recommendations to the Mission staff for including gender in all USAID Azerbaijan activities and made specific recommendations to the Economic Transition, Democratic Transition and Social Transition Sector Teams. In addition, three-hour gender integration training sessions were conducted both for USAID/Caucasus/Azerbaijan staff and for implementing partners in Baku. The training helped lay the groundwork for implementation of strategic and practical solutions to gender-based problems.

6. GENDER ASSESSMENT USAID/COLOMBIA

USAID/Colombia requested a gender assessment in order for Mission staff to be able to identify and incorporate activities that address gender in a more-strategic, crosscutting manner. Social relationships in Colombia, including those defined by gender, are circumscribed by the ongoing conflict. The conflict is reflected in basic demographic characteristics, an increasing proportion of female-headed households and persistent poverty especially in rural areas. At the same time, it has resulted in an increase in women's public roles and the emergence of civil society organizations and networks to advocate for peace, reconciliation, reparation, and human rights. The conflict also has contributed to a substantial increase in violence against women and children, along with shifts in traditional gender roles. Gender roles and relationships in Afro-Colombian and indigenous communities are not necessarily the same as those in the dominant culture. Minority men and women face discrimination and victimization in various arenas – ethnic, geographic, economic and gender.

During December 2006, the Assessment Team, composed of two DevTech Systems, Inc., consultants (J. Michèle Guttmann and Virginia Lambert) and one Colombian consultant (Catalina Rojas), focused on five programmatic areas: Justice, human rights (with emphasis on domestic violence), internally displaced populations, demobilization and reintegration of ex-combatants, and alternative development to drug cultivation and other illicit economic activities. The objective of the Assessment Team's work was to provide an overview of key gender issues and to recommend how the Mission might address these issues and achieve greater gender integration in its programs. The Assessment Team reviewed USAID and NGO

documents and the current literature, interviewed USAID staff, members of the Colombian Executive Branch and the Judiciary, NGOs and staff of the Florida International University USAID Justice Program Center and made a site visit to Medellin. The Gender Assessment report to USAID/Columbia discussed how gender considerations could enter the programmatic areas, the opportunities and constraints of each and made specific recommendations. The report also offered suggestions for monitoring gender progress and outlined next steps.

7. GENDER ASSESSMENT USAID/SOUTH AFRICA

A DevTech Systems, Inc., Team, composed of two DevTech Systems, Inc., consultants (Deborah Rubin, Ph.D., Team Leader and Nancy Taggart, M.A.) and a South African consultant (Nomtuse Mbere, M.Sc.), performed a Gender Assessment requested by USAID/South Africa during August 2004. The objective of the Assessment was to point out ways for Mission staff to incorporate gender into the strategic planning process. The situation in South Africa is a complex one. In the ten years since the end of apartheid, the South African government has made enormous strides in putting in place a wide range of policies and legislation that support both the targeted goal of women's empowerment and the broader goal of gender equality. At the same time, the current conditions of many women (particularly Black South Africans), remain extremely difficult, and they continue to be disadvantaged relative to men in job opportunities and security, income levels, and basic safety.

The Team met with Mission staff members, USAID implementing partners, NGOs and some local and national government officials. It also visited several field sites in the provinces of Gauteng, Northwest Province, Limpopo and the Western Cape. In addition, the Assessment Team reviewed Mission documents, scholarly literature and the popular press about gender issues in South Africa. In its final report to the Mission, the Assessment Team identified challenges specific to USAID/South Africa under six Strategic Objectives:

- SO1: Democratic Consolidation Advanced
- SO2: Increased Access to Quality Education and Training
- SO3: "Increased use of HIV/AIDS and other Primary Health Care Services" Regional HIV/AIDS Program (RHAP): "Strengthened Response to HIV/AIDS in Southern Africa"
- SO4: Improved Capacity to Formulate, Evaluate, and Implement Economic Policies
- SO9: Increased Market-Driven Employment Opportunities
- SO6: Increased Access to Shelter and Environmentally Sound Municipal Services

The report also listed several general recommendations including one to revise and update the formal job description of the Mission's "gender focal point" so that his/her responsibilities for gender integration are recognized as requiring both time and resources, so that they become an element of the annual performance review process.

D. SECTORAL-BASED TECHNICAL ASSISTANCE

1. COMMUNITY AND GENDER ASPECTS OF THE PROPOSED CANDLENUT OIL PROCESSING FACILITY IN TIMOR-LESTE

In March 2005, Jane Rosser, a DevTech Systems, Inc., consultant, conducted a sectoral assessment for USAID of the community and gender situations and their implications for a proposed candlenut oil processing project to be developed as a public/private partnership in Timor-Leste. Despite making great strides since 2000, Timor-Leste is one of the poorest countries in the world with a human development index (HDI) of 0.421, a gender development index (GDI) of 0.347 and a human poverty index (HPI) of 49. The GDI, which is 12% lower than the HDI, indicates a significant difference in earning power, standard of living, life expectancy and overall status between women and men. In comparison to 90 other countries surveyed by the United Nations, these statistics place Timor-Leste in the 81st position. Seventy-six percent of the population lived in rural areas where the majority of households engaged in subsistence agriculture. Low productivity coupled with market failures has resulted in low food security with many households having

sufficient food for only nine or ten months annually. Candlenut harvesting plays an important role in supplementing the household economy and providing a source of cash income. The trees are also important because of their ability to help stem deforestation and erosion on rugged hillsides.

Due to time limitations, the consultant employed Participatory Rural Appraisals (PRAs), surveys and focus group discussions using small samples representative of target clients and other stakeholders. She found that women in the candlenut oil agricultural sector faced several gender issues although men and women perform similar tasks such as sowing seeds, transplanting, weeding, guarding, harvesting, transporting and selling in the local market. However, the consultant recommended that a greater economic impact might be achieved by establishing an enterprise structure or mechanisms that would enable women to benefit from a value-added process and technology that reduces the drudgery and time requirements traditionally associated with the shelling process.

2. GENDER INTEGRATION CONSULTANCY USAID/EL SALVADOR

USAID/El Salvador requested the assistance of local consultant Amalia Alberti, under contract with DevTech Systems, Inc., to help the Mission implement the recommendations made in its 2004 Gender Assessment. The consultancy was for a 30-day period between May 2005 and February 2006. The goal of this activity was to help the recently-established Mission Gender Committee obtain the necessary skills to enable its members to work and support their respective SO Teams in the process of incorporating gender considerations in the design, implementation and evaluation of programs and activities.

The consultant reviewed relevant Mission documents, held meetings with USAID staff and provided training sessions with each technical office and the Gender Committee. She noted the challenges faced by the Mission and made several recommendations summarized below for incorporating gender into activities and disaggregating data:

- Take gender seriously.
- Mention gender throughout solicitation documents—not only in one isolated section.
- Think about how activities are implemented—avoid approaches that are exploitive.
- Be cautious about approaches that are accommodating.
- Implement activities that are transformative.
- For activities in the process of implementation, get data both in real numbers and percentages.
- Build in short term feedback mechanisms, especially for new practices.
- Seek advice from external experts on more effective ways to plan, implement, and monitor projects with regard to gender issues.
- Include technical staff, counterparts, and implementers in training programs that strengthen awareness and increase knowledge, with regard to gender issues.
- Promote collaboration with other donors and international financial institutions to foster gender equality.

The consultant also complimented Mission personnel on their demonstrated increased interest and commitment to improving gender integration within projects and programs since completion of the USAID/El Salvador's March 2004 Gender Assessment.

3. GENDER PLAN OF ACTION: RURAL ENERGY PORTFOLIO USAID/WASHINGTON AND USAID/BANGLADESH

USAID Washington's Economic Growth, Agriculture and Trade Bureau, Office of Energy and Information Technology (EIT) and USAID/Bangladesh were committed to augmenting public participation in decision-making about rural energy delivery and related environmental management services. Thus, they took steps through a DevTech Systems, Inc., consultant (Nancy K. Diamond, Ph.D.) and a subcontractor consultant from the Institute of International Education (Hasna J. Khan, Ph.D) to integrate social and gender issues into its energy programs by designing work for a gender-sensitive capacity-building program for the rural energy

policy and planning sector in Bangladesh. There are many constraints on women in Bangladesh resulting from the patriarchal nature of Bangladeshi society including land ownership, involvement in public life, mobility, education and literacy for older women, and lack of technical training and education. These constraints vary by class, age, religion, location and other factors. Government and non-governmental agencies in the energy field are dominated by male professionals and do not always have family-friendly policies nor are recruitment, hiring and retention practices tailored by sex. Women professionals tend to be segregated into administrative and accounting job categories while men occupy technical and field-based jobs.

At the request of USAID/Bangladesh Energy Team, the consultants focused their work on that of the U.S. contractor, the National Rural Electrification Cooperative Association International (NRECA), Ltd., and its three Bangladeshi partners. To ensure sustainability of the Rural Electrification Program in Bangladesh, USAID provides support to NRECA to implement the Rural Power for Poverty Reduction Project (RPPR) with the Rural Electrification Board (REB). NRECA is in a strategic position to help the REB-SEEMC (Socio-Economic Evaluation and Monitoring Cell) take the lead on capacity building activities related to gender mainstreaming within REB and the PBS's (*Palli Bidyut Samity*) Rural Electric Cooperative.

The two consultants developed recommendations based on small group and individual interviews focused on the gender aspects of rural electrification, as well as a review of literature and a short field visit. The Assessment Team noted challenges and made recommendations, some of which they felt could have limited applicability due to their lack of access to certain sensitive procurement documents at the time.

4. HOUSEHOLD ASSESSMENT – MENU OF OPTIONS

As part of a Congressional mandate in the 2003 Amendment of the Micro-enterprise for Self-Reliance Act of 2000, USAID became responsible for developing accurate, low-cost methods for poverty assessment for use by micro-enterprise programs. This mandate called for the development of methods that micro-enterprise practitioners could use to assess to what extent their programs reach the very poor. To fulfill its mandate, USAID's Micro Enterprise Development Office requested that the University of Maryland's Center of Institutional Reform and the Informal Sector (IRIS) and DevTech Systems, Inc., join in 2006 to develop and field test poverty assessment tools for use by institutions providing micro-enterprise assistance. DevTech Systems, Inc., was also requested to take into account the effects of gender differences in the construction and application of these tools. Sarah Gammage headed the consulting team.

The goal of the consulting team's work was to draw attention to the presence of intra-household inequality. Its specific objectives were to review the literature on intra-household inequality, provide a critical assessment of the existing literature's ability to measure intra-household dynamics accurately and at low-cost and identify potential approaches for practical, applicable measures that could augment the existing Poverty Assessment Tools instruments to address intra-household inequality and poverty. The team found that much research on how decisions about the allocation of resources were made within the household assumed that decisions were unitary, e.g., modeled as if households were single, neutral decision-makers. However, noted the consultants, if we assume that households are not unitary, and individuals compete for resources, then not all members of a household are likely to be equally poor or equally well off.

Households are aggregations of individuals who may act cooperatively or competitively when generating and using resources such as income or accessing assets such as land and financial wealth. It is clear that not all households share resources and assets equally and that some members may be relatively more privileged than others, commanding more income and accessing greater consumption opportunities. Where this is the case, some members of a household may be more likely to be very poor than others. There is also evidence that intra-household inequality and poverty may disproportionately affect women, children and the aged.

The consultants' report discussed (1) some of the pre-existing tools for intra-household poverty analysis and the implications for using these tools; (2) the bases for some simple tools that could be applied by micro-finance and micro-enterprise development institutions for intra-household poverty analyses and (3) recommendations for modifying the Poverty Assessment Tools to address intra-household inequality and poverty in accordance with the 2003 Congressional Mandate. The Assessment Team also recommended

that certain approaches be pilot-tested and compared for accuracy using a modified version of the Poverty Assessment Tools questionnaire in at least four countries where Living Standards Measurement Survey (LSMS) data that include intra-household resource allocation modules exist.

5. GENDER MAINSTREAMING WORKSHOPS: GHANA, MALI AND NIGER WEST AFRICA WATER INITIATIVE

The West Africa Water Initiative (WAWI) is a multi-donor (USAID and Conrad Hilton Foundation) and multi-partner water, sanitation and hygiene project. The project began in Ghana over 20 years ago and was expanded to Mali (2003) and Niger (2004). Major funded partners are World Vision, UNICEF and the NGO WaterAid; other partners are Helen Keller International, the International Trachoma Initiative, Lions Clubs International and Winrock International. The project has research associations with the Cornell International Institute for Food, Agriculture and Development and the Desert Research Institute. Not all partners worked in all countries.

In February 2004, three-day gender mainstreaming workshops staffed by a DevTech Systems, Inc., consultant and three local consultants (Jeanne Koopman, USA, Elizabeth Akpalu, Ghana, Aissé Diarra, Mali, Mariama Amadou, Niger) were held in Ghana, Mali and Niger. The workshops had a set of common objectives: to develop a common understanding of gender mainstreaming in WAWI, to establish a commitment to modify current practices to assure gender mainstreaming, to revise WAWI partner organizations' work plans to incorporate best practices in gender mainstreaming and create a "gender toolbox" for use within WAWI, and to prepare recommendations for next steps. Some of the recommendations from the workshop formed the core objectives of a new gender mainstreaming activity (see below), funded through the USAID/EGAT/WID Office Task Order for Short-Term Technical Assistance and Training and implemented by DevTech Systems, Inc.

The second round of workshops took place in 2005 under the new gender mainstreaming activity in Niger, Mali and Ghana. The DevTech Systems, Inc. consultant led the Niger and Mali workshops, co-facilitated by the national gender experts from both countries. The Ghanaian facilitator led the Ghana workshop with assistance from gender experts at World Vision and WaterAid and co-facilitated by another Ghanaian gender expert. All three workshops had overarching objectives and those specific to each of the three countries. The objective of the three-day Ghana workshop was to assist WAWI partners (World Vision, Winrock, WaterAid and government participants from the Tamale district council and local government officials) to analyze their own activities from a gender perspective and to re-formulate these activities to take better account of gender issues and gender equity. The four-day Mali workshop's objective was on learning tools that one could use with communities in the process of doing a gender analyses and applying it to all phases of the project cycle. The objective of the four-day Niger workshop was to reinforce the participants' capacities in gender analysis in the planning of WAWI activities and in the integration of gender issues throughout the project cycle. Although the workshops faced many challenges, such as financing, participant selection and the complex nature of WAWI itself, many valuable lessons in gender integration resulted from these activities.

V. Assessing the Impact of STTA&T Documents on the WID Website

The USAID/Women in Development Office makes its publications available on its Website (http://www.usaid.gov/our_work/cross-cutting_programs/wid/). Documents and reports produced by DevTech Systems, Inc., under the GEW-I-01-02-00019-00 contract are posted at the USAID/WID website. The WID Website posts past and current activities with links to DEC (Development Experience Clearinghouse), which houses the official version of documents published by USAID. WID duplicates what is on DEC and makes links to documents available under different categories such as Publications (General, Regional, Legal Rights, Economic Growth, Education, Integrating Gender, Trafficking and Countries) and Integrating Gender (Technical Assistance, Investing in Women in Development, Gender Analysis, Women with Disabilities and Publications). Documents (PDF files) related to several countries and sectors are crossed linked.

The statistics on searches show the following four items:

1. Viewed – Refers to the number of times a page is viewed.
2. Average Size – Indicates the number of hits necessary to download a document depending on its size. Downloads can count more than one hit. For instance, it takes one hit to download 25-50 pages. Longer documents may take three to four hits to download.
3. Entry – Indicates if it is the first hit made by a viewer on the page. It indicates how many people came to the page as their first site or the first page they visited.
4. Exit – Indicates if this is the last item the viewer saw on the site or the last PDF he or she downloaded.

Under the DevTech Systems, Inc., STTA&T contract, there were 66 Task Orders that produced 44 documents. Nineteen documents out of the 44 produced are available on the WID web site. (A twentieth document leads the view to an "error" page.) The DevTech Systems, Inc., documents published on the WID website have had a number of visitors over time, a sign of their robustness in providing useful information. Between 2006 and 2008, the nineteen documents were accessed 15,159 times.

	Years			Total
	2006	2007	2008	
Number of Hits	7,026	5,385	2,739	15,150
Number Visitors	4,470	3,816	1,941	10,227

Table V-1 Number of hits and visitors to STTA&T documents on the WID website

The STTA&T implemented by DevTech Systems, Inc., (2002-2007) under the WID TO1 is a very diverse technical assistance activity resulting in publications that fan out across different categories, many of them under the "Integrating Gender" page. Some

STTA&T is organized by region or country. There are also documents and publications under general, global, and worldwide categories that are not specific to a region or country. The way these pages are organized poses a difficulty for viewing the STTA&T WID TO1 documents specifically published by DevTech Systems, Inc. Efforts are currently underway through the WID Webmaster to consolidate the STTA&T documents produced by DevTech Systems, Inc., under one location on the website, for example under Technical Assistance.

VI. Results of Interviews with Key Informants

Please indicate the following:

- 1) Type of organization you represent:
 - a) USAID (location)
 - b) NGO
 - c) Other (specify)
- 2) Your job title:

The first set of questions helped determine respondents' profiles and professional affiliations. The assessment team contacted approximately 70 key informants representing USAID, non-governmental organizations, donors and other organizations. A total of 21 interviews were conducted for the assessment. They include 15 USAID staff; four NGO representatives and two employed by the Canadian International Development Agency (CIDA) and the African Development Bank. The range of experiences and levels of expertise in relation to gender varied

tremendously among respondents. The USAID staff interviewed for this assessment was comprised of four Program Development Specialists, including one Gender Coordinator; a Program Specialist and Mission Evaluation Officer; four Project Management Specialists, including a Manager of a Civil Society Program; a Senior Knowledge Management Advisor; a Rural Development Advisor; a Gender and Policy Advisor; a Deputy Country Representative for Liberia; a Senior Program Advisor for Haiti; a Project Development Specialist in Program Office/PEPFAR Gender Focal Point. The NGO staff interviewed included a Coordinator of Development and Capacity Building for HIV/AIDS Prevention, a Gender Advisor; a Director of Program Development and Former COP of Project NOVA in Armenia; and a Director of a Women Owned Small Business. Others included a Senior Gender Expert for the African Development Bank and a Senior Development Officer and Gender Advisor for CIDA. These key informants were selected for their participation in or involvement with STTA&T activities implemented by DevTech Systems, Inc., (2002-2007) with support from USAID/WID.

The next set of questions is related to respondents' involvement with the WID-supported activities and experiences in gender. Questions 5-8 require that respondents address specific issues related to the STTA&T in which they participated or were involved in some capacity. Many respondents, mostly USAID staff, were either familiar with or have been directly involved with the WID Office at USAID beyond the STTA&T activities implemented by DevTech Systems, Inc. Three respondents said that they had never been involved in any WID-supported activity prior to the STTA&T implemented by DevTech Systems, Inc..

USAID's staff who serve as the gender focal point, mission directors and program managers are more likely to be in close contact with the WID Office than those in other positions within

missions. A Mission Director said, *"I have been involved with a number of WID-related activities over the years. I have utilized the literature reviews and other documents that the WID office produces on gender and find them useful."* USAID staff's level of involvement with WID may increase or decrease depending on the positions they hold, as one respondent said, *"I did not have a lot of contact with the WID office at the beginning because someone else at the Mission was the Gender Focal Person, but I took that position over about two years after I started working at the South Africa Mission. Then I started contacting the WID office and asking for gender training and gender workshops."* Informants who work for NGOs and multilateral banks are less likely to communicate directly with the WID Office and tend to be less aware of the WID's support for STTA&T. Some respondents who work for NGOs said that their involvement with WID was through the STTA&T (e.g., gender assessment).

First, we'd be interested in knowing how you became involved in the WID sponsored STTA&T and what your opinions are regarding the short-term technical assistance and training provided by DevTech Systems, Inc..

- 3) What has been your involvement with WID?
- 4) What previous experiences have you had with integrating gender issues in development assistance activities and promoting gender equality?
- 5) Please describe briefly the type of STTA&T you have received.
- 6) What did you hope to get out of this intervention (i.e. training)?
- 7) What did you find to be the most beneficial?
- 8) What did you find to be the least beneficial?

Respondents' experiences in integrating gender issues in development assistance activities and promoting gender equality were discussed during the interviews as well. Sixty-three percent of respondents had ample experiences integrating gender issues in development assistance activities and promoting gender equality at various levels. Some of these served as gender advisors and provided training to others; 16 percent of

respondents participated in some form of gender training or received academic training on gender-related issues but did not consider themselves as gender specialists; 21 percent of the respondents reported having very limited or no experience/knowledge related to gender. Table VI-1 shows respondents' various levels of knowledge and/or experience in dealing with gender issues in development assistance. Table IX-2 Respondents' examples of their experiences in gender and development and Table IX-3 Respondents' level of involvement with USAID/WID in Annex E list the responses related to gender and development experiences participants had independent of the STTA&T. It is important to note that the people who were interviewed for the purpose of this assessment were not all recipients of STTA&T—some of them were in positions within USAID Missions to help plan, coordinate, as well as facilitate training for some of the STTA&T.

Table VI-1 Respondents' level of experience in gender and development

Level	High	Moderate	Low
Indicators	Individual demonstrates substantial experience in gender and development at a leadership level; facilitates gender training; serves as gender advisor; manages research and/or projects that integrate gender.	Individual has some experience and knowledge in gender and development; has participated in gender training; has received academic training related to gender and development.	Individual has very limited or no experience in gender and development; has not received any training or academic instruction related to gender issues.
Percentage of respondents	63 %	16 %	21 %

The third set of questions asks for responses related to the impact of STTA&T on individuals and on the organizations where they worked. Respondents reported their feelings and perceptions about a particular intervention and also about how they applied what they learned from STTA&T. Several respondents were able to list a number of activities that resulted from the STTA&T implemented by DevTech Systems, Inc., including training, evaluation, assessment and sector specific programs. These responses help address questions concerning DevTech Systems, Inc.'s responsiveness in meeting Mission's requests. Respondents rated the overall level of satisfaction with the short-term technical assistance received, the usefulness, quality, and relevance of STTA&T to the needs of missions, operating units and implementing partners. The combined responses range from 3 to 5, with the majority of responses rating STTA&T activities as 5 (excellent), particularly in relation to the relevance of STTA&T. Figure VI-1 shows the distribution of responses according to four items: overall rating, usefulness, quality and relevance of STTA&T.

Respondents were asked to rate the following four items from one to five (With 1 being the lowest, and 5 being the highest).

9. How would you rate the (type of STTA&T activity) overall?
10. How would you rate the usefulness of the information provided?
11. How would you rate the quality of the (type of STTA&T activity)?
12. How would you rate the relevance of the (type of STTA&T activity)? In other words, were the STTA&T activities sound and appropriate to the needs of USAID Missions, operating units, and implementing partners?

The impact of USAID-sponsored STTA&T can be defined as any change that occurred at the individual, sectoral or institutional level as a result of technical assistance. Interview questions 13-17 focus on four levels of impact: (1) individual's impression and satisfaction with STTA&T; (2) the acquisition of knowledge, skills, and attitudes from STTA&T, mostly from training; (3) individual's job performance following STTA&T; and (4) Changes that an individual or group brought to an organization or institution as a result of STTA&T. **Figure VI-1** shows the ratings given by respondents to the four questionnaire items associated with their overall level of satisfaction and opinions about the usefulness, quality and relevance of STTA&T. Key informant's responses indicate a high level of satisfaction with the assistance they received.

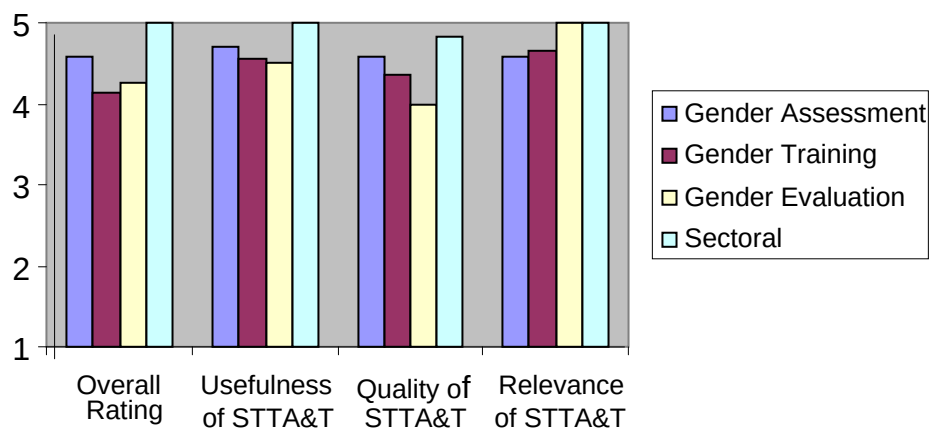


Figure VI-1 STTA&T Ratings

Table VI-2 shows key informants' responses to question 15. The responses to questions 13-17 indicate that participants have gained increased awareness about gender issues; were able to apply what they learned to their jobs; have gained additional skills and knowledge in conducting gender analysis and integrating a gender equality perspective into development projects; were trained to train others in the field (TOT); and that organizations have implemented changes in the ways they report on achievements about gender. Respondents also reported other types of unexpected changes, such as the impact of good practices on other projects and organizations not sponsored by USAID.

One of the things that we're interested in understanding better is the impact that the Technical Assistance to Mainstream Gender in Sector-Specific Programs, Gender Assessments, Gender Training and Gender Evaluations have had on USAID staff and development practitioners who benefited from the STTA&T.

- 13) Was the Mission satisfied with the assistance provided (i.e., training, assessment, evaluation etc)?
- 14) How efficiently was the STTA&T staff able to meet mission's requests?
- 15) What changes in the mission/NGO do you see as a result of STTA&T?
 - a) In other words, have you noticed any discernable developments in integrating gender in strategies or programs as a result of receiving STTA&T? If so, how would you describe these?
 - b) Have training participants used what they learned? If so how?
 - c) Can you provide some examples of how the assessment helped the mission?
- 16) What would you say you got out of the intervention?
- 17) What plans do you have to change anything or do anything differently as a result of this training, assessment, etc?

Table VI-2 Changes made by USAID missions and implementing partners as a result of STTA&T

STTA&T	Job Title of Key Informant	Q15: What changes in the mission and /or NGO do you see as a result of STTA&T? Have training participants used what they learned? If so, how?
Sectoral-Based Technical Assistance to USAID		
A MENU OF OPTIONS FOR INTRA-HOUSEHOLD POVERTY ASSESSMENT	USAID/DC, Microenterprise Development, Senior Knowledge Management Advisor	We were mandated by law to measure poverty at the household level. We were aware of the limitations of that, so we wanted to make an additional contribution to the field of poverty measurement by engaging the consultant to do the work. There were not any follow on activities, but we didn't expect there would be.
GENDER INTEGRATION CONSULTANCY TO USAID/EL SALVADOR	USAID/ El Salvador, Program Specialist and Mission Evaluation Officer	Yes, people are more aware of gender issues. We included a clause in all of our instruments, contracts, grants regarding gender that the activity, the contractor, or the recipient should incorporate gender.
GENDER INTEGRATION CONSULTANCY TO USAID/EL SALVADOR	USAID El Salvador, Gender Coordinator /Program Development Specialist/ Mission Officer	Yes
GENDER TRAINING USAID/NICARAGUA	USAID Nicaragua, Program Development Specialist	Understanding the ways in which we could integrate the entire gender equality perspective into our projects, looking at different experiences, looking at different techniques that can be used. I see a general understanding on how to go about this.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	NGO, Capacity building and HIV/AIDs prevention coordinator and gender expert co-facilitating the training	I think it was useful for them and some changes took place. A few participants of the gender training approached me with some proposals to prepare a training module for them and their partners on gender and gender based violence. Another USAID partner called United Methodist organization and asked to conduct training for NGO workers to integrate a gender component in their project.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	NGO, gender advisor for project providing assistance to training facilitator	Yes. We got additional skills, knowledge specially gender analysis and ways to integrate gender in our health projects. People pay more attention to gender equity after we started to implement many activities that were discussed during the training. Some decision makers in the community are responsible for implementing activities related to health in their communities. Project NOVA provides training for nurses on safe motherhood skills and we included gender issues in this module and now nurses receive training also related to gender issues.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	IntraHealth International, Inc. Director of Program Development, Former COP of Project NOVA in Armenia	Because this was something that was in our SOW we were glad that we could leverage high quality external resources to support what we wanted to do. In each of the areas we articulated what the need was or what we were trying to get out of this project and how we were going to use this information—the two areas that were most effective in moving forwards were providers' performance and consumer demand—these areas have been integrated so there is more gender content in the programs that we do, there are more tools available in the gender-based component that we do—that's an area that has been introduced. We have produced materials to be used by community health workers. There was an action plan they were supposed to do in relation to the training and they have been done.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	Senior Advisor Health/Social Protection, Democracy and Social Reform	No, probably because I left a year after the training. I am not sure if a follow-up plan was implemented. I did not participate every day. I went to some of the sessions. We had a separate training with USAID and health people.
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	USAID, Rural Development Advisor	I haven't really. I did not know what my colleagues did.
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	Women owned for profit business, Director of Company	I think there were important changes. Following the training there was another activity which was a gender assessment of the AGR office and what was interesting in that assessment is how many things the AGR was able to do as a result of the training. They clearly made some effort to apply the sorts of things that we were giving them to look at into their own work. CRSP received the training at their conference in Ireland; they made changes in way

		which they report on achievements about gender. They have had an activity that was just started at that time, which turned out to focus on gender issues and to provide micro credit assistance, this is in Ghana, to women who were trying to improve the use of animal source protein in their diet and for their children and that project actually received separate WID office funding, which I had nothing to do with, but I feel, that having provided the training, having redirected CRSP for thinking about these issues, allowed them to select this project, which is a good project. Similarly another project, in East Africa, also received WID office funding. So although the competition was open to all the CRSPs for this new chunk of WID money, the livestock which CRSP had received the training was the one best positioned to provide the justification for getting it. With respect to the AGR office also they did additional RSAs for other CRSP where gender has been included.
GENDER TRAINING USAID/UGANDA	USAID/Uganda, Program Manager Specialist	Yes, the participants were trained to train farmers in the field (TOT) so they applied their learning in the trainings. At the end of the workshop, each project was supposed to come up with action plans. Action plans included the development of training with the aim of incorporating gender in program activities and that has been done at APEP. I can see the results of the training in implementation of APEP.
GENDER TRAINING USAID/PERU	USAID/Washington, DC. Gender and Policy Advisor	I do not know.
GENDER EVALUATION OF OTI'S PROGRAM IN AFGHANISTAN	USAID/OTI, Deputy Country Representative for Liberia	None. We didn't see any changes in our programming as a result of this because the final evaluation ended the programming.
EVALUATION OF EMPOWER PROGRAM FOR USAID/ETHIOPIA	African Development Bank/ TUNIS, Senior Gender Expert	The mission director was overly surprised by the impact of the project on women—the gender-oriented program. I also think that the mission director had asked the task managers to write up some sort of good practices for the project directors—at that time USAID was requesting reports of best practices to be posted on the main website. The mission considered the project as a good practice. I think the major thing is the visibility... without the assessment these [gender] issues would remain unnoticed. I'm not sure if USAID has supported another women-focused program after that. The results were targeted and fed into the country assessments that they do every five years. I don't know much about this because I left right after the assessment was made.
GENDER ASSESSMENT IN BOSNIA	USAID/Bosnia, Project Management specialist	The mission is trying to take care of the gender issues. It is hard for me to answer if the recommendations have been followed. I would say it is a useful tool and again it reminds us this is a requirement we need to follow. Yes, how much of that is a result of this only exercise or how much we are by the nature of the requirement to do this, that is debatable, but the answer is yes.
GENDER ASSESSMENT IN BOSNIA	USAID Bosnia, Program Management Specialist, Manager of the Civil Society Program	I say the only difference is that everybody is now requested to integrate or to consider gender when they are planning the new program. However, I do not know if this is a result of this particular assessment because the assessment is a requirement and gender inclusion is also a requirement for USAID. We are required to integrate gender, and if you ask if there is more gender balance integration in Society in BIH, there is no increase of that.
GENDER ASSESSMENT IN COLOMBIA	USAID/Colombia, Program Development Specialist	As a gender specialist it was valuable to see the gaps to be addressed as they were shown in the recommendations. Realizing that domestic violence was an issue as well as other gender-based violence, the awareness.
GENDER ASSESSMENT IN HAITI	USAID/Haiti, Senior Program Advisor	Gender has become a key focus of our strategy. All the objectives in our activity document look through a gender lens. We use the gender assessment when developing our SOW and we ensure that gender issues are reported on by all our implementing partners.
GENDER ASSESSMENT IN SOUTH AFRICA	USAID/Namibia (formerly of USAID/South Africa during the assessment), Project Development Specialist in Program Office/ Gender Focal Point (USAID/South	I think what it did was strengthen the structures and process that we put into place. Prior to the assessment, we did have a Gender Committee. Every technical team had one contact that represented that particular team on the Gender Committee. After the assessment, this committee met more frequently. These representatives then went back to their technical teams and

	Africa), responsible for gender issues in the Namibia PEPFAR Office	reported on gender issues. After the training, I also made sure that whenever there was a gender meeting, conference, or seminar, I took the appropriate Mission representative with me. I think that the assessment strengthened the structure and function of what we had in place.
GENDER ASSESSMENT IN SRI LANKA	Canadian International Development Agency CIDA/Sri Lanka, Senior Development Officer and Gender Advisor.	I thought the assessment in gender equity projects was very important; we were referred to it as the best donor intervention in Sri Lanka. It was important because I was the coordinator of this project. I was happy to see that this was done by a completely outside group who had no connections with us. It was a very morale boosting assessment. The assessment is a good reference document and it is a good situation analysis.
GENDER ASSESSMENT IN TANZANIA	USAID/Tanzania, Program Specialist	The Mission engaged a Gender Advisor per STTA&T recommendation. The advisor reviews all Mission documents to ensure gender integration occurs in all activities.

The last set of questions solicit participants' opinions about the value of having these types of activities – gender training, assessments and evaluations—supported by the USAID/WID Office, suggestions for improvement and expansion of these activities, as well as recommendations for the future.

All key informants interviewed for this assessment of STTA&T were highly supportive of the type of activities carried out under TO1 and provided ample arguments to substantiate their opinions. There were a few suggestions made by key informants for adjustments to be made to help missions better integrate gender concerns in their activities and programs. Key informants also suggested a number of additional services that they would like the agency to sponsor. The following are

selected excerpts of comments made by key informants regarding the value of having USAID-supported STTA&T, their suggestions for adjustments and for additional services (See **Annex E Results of Interviews with Key Informants** for a full account of interviewees' responses to questions 18-23 of the interview questionnaire). **Table VI-3** shows what helped/hindered the success of STTA&T according to interviewees.

We are also interested in what ideas and suggestions you may have that could help improve the current STTA&T, and your observations of practices that may or may not have contributed to the program's success. Please answer the following questions to the best of your knowledge.

- 18) Suppose you were asked by a government agency whether or not they should sponsor a program like this. What would you say? What arguments would you give to support your opinion?
- 19) From your point of view, what type of adjustments would need to be made to helping Missions better integrate gender issues at the activity level—for instance, training USAID staff and partners, monitoring gender-integration activities, and analyzing the degree to which gender is incorporated in all USAID activities?
- 20) What do you think has helped the success of this initiative?
- 21) What do you think has hindered the success of this initiative?
- 22) What additional services you would like to see developed in the next phase of this TO?
- 23) Are there any additional comments you would like to add?

Examples of what interviewees said about support for STTA&T follow:

"The government should support this type of assistance and activities because there are changes in the agency and in the programs and sometimes there are changes in the people that manage the programs and changes in the host country, government and new institutions and organizations that work with USAID. I think these types of activities and technical assistance is something that should be provided by the agency periodically and frequently." *USAID/El Salvador, Program Specialist and Mission Evaluation Officer*

"I will definitely support this kind of assistance, especially in the missions that do not have the time to think about these issues. It is helpful to have the assistance with people who have the knowledge and who understand the country's context. We definitely need the training." *USAID/Colombia, Program Development Specialist*

"It is important for us in Armenia that there is an institutional mechanism on gender equality. We need all types of interventions. If USAID can support these and other types of activity it would be great." *IntraHealth International, Director of Program Development, Former COP of Project NOVA in Armenia*

"I would strongly support this kind of service provided by USAID. My rationale is that although USAID has done a fairly good job articulating how important gender is and how gender must be integrated into every proposal or RFP, you very rarely see gender being integrated in actuality. Having this kind of services available to the missions or to the projects is important so that they are not only complying with the requirements but supporting them with resources to effectively integrate gender in their programs." *Senior Advisor Health/Social Protection, Democracy and Social Reform (USAID/Armenia)*

"USAID should continue to do this kind of thing. We can share experiences and methodology with other agencies. This type of experience contributes to establishing and improving the gender equality within the country. We need to encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible. Government needs a lot of support to introduce and strengthen gender equality by integrating gender into development activities." *CIDA/Sri Lanka, Senior Development Officer and Gender Advisor*

"They [USAID and other government agencies] should sponsor the program. Gender tends to adrift—if you bring consultants and practitioners onboard they actually see [gender mainstreaming] as a reality, not only bringing the percentages." *USAID/Uganda, Program Manager Specialist*

"I would say that these types of activities should be supported, because the missions get a better understanding of their weaknesses, strengths and needs. The recommendations coming out of the assessments would definitely be of use to improve understanding of gender, implementation of any systems, structures and processes that they would want to put into place. In general, the assessment strengthens the integration of gender – not women but gender per se – in all the missions' activities." *USAID/Namibia, Project Development Specialist in Program Office/ Gender Focal Point (USAID/South Africa)*

Examples of what interviewees said about adjustments to be made to helping missions better integrate gender follow:

"There should be a lot more leadership at the highest levels of the agency, not just saying that it is important to integrate gender awareness, but to really help equip staff with the knowledge that they need and to enable people to learn how to integrate gender. Obviously that also needs to be incorporated in how things are evaluated." *USAID/DC, Microenterprise Development, Senior Knowledge Management Advisor*

"It would make a great difference if the mission could make time available for USAID staff and partners to be trained seriously on how to integrate gender in their activities. Right now there is so much dependency on gender advisors to provide the input on gender integration instead of the activity manager." *USAID/Tanzania, Program Specialist*

"It would be helpful to have more practical interventions that prove to people that their programs will work better to improve the lives of men and women." *USAID/OTI, Deputy Country Representative for Liberia*

Examples of suggestions for additional services made by interviewees follow:

"I would like to see the WID Office developing more collaborations with other regional institutions such as the ADB, build an institutional network of sister agencies—who are in the same boat as USAID—and share best practices information. We do this at the country level, but we need to develop this institutional network at the global level as well." *African Development Bank/ TUNIS, Senior Gender Expert*

"I would like to have more formal gender training or have the WID office arrange a conference or a regional workshop regarding gender issues. Perhaps the WID office could have every two years a conference on gender and invite gender representatives from each region and other CTOs to exchange ideas and invite organizations in the US or local countries that are experts in working in gender. It would be good to share

lessons learned and successful interventions regarding gender.” *USAID/El Salvador, Program Specialist and Mission Evaluation Officer*

“It would be useful in some way to have a budget for gender activities to be able to be more pro-active. It would be better to have different projects in gender, because the project which we implemented was a pilot project but very successful, got very interesting information about gender-based violence in the country. There is a big pool of work in this aspect, but unfortunately we don’t get funding to get into this direction.” *USAID El Salvador, Gender Coordinator /Program Development Specialist/ Mission Officer*

“First I think that a systematic training in sectors on how to really keep gender equality focused throughout the activities should be something we develop permanently and to make sure each of the sectors have had the opportunity to develop training sessions on this theme. Secondly, I think that the agency needs to put serious thinking on how we can better capture the work that we are doing or the work we are not doing in terms of reaching gender equality activities. I think that we need to go beyond the indicators we report out on performance, because the numbers give some information but do not tell the entire story whether we are getting there or if we still have deficiencies in addressing the issue of gender equality. We need to come out with additional indicators that help to see how we as an agency are really keeping in mind activities directed at achieving gender equality. We can capture those through qualitative indicators perhaps, so we can really tell the full story.” *USAID Nicaragua, Program Development Specialist*

“The WID office could have short-term consultants available to ensure that gender issues are fully addressed in SOW; to review PMPs and track results; to maintain more regional contact with field missions; to develop more regional training and follow-up. I would like to have gender experts/ consultants available for the life of the programs---the whole project cycle: assessment, training, and follow-up.” *USAID/Uganda, Program Manager Specialist*

“People need to look at the planning phase and what their results may be and then, what the indicators may be and make sure that those indicators are looked at with a gender lens. I’m coming back to training; not formal training but something virtual or something that people can look at to understand the application of gender integration. That way people in the mission who had not gone through gender training could get some kind of material that they would be able to use in the application of any kind of gender mainstreaming. They also need to look at how the activities they implemented affected the lives of men and women they worked with.” *USAID/Namibia, Project Development Specialist in Program Office/ Gender Focal Point (USAID/South Africa)*

“Provide training on gender integration for USAID staff and subsequently design a follow-on program to monitor gender integration activities.” *USAID/Tanzania, Program Specialist*

Examples of what interviewees said about what has helped/hindered the success of STTA&T follow:

“I think what is particularly helpful is to be able to talk through with people who are more experienced in how to apply the potential gender indicators to your program design, implementation, monitoring and evaluation. Opportunities for that kind of collaboration and interaction are useful. But it should be focused on very practical peer assistance.” *USAID/DC, Microenterprise Development, Senior Knowledge Management Advisor*

“First, I think it was having the community sent out notice early on the training that was coming; the facilitators were great and that was helpful; maybe now it is less, but the entire theme of gender and inequalities in gender tends to create a divide between men and women. I think that having facilitators that are sensitive to the gender dynamics and able to be responsive to them is very helpful. In this case the fact that the facilitators knew their area and their field of expertise was good. We also had facilitators that were sensitive to the culture of the region. I think it is good to be familiarized with the culture of the region so you can be prepared, anticipate possible scenarios and know how to deal with them if they arrive. The materials were well put together, very simple, very easy to understand and to follow.” *USAID Nicaragua, Program Development Specialist*

Table VI-3: What has helped/hindered the success of STTA&T?

	What helped	What Hindered
GENDER TRAINING NICARAGUA	<u>Planning</u> - Planning and preparation prior to the training event helps achieve the set goals and contributes to the quality of the training - DevTech worked very much beforehand to make sure the content was going to respond to local needs - It was critically important spending time and money over two weeks before training with the mission counterpart's people in country to make sure those needs were identified - Built in time to have people from different ministries and NGOs present their work	
GENDER TRAINING ARMENIA		
GENDER TRAINING PERU		
SECTOR SPECIFIC PROGRAMS INTRA-HOUSEHOLD POVERTY ASSESSMENT	<u>Quality of consultants and trainers</u> - having facilitators that are sensitive and responsive to the local gender dynamics - facilitators who are knowledgeable in their field of expertise - facilitators who are sensitive to the culture of the region, who can anticipate possible scenarios and know how to deal with them if they arrive	
SECTOR SPECIFIC PROGRAMS EL SALVADOR		Men = difficult
GENDER TRAINING ARMENIA		Some limitation in funding
GENDER TRAINING NICARAGUA		
GENDER EVALUATION OTI/AFGHANISTAN	<u>Timing and availability of resources</u> - It worked well because the consultant was part of the team we were sending out anyway. - It worked well to have a supplementary evaluation to the larger one. - It was pretty seamless we didn't have any administrative or logistical issues.	
GENDER TRAINING NICARAGUA	<u>Good Materials</u> Having materials that are well put together and are simple, easy to understand and to follow	
GENDER ASSESSMENT TANZANIA	<u>Commitment and support</u> - Mission Director's enthusiasm on gender mainstreaming - The government (Peru) was committed. It was a smart move on their part to allow the space for each of the agencies to talk about their work, to be a part of the training. The training was interactive. - Having female country representatives. How we conceptualize and strategize in our programs is driven by our country reps and most of them are female which doesn't mean that they are going to focus on gender but it helps.	Lack of trained personnel on gender mainstreaming/integration
GENDER TRAINING PERU		
GENDER EVALUATION OTI/AFGHANISTAN		

VII. Findings

Emerging Themes

1. Planning

Several unanticipated themes emerged in interviews with key informants. One of them is *planning*—both in relation to planning prior to technical assistance as well as planning for consequent activities as a result of assessment, evaluation, and/or training. Although planning for a STTA&T activity is distinct from missions' use of the results of the activity for planning, according to key informants these two aspects seem to be interrelated, as some suggested planning for having assistance (STTA&T) to integrate gender in their own (*mission*) planning.

Respondents suggest that planning and preparation prior to a training event helps achieve the set goals and contributes to the quality of the training. It's also important for consultants to be involved in the planning of STTA&T activities. As one respondent said *"Planning and preparation for gender integration training can be more effective than just having a one-time event."* A Gender and Policy Advisor from USAID/Washington, DC said that besides time spent in planning the event, another consideration is *"planning with the mission counterparts—people in country—to make sure their needs are identified."*

In addition to planning for the STTA&T, many key informants are also required to integrate gender in their own planning, as a USAID/Bosnia Program Management Specialist said, *"Everybody is now requested to integrate or to consider gender when they are planning the new program."* This also requires a new set of skills and an increased demand for having *"some short-term assistance from DevTech Systems, Inc., in design, planning and implementation of the project from the beginning"* and building the capacity of USAID staff and implementing partners in dealing with the challenges they face when they try to integrate gender in their planning. One respondent said, *"I am now at the stage of planning a new program for five years and when I mention gender inclusiveness they go: 'Oh, do we have to work with women again?'"*

Project Development Specialist, USAID/South Africa, says that *"People need to look at the planning phase and what their results and indicators may be and then make sure that those indicators are looked at with a gender lens."* The planning that takes place before, during and after the STTA&T interventions may have long-term effects outside USAID as well, as Senior Development Officer and Gender Advisor for CIDA implies:

"It also helps us to future planning, because now we are going to do a study, we have introduced a project which will last about 5-6 years on addressing violence against women in Sri Lanka in specific areas, and in laws that have been implemented. This kind of study makes a difference for us in planning because CIDA has not worked in that kind of area before."

Most of the key informants we interviewed were involved in different stages of planning—both at the mission level as well as planning for the STTA&T activity. **Table VII-1** shows key informants' views in regards to planning. Apparently, the planning component has always been part of the STTA&T from the time a Mission requests technical assistance to its implementation. What informants seemed to suggest was an emphasis on the planning of the STTA&T activities, so that missions and implementing partners are able to set clear goals, define the strategies to achieve those goals, and become better prepared to incorporate gender analysis into their planning. Respondents also recommend that consultants providing STTA&T be engaged in the planning process to allow a smooth transition to implementation of TA.

Emerging Themes

Planning
ADS requirements
Follow up
Timing
Adequate resources
Funding, time, and people
Quality of consultants
Quality of materials
Adequacy of technical assistance to local needs

Table VII-1: Examples of what key informants said about planning.

Gender Training Armenia	In our project SOW we had been planning to do gender integration training. I was involved in negotiating the whole process and working with the headquarters on the planning and organizing the TA. Planning and preparation for gender integration training can be more effective than just having a one-time event. It would be great to have some short term assistance from Dev Tech in design, planning and implementation of the project from the beginning.
Gender Training Uganda	We developed the SOW and planning for the workshop and shared this with the WID office, but apparently the consultants did not have the full SOW before they were already on the ground conducting the training.
Gender Training Peru	I participated in some of the planning meeting and I remember that there were two important things to consider: 1. spending time and money over two weeks time before training; 2. planning with the mission counterparts-- people in country-- to make sure those needs were identified.
Gender Assessment Bosnia	I say the only difference is that everybody is now requested to integrate or to consider gender when they are planning the new program. I am now at the stage of planning a new program for five years and when I mention gender inclusiveness they go: "Oh, do we have to work with women again?"
Gender Assessment South Africa	People need to look at the planning phase and what their results may be and then, what the indicators may be and make sure that those indicators are looked at with a gender lens.
Gender Assessment Sri Lanka	It also helps us to future planning, because now we are going to do a study, we have introduced a project which will last about 5-6 years on addressing violence against women in Sri Lanka in specific areas, and in laws that have been implemented. This kind of study makes a difference for us in planning because CIDA has not worked in that kind of area before.

2. The USAID/ADS Requirements

Also related to planning and Missions' demand for technical assistance are the ADS requirements. The Automated Directives System (ADS) is USAID's directives management program⁵ which covers USAID's programming policy (See **Table X-2 USAID Automated Directives System Requirements in Annex X** for details). Programming policy guides the way in which USAID designs programs to achieve development results, implements those programs, and assesses them. Operating Units and Strategic Objective Teams had primary responsibility for developing Strategic Objectives (SOs) and designing activities to achieve them. The Operating Unit that was home to the SO ensured that adequate resources were transferred in a timely manner and that services were provided to the SO as agreed. Each Operating Unit developed a Strategic Plan that defined and justified the SOs it sought to achieve during a set planning period. ADS incorporated measures that ensured continued attention to gender issues in USAID. These measures were taken in the areas of data collection and analysis, personnel recruitment, training and performance, or procurement systems.

Mention of ADS requirements emerged in interviews with key informants several times. A USAID Program Specialist was happy to report that the Gender Assessment in Tanzania "Met ADS requirement to conduct an assessment for Strategic Plan submission to Washington." Some respondents commented on the challenges the ADS requirements pose on mission staff either because people are not familiar with the ADS requirements, as three informants implied, or because "There is a disconnect between what is required—in regards to the ADS requirements—and what is actually enforced and implemented on the ground," said Gender Advisor for Project NOVA in Armenia.

⁵ Source: <http://www.usaid.gov/policy/ads/200/200.pdf>

The major challenge for trainers was to be able to transfer their knowledge and skills to the people who are implementing the ADS requirements on the ground. A respondent who participated in the Gender Training in Armenia said that the trainer “*knows the requirements, presented well, but I don’t think we could successfully apply them to everyday work issues.*” This challenge could be circumvented by a deeper understanding of the ADS requirements and how they relate to integrating gender into the design, implementation and assessment of development programs to achieve project objectives. A gender training facilitator and business owner commenting on the Gender Integration Training for the USAID/EGAT/AGR suggested that training helps people understand how gender concerns relate to the successful completion of country projects. As she put it: “*The training shows that there is a connection and shows that for ADS regulations you can do both: you can improve gender integration in the project and also help the project to achieve its objective. If they walked away from training understanding there is difference between sex and gender and the ADS requirements, and having some idea about the things they could do in their research I feel that I did what I needed to do.*”

Table VII-2 Key informants’ comments in regard to USAID/ADS requirements

GENDER TRAINING ARMENIA	There is a disconnect between what is required—in regards to the ADS requirements—and what is actually enforced and implemented on the ground.
	People went away not with a real sense that the agency took the ADS requirement for gender seriously. It was good to be refreshed on the requirements but we did not come out with anything we could say we are going to do differently now. She (the trainer) knows the requirements, presented well, but I don’t think we could successfully apply them to everyday work issues.
GENDER TRAINING PERU	I think we also have here the USAID ADS policy that we may not be familiar with or never heard of it.
	The ADS policy specifically requires design teams to do gender analysis for projects.
GENDER INTEGRATION TRAINING FOR THE USAID/EGAT/AGR	There was the policy guidance from USAID about what appropriate steps were to take for doing gender analysis and looking at gender issues in program activities, in the design, monitoring, evaluation and so on and most of them were not familiar with the ADS requirement at the time. The training does help people understand the gender issues in a factor or topics they are dealing with, in a country they are dealing with, which is important, because people are not always able to see how gender relations /issues relate to the ability of them to get the project completed. The training shows that there is a connection and shows that for ADS regulations you can do both: you can improve gender integration in the project and also help the project to achieve its objective. If they walked away from training understanding there is difference between sex and gender and the ADS requirements, and having some idea about the things they could do in their research I feel that I did what I needed to do.
GENDER ASSESSMENT TANZANIA	Met ADS requirement to conduct an assessment for Strategic Plan submission to Washington.

3. Is funding an issue for a demand-driven task order?

TO1 has experienced a drop-off in demand for mission-wide gender assessments, which formed the bulk of the requests at the initiation of the project⁶. New requests are now more likely to focus on sector-specific TA, and particularly on training. Several factors have temporarily constrained mission-based demand for Task Order services and contributed to the recent decrease in the demand for technical assistance from the field: (1) The continuing reorganization of USAID programming processes and budget shifts; (2) Proposed changes in ADS requirements for gender assessments at the mission level; and (3) the cost-sharing

⁶ The continuing reorganization of USAID programming processes and budget shifts seem to have temporarily constrained Mission-based demand for task order services. A further potential constraint may be posed by the cost-sharing requirement by missions requesting technical assistance or training. (From: WID TO I, Short-Term Technical Assistance & Training Quarterly Report: Second Quarter, FY07, January-March 2007. Available on-line at: http://pdf.usaid.gov/pdf_docs/PDACJ378.pdf)

requirement by missions requesting technical assistance or training. Nonetheless, DevTech Systems, Inc., anticipates continuing its work with EGAT/WID and responding to expected growth in demand from USAID missions for technical assistance and training to strengthen gender integration in Agency programming with a new end-of-project date of September 29, 2009.

Even though there were no questions about funding in the interviews with key informants, the issues surrounding funding mechanisms and the demand for short-term technical assistance came up a few times in the interviews. According to key informants' responses, there seemed to be a correlation between the amount of time allocated for an activity (e.g., number of days for training) and available funding. As one respondent said, *"In the Mission we didn't have much time and we had funding issues."* Beginning in 2006, missions were asked to share about 50 percent of the cost of technical assistance and training. Cost sharing was not the subject of any interview questions, but some informants commented on it. A Senior Gender Expert or AfDB said, *"When missions and projects are constrained by funding, having funding available for STTA&T creates a demand that otherwise wouldn't be there."* USAID, Rural Development Advisor also said *"I know there are some funding issues but maybe the WID office might be able to support an initial assessment and then bring in funding from the mission or from the office for the training and for the follow up technical work. Also, I would like to see the recommendation not necessarily require the mission to pay off the bat—you see a downturn on requests for technical assistance since that fifty percent requirement went in."* In addition, said USAID/EI Salvador, Gender Coordinator and Program Development Specialist *"It would be useful in some way to have a budget for gender activities to be able to be more pro-active."*

We conclude that having funding available for STTA&T on gender-related concerns may be an incentive for missions to request these types of TA. Once these activities are implemented, they also affect the demand for funding for other gender-related interventions, as the following comment by a *Director of a Women-owned Company* suggests: *"Similarly another project, in East Africa, also received WID office funding. They have had an activity that was just started at that time, which turned out to focus on gender issues and to provide micro-credit assistance to women who were trying to improve the use of animal source protein in their diet and for their children and that project actually received separate WID office funding."* The respondent went on to say that this project was a spin-off of the Gender Integration Training for USAID/EGAT/AGR that resulted in an increased concern with gender integration that allowed the mission to select this project for funding.

Table VII-3 Funding Concerns

STTA&T	Funding Concerns
GENDER TRAINING ARMENIA	There is a big pool of work in this aspect but unfortunately we don't get funding to get into this direction. It's difficult to justify funding for these [gender related] activities.
GENDER TRAINING UGANDA	The Gender Training Workshop for USAID/Uganda was actually facilitated by APEP in terms of funding but it was for the mission.
GENDER TRAINING PERU	DevTech scope of work was around the particular training and that was what the funding was for.
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	Similarly another project, in East Africa, also received WID office funding. They have had an activity that was just started at that time, which turned out to focus on gender issues and to provide micro-credit assistance to women who were trying to improve the use of animal source protein in their diet and for their children and that project actually received separate WID office funding. I know there are some funding issues but maybe the WID office might be able to support an initial assessment and then bring in funding from the mission or from the office for the training and bring money from the mission for the follow up technical work.

GENDER EVALUATION ETHIOPIA	When missions and projects are constrained by funding, having funding available for STTA&T creates a demand that otherwise wouldn't be there. The mission decided to use some of the funds for food security, so the funds for evaluation of EMPOWER were canceled at that time.
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4. Time spent on STTA&T activities

Time spent on activities as well as the timing of implementation of technical assistance were mentioned in interviews with key informants. Either people thought that not enough time was allowed for completing the activity successfully, or that more time should have been dedicated to training and follow-up. Also, there seemed to be a link between time spent on an activity and funding, suggesting that the latter usually constrains the former.

The allocation of time for a specific short-term technical assistance, in particular *“the shortage of time”* for training was mentioned by a number of informants. An informant suggests that *“If the Mission could make time available for USAID staff and partners to be trained seriously on how to integrate gender in their activities this would make a great difference.”* Several respondents said that they were grateful for the opportunity and for the time that was given to them to participate in the STTA&T activities.

Table VII-4 Examples of what interviewees said about time spent on STTA&T activities.

SECTOR SPECIFIC PROGRAMS EL SALVADOR	Not related to the contractor or the technical assistance but basically the time was very short probably because in the Mission we didn't have much time and we had funding issues.
GENDER TRAINING ARMENIA	The only problem was the shortage of time. Activities to integrate gender in all projects funded by USAID can take some time because the issue of gender-related activities is more related to behavior change which will take time.
GENDER TRAINING PERU	Between the missions first express interest to the time the work is happening there was a back and forth process with the WID office that maybe could be shortened.
GENDER TRAININGS	I think that time constraint was the most problematic part. Within the training is important to set a minimum time period and I think the WID office can help with this. It should be a longer time.
GENDER ASSESSMENT COLOMBIA	I think in our case at least it was a lack follow up time to carry on what we initially had set out to do which was the assessment plus carrying out the training.
GENDER ASSESSMENT TANZANIA	STTA&T staff was on time to provide a report for the Strategic Plan. If Mission could make time available for USAID staff and partners to be trained seriously on how to integrate gender in their activities this would make a great difference.

5. Timing of STTA&T

In terms of timing, there was an indication that the timing of the STTA&T activity may also affect the outcomes of assistance. Both internal (to the missions) and external factors (country elections) seem to have had an impact on the outcomes of STTA&T. For instance, the Gender Assessment in Bosnia coincided with changes happening in the country that had an impact on the outcomes of the assessment, *“The timing was very peculiar because we were having the elections soon after this assessment.”* It is also important to take into account that gender assessments happen within changing contexts. As a key informant said about the Gender Assessment in Sri Lanka, *“Sometimes this kind of assessment, an overall assessment, is very time-bound, even its relevance is not forever.”* USAID/Nicaragua Program Officer suggested that *“a good*

timing to refresh the mission on how to integrate gender equality into activities is prior to developing the country plans.”

Overall, DevTech Systems, Inc., has provided timely and comprehensive technical assistance to USAID Missions and technical support to EGAT/WID through its consultants.

Table VII-5: Examples of what interviewees said about timing of STTA&T activities.

GENDER TRAINING NICARAGUA	I know there is never a good time or the best time of any activity specially when happening in on mission when we are involved into the activities. Often it is much more difficult to bring this to activities when they are already ongoing, not that it is impossible, but the best time is to think about this early on, when you are thinking about how to develop new activities so this is a good time to have these refresher courses. <i>The activity was in our office, we were in hand reach from our telephone we were in hand reach from whatever we were doing at that time so we would flip way and be between the training section and day-to-day work.</i> The only thing I would add is that also a good timing to refresh the mission on the whole theme, gender, to do some serious thinking on how to integrate gender equality into activities prior to developing the country plans.
GENDER EVALUATION ETHIOPIA	The timing was perfect—this evaluation was done at the time the project was ending.
GENDER ASSESSMENT BOSNIA	The time of this assessment was the time when our media program was sort of closed -- we were half way into our media program. The timing was very peculiar because we were having the elections soon after this assessment, in our assistance to media in BIH we did through small grants we awarded a number of grants to look at women's issues, looking in BIH, looking at women politicians, having nice interesting articles about Bosnian women from the end of the 19th to the end 20th century and the rules they had before and now.
GENDER ASSESSMENT SRI LANKA	Good even with the timing, looked at different areas. Sometimes this kind of assessment, an overall assessment, is very time bound; even its relevance is not forever. In that context it was good to have done it in different periods of time. This gives a good idea in the 2003-2004 and track changes.

6. The Perceived Need for Follow-up in STTA&T

Another emerging theme that came up in the interviews with key informants was the need for “follow-up.”

It is important to mention that missions have to request additional assistance from the WID Office. Technical assistance—including follow-up—is not provided automatically. Nonetheless, missions that received some kind of follow-up to the STTA&T were more likely to enjoy the full benefit of technical assistance. For instance, USAID/Nicaragua received training as a follow-up to a gender assessment. According to the Program Officer, *“The training was a nice follow up to the gender sector assessment that was done because it was the sharing of ideas and experiences of how we could be more proactive in actually carrying out some of the results that we were able to get from the gender sector assessment.”* Other respondents in missions that did not receive a follow-up to the technical assistance pointed out that *“The project would have a better impact if there was a follow up.”*

Respondents who believed that the lack of follow-up was associated with a lack of funding suggested that *“The WID office might be able to support an initial assessment and then bring in funding for the follow up technical work.”* Several respondents agreed that there was a need for follow up and monitoring if the recommendations on gender issues were to be integrated in the missions and that resources be made available for follow up. **Table VII-7** shows respondents' comments related to the need for follow-up in STTA&T.

Table VII-6: Respondents' comments on the need for follow-up in STTA&T

STTA&T	FOLLOW-UP	COMMENTS
GENDER TRAINING IN NICARAGUA	YES	The training was a nice follow up to the gender sector assessment that was done because it was the sharing of ideas and experiences of how we could be more proactive in actually carrying out some of the results that we were able to get from the gender sector assessment.
SECTOR SPECIFIC PROGRAMS EL SALVADOR	YES	- The main goals were to get more information about gender and how we could integrate gender aspects into our activities and how to provide or follow up on those gender issues up to the contract and grant levels so that our implementers can be aware that we need to integrate gender into the activities. - Technical assistance has to include follow up on issues. - The CTO is monitoring and providing follow up to include these gender activities.
GENDER TRAINING ARMENIA	NO	Make sure that resources are available for follow up and that there's a commitment of some level for follow up.
GENDER TRAINING PERU	YES	They [DevTech Systems, Inc.] did this follow up meeting with different people and they seemed to be getting some definite action from them.
GENDER INTEGRATION TRAINING USAID/EGAT	NO	- If it is a very short training or intervention, what you did not accomplish in the first time you would need to have a follow up. - Maybe you start with an assessment and then you have gender training and then you have a follow up technical work. - I know there are some funding issues but maybe the WID office might be able to support an initial assessment and then bring in funding from the mission or from the office for the training and bring money from the mission for the follow up technical work.
GENDER EVALUATION ETHIOPIA	NO	The project would have a better impact if there was a follow up.
GENDER ASSESSMENT COLOMBIA	NO	We were satisfied with the document but we were short with the follow up as we should have coordinated the second component of the assistance which was the training. After raising the necessary awareness in gender issues, you need to follow up and monitor if the recommendations on gender issues have been integrated in the mission.
GENDER ASSESSMENT BOSNIA	YES	I do remember as a recommendation of the assessment in one particular section of this report there was also a recommendation for particular gender training for USAID. Shortly after this assessment, the Sinai Graduate School of Business organized a training as a follow-on of this assessment

7. The Quality of STTA&T Consultants

In response to the questions “Was the training carried out by the consultant sound and appropriate to USAID's needs?” and “How efficiently was the gender training consultant(s) able to meet the mission's requests?” The majority of key informants indicated an overall level of satisfaction with consultants provided by DevTech Systems, Inc. The quality of consultants was indicated by (1) Competency level or consultant's ability to carry out the task successfully; (2) Knowledge of gender issues in a specific country and (3) Understanding of the sector or context in which they are requested to work. For instance, in regards to the gender assessment in Haiti, *“DevTech Systems, Inc., provided us with an excellent consultant who had intimate knowledge of Haiti and women's issues in Haiti,”* said the USAID/Haiti Senior Program Advisor.

When there was a request for a final evaluation of the OTI program in Afghanistan, *"We did ask for the WID office to provide an additional consultant to look at gender issues. OTI does transitional programming in a variety of environments and the consultant took this into consideration,"* said the USAID/OTI Deputy Country Representative for Liberia. Over and over again respondents referred to the high caliber of DevTech consultants.

Only in a few instances there were discussions about the mechanism itself and the process of selecting consultants that were referred by the mission or program. As one key informant said, *"In terms of the particular consultant, her work was top quality. In terms of the mechanism itself, initially there was some difficulty getting DevTech Systems, to agree to work with either DTS or this particular consultant."*

The issue of quick response in supporting gender integration in USAID operating units was mentioned in DevTech Systems, Inc.'s Quarterly report (April 1-June 30, 2003) under Project Management. During that period *"the processes for identifying and hiring experienced gender consultants were streamlined"* with the expectation that this would strengthen DevTech Systems, Inc.'s capacity to respond to requests with a very rapid turnaround (a few days or less).

Table VII-7 Comments about STTA&T Consultants

SECTOR SPECIFIC PROGRAMS INTRA-HOUSEHOLD POVERTY ASSESSMENT	WID provided us with a consultant who conducted a study and did a report for us on what would be involved in measuring intra-household inequality and specifically in relation to our work on poverty measure. In terms of the particular consultant, her work was top quality. In terms of the mechanism itself, initially there was some difficulty getting DevTech Systems, Inc., to agree to work with either DTS or this particular consultant.
SECTOR SPECIFIC PROGRAMS EL SALVADOR	The training consultant who gave the training to CTOs, activity managers and each team... very good consultant.
GENDER TRAINING ARMENIA	For instance, when we wanted to work with a particular consultant, there was this thing there are several teams and therefore they don't have equal quality of consultants.
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	When you call a new consultant you do not start saying to that person "what is your approach on gender, is that consistent with this or that?"
GENDER EVALUATION OTI/AFGHANISTAN	In Afghanistan we did a final evaluation then OTI asked for the WID office to provide an additional consultant to look at gender issues. OTI does transitional programming in a variety of environments and the consultant took this into consideration.
GENDER EVALUATION ETHIOPIA	Another consultant had experiences in agriculture, not necessarily in evaluation.
GENDER ASSESSMENT HAITI	DevTech provided us with an excellent consultant who had intimate knowledge of Haiti and women's issues in Haiti. The specific recommendations made by the consultant/analyst were beneficial. The STTA&T consultant exceeded our requirements.

8. The Quality of Materials

Another success factor was the quality of the materials used and/or developed by DevTech Systems' consultants. The USAID Nicaragua Program Development Specialist commented on the materials used in the Gender Training in Nicaragua,

"That was a well developed workshop and the materials they developed were very good. In fact I have been in a few gender courses and I think that this is one of the best materials. I thought that the materials were very simple and very easy to follow from steps A to B, and how you can think about introducing the whole issue of gender equality into your projects. The training was designed for a health group; however the materials were developed broadly

enough to be able to be used in other sectors as well. The materials were well put together, very simple, very easy to understand, very easy to follow.”

The STTA&Ts also had an impact on materials produced as a result of interventions. “*Gender is now included in the development of educational materials including teacher guides, textbooks and workbooks for children and also training modules for teachers*” in El Salvador; and in Armenia, “*We have produced materials to be used by community health workers.*”

DevTech Systems, Inc., also made the technical assistance and training materials available in languages other than English. The training workshops in both Peru and Nicaragua were presented in Spanish, and the preparation for the workshops in Armenia included translation of training materials into Armenian. The final TA reports for WAWI and the El Salvador mission also were translated. The inclusion of these materials in translation has helped to expand the stock of gender integration tools available to missions (WID TO I, STTA&T Quarterly Report: April-June, 2006).

Table VII-8 STTA&T Materials

STTA&T	Materials Development
Gender training Nicaragua	That was a well developed workshop and the materials they developed were very good. In fact I have been in a few gender courses and I think that this is one of the best materials. I thought that the materials were very simple and very easy to follow from steps A to B, and how you can think about introducing the whole issue of gender equality into your projects. The training was designed for a health group; however the materials were developed broadly enough to be able to be used in other sectors as well. The materials were well put together, very simple, very easy to understand, very easy to follow.
Sector Specific Programs El Salvador	Gender is now included in the development of educational materials including teacher guides, textbooks and workbooks for children and also training modules for teachers.
Gender Training Armenia	We have produced materials to be used by community health workers.

VIII. What is the Impact of STTA&T?

One of the most important ways we can look at the STTA&T assessments is how they are remembered long after the activity is concluded. They will be remembered for three important qualities: If the DevTech Systems, Inc., activities had an *impact* on the missions and their local partners who sought assistance from WID, if they have been *useful* to the persons for whom the activity was conducted and if they were relevant to the needs of the persons or organizations involved in the activity.

The STTA&T activities sponsored by the Office of Women in Development through the DevTech Systems, Inc., Task Order, received high scores per this interim assessment in all three categories—impact, usefulness and relevancy. On a scale of 1-5 with 5 being the highest score, 61 percent of the respondents rated impact at a 5; 48 percent of the respondents rated usefulness at a 5 and 67 percent rated relevancy at the 5 level. Of the four types of activities—Gender Training, Gender Assessments, Gender Evaluations and Sectoral-based Technical Assistance—Gender Assessments (Bosnia, Colombia, Haiti, South Africa, Sri Lanka and Tanzania) and the three Sectoral-Based Technical Assistance activities received the highest number of 5's in all three categories. The nine Gender Training countries ranked impact, usefulness and relevancy at a 4+ and the two Gender Evaluation countries ranked the DevTech Systems, Inc., activities at a 4.

In fact, one of the main points that consistently emerged from interviews with key informants was the positive impact that the WID-sponsored STTA&T had on individuals and organizations. Interviews with key informants suggested that the usefulness and relevance of the STTA&T activities are a result of the timeliness of the DevTech Systems, Inc.'s response to missions' requests and the effectiveness of its team

of consultants to addressing the expectations of missions' staffs and implementing partners. The overall impact and breakdown of the STTA&T activities are illustrated in the tables in **Annex E** of this report, *Results of Interviews with Key Informants*. The following summarizes the main observations made in regards to DevTech Systems, Inc.'s responsiveness to missions' requests:

- *The STTA&T staff was able to meet our requests at all times.*
- *The DevTech Systems, Inc., team was very efficient, very responsive, very engaged through the assessment itself, they were very responsive to our requests.*
- *We received training to better integrate gender issues into the design, implementation, monitoring and evaluation of activities.*
- *The contractors worked with the personnel and exchanged ideas before the workshop so it was well tailored to meet the needs of participants who worked in the respective areas of the country and some of the staff from the office.*
- *The examples used were very relevant to our region and the activities we were doing in health and education at that time.*
- *The emphasis was oriented towards what are the issues that managers and staff at USAID need to know in order to be able to ensure that gender issues have been addressed in the programs that they are managing and that led to a very short presentation to economic growth officers' training and to the development of another training which was more research-oriented for one of the central programs of the AGR office.*
- *Since the assessment – and because of it – women are a target group in all our activity documents and gender is written into all of our cooperative agreements.*
- *The way they worked was very participative. It was not a desk study. We took the consultants out on site visits. This was very valuable because they saw the problems we had to deal with directly including geographical differences and different layers of society. They spoke to grassroots people, entrepreneurs, and women in Parliament.*
- *The assessment gave us an indication of the kinds of attitudes people had in the Mission and it gave us an understanding what people thought gender was all about and what gender integration or mainstreaming was about.*
- *The training afterwards addressed the fact that gender mainstreaming was not just about counting, it was really about how the lives of women and men affect project results and how our activities affect the lives of men and women.*

Key informants also spoke of their expectations prior to receiving technical assistance. The following are illustrative examples of what they said they had expected from sector specific programs, training, assessments, and evaluations. The majority of respondents reported a high level of satisfaction with the short-term technical assistance provided by DevTech Systems, Inc. There appeared to be a close relationship between expectations, the relevance of the assistance to participants' needs, and the level of satisfaction associated to the overall rating of STTA&T.

Participants expected to:

- *Get more information about gender and how we can integrate gender aspects into our activities and how to provide or follow up on those gender issues up to the contract and grant levels so that our implementers can be aware that we need to integrate gender into the activities.*
- *Get the gender mainstreaming tools and equip field workers with tools that would enable them to mainstream gender in their programs and activities.*
- *See how successful the program had been; how it had achieved its objectives; how beneficial the program was and how the evaluation could be used to inform the missions' project design in the future.*
- *Know what was achieved and what lessons were learned from the project.*
- *Confirm that women's-focused activities, like the establishment of a women's trade association, was a relevant approach of the project.*
- *Understand better how to address problems of the population that is not represented enough, that is neglected sometimes, by incorporating gender considerations effectively into program.*
- *Take a cross-sectoral look at the issues as well as specific recommendations about the gender situation in the country.*

- *Build the capacity for the mission to integrate gender in its portfolio.*
- *Understand the ways in which we could integrate the entire gender equality perspective into our projects, looking at different experiences, looking at different techniques that can be used.*
- *Raise awareness of the need to look for sex disaggregated data; to look at programs from a gender perspective. A real useful resource for the mission.*

The impact of STTA&T cannot be measured exclusively in terms of what training participants have learned or how the results of assessments and evaluations were used by mission staff, operating units and implementing partners. The impact of STTA&T had a broader reach as lessons learned spread to other international donors and influenced several levels of leadership in countries where gender was not a prominent issue in development programs. As one respondent said, *"I think the major thing is the visibility... without the assessment these gender issues would remain unnoticed."* STTA&T helped to make gender visible and consequently influenced country policies, research, strategic plans and ways of managing development projects that took into consideration gender dynamics and how men and women, boys and girls have been affected by development actions.

What key informants say about the impact of STTA&T:

- *We are not only feeling satisfied because we counted the numbers, but think how this is reaching girls and boys. We are also making a point to project partners that we need to look closely at the results of data from these testings and think about the activities we can do in our health and education projects to help address the shortcomings we have found. In our quarterly reports, we have to report all of our indicators disaggregated by sex. It has been reinforced by the front office that we need to make sure we are capturing that data, that it really represents the participation of girls and boys.*
- *We are coordinating with different UN structures and implementing partners to provide them consultancy on how to mainstream gender in their projects and strategies.*
- *Project NOVA provides training for nurses on safe motherhood skills, and we included gender issues in this module and now nurses receive training also related to gender issues.*
- *Following the training there was another activity which was a gender assessment of the AGR office and what was interesting in that assessment is how many things the AGR staff was able to do or identify themselves as a result of the training. They clearly made some effort to apply the sorts of things that we were giving them to look at into their own work.*
- *Although the competition was open to all the CRSPs for this new chunk of WID money, the livestock CRSP which had received the training was the one best positioned to provide the justification for getting it and they did. I think there were three projects total that received the money and since then, they have published policy briefs related to gender.*
- *The training really made a big impact on people—not the staff, these are people who have a good understanding of gender, but the ones who had not been exposed to gender trainings before, like the health workers and those who are training other health care providers.*
- *We have produced materials to be used by community health workers. There was an action plan they were supposed to do in relation to the training and that has been done.*
- *The health policy initiative team in Peru continued to support the government especially around revision and development of guidelines. The actual capacity building was part of their process and the project in country had continued to support the government in the area of gender-based violence.*
- *Everybody is using the assessment as a reference and there are recommendations here how to use it in programs. .*
- *One of the main findings of the assessment was that we need to address domestic violence within our programs and that has been done in not all but in some of our programs as a result. There have been changes, and we still have a way to go, but there were changes as a result of the assessment.*
- *The assessment strengthened the structure and function of what we had in place.*
- *We have introduced a Canadian donor project which will last about five years on addressing violence against women in Sri Lanka in specific areas and in laws that have been implemented.*
- *Examples of how the assessment helped the mission include: a. it met ADS requirements for Strategic Plan submission to Washington; b. it has enabled Management to issue a Gender Mission Order to guide technical staff on integrating gender.*

The technical assistance provided by DevTech Systems, Inc., has done well in building the capacity of mission staff and implementing partners to integrate gender in all their activities. However, additional activities and approaches to gender integration and support to individuals and institutions have been suggested by interviewees. When asked what they would like to see happening in the future and how STTA&T could have been made more effective, key informants suggested the following:

- *Help equip staff with the knowledge that they need to enable people to learn how to integrate gender.*
- *Provide these types of activities and technical assistance periodically and frequently.*
- *Provide more formal gender training or have the WID office arrange a conference or a regional workshop regarding gender issues.*
- *Sponsor a regional conference with country representatives and implementers together to exchange information that could be helpful in the short term.*
- *Do some serious thinking on how to integrate gender equality into activities prior to development of country plans.*
- *Demystify that when we talk about gender it means boys and girls, that we are concerned about both sexes.*
- *Train USAID staff and partners to introduce the importance of gender and gender integration.*
- *Having gender experts and consultants available for the life of the programs, the whole project cycle: assessment, training, and follow-up.*
- *Disseminate the mechanism more broadly.*
- *People providing the gender technical assistance or training have a dual background in both the sectoral areas as well as in gender issues.*
- *Be creative, be flexible, work with the locals, seek the support of the local experts.*
- *Have pilots and best practices to inform the design of new projects and put the money into that.*
- *Ensure that gender is taken into account when developing a country strategy.*
- *Provide training for Activity Managers through an on-line system.*
- *Make sure that development indicators are looked at with a gender lens.*
- *Look at how the activities implemented have affected the lives of men and women.*
- *Encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible.*
- *Provide training on gender integration for USAID staff and subsequently design a follow-on program to monitor gender integration activities.*

IX. ANNEXES

A. DEFINITIONS OF GENDER TERMS

The following is a list of terms and definitions used in this report and in the Short Term Technical Assistance and Training documents produced by DevTech Systems, Inc., under the Women in Development Task Order.

Table IX-1 Definition of Terms

Term	Definition
SEX	Sex describes the biological differences between men and women, which are universal and determined at birth. ⁷
GENDER	Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever. ⁸
GENDER ANALYSIS	Gender analysis is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men. ⁹
GENDER-BASED CONSTRAINTS	Gender-based constraints are factors that inhibit either men's or women's access to resources or opportunities of any type. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic) ¹⁰ .
GENDER EQUALITY	Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. ¹¹

⁷ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

⁸ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

⁹ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

¹⁰ http://www.usaid.gov/our_work/cross-cutting_programs/wid/gender/gender_analysis.html

¹¹ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

GENDER EQUITY	Gender equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result. ¹²
GENDER INTEGRATION	Gender integration means taking account of both the differences and the inequalities between men and women in program planning, implementation, and assessment. The roles and activities of men and women affect who does what in carrying out an activity, and who benefits. Taking account of the inequalities and designing programs to reduce them should contribute not only to more effective development programs but also to greater social equity.
GENDER MAINSTREAMING	Gender-mainstreaming is a process rather than a goal. Efforts to integrate gender into existing institutions of the mainstream have little value for their own sake. We mainstream gender concerns to achieve gender equality and improve the relevance of development agendas. Such an approach shows that the costs of women's marginalization and gender inequalities are born by all.¹³ UN ECOSOC describes gender mainstreaming as "<i>the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.</i>"¹⁴
GENDER SENSITIVITY AND GENDER AWARENESS	Gender awareness is the recognition that the life experiences, expectations, and needs of women and men are different, that many times they involve inequity, and that they are subject to change.¹⁵ Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical, and more "questioning" of gender disparities. Gender awareness is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface or are "hidden" (i.e., not part of the general or commonly accepted explanation of what and where the problem lies).
SEX DISAGGREGATED DATA	Sex-Disaggregated Data is data that is collected and presented separately on men and women. ¹⁶

¹² <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

¹³ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

¹⁴ ECOSOC Agreed Conclusions 1997/2

¹⁵ <http://unesdoc.unesco.org/images/0013/001320/132034e.pdf>

¹⁶ <http://portal.unesco.org/es/files/11483/10649049699Definitions.doc/Definitions.doc>

B. STTA&T PUBLICATIONS: DOCUMENTS REVIEWED

STTA&T documents are listed chronologically and include the corresponding TDY number. Document titles and authors are cited as they appear in the USAID Development Experience Clearinghouse (DEC) website.

TDY 02 Honduras Gender Assessment. USAID: November, 2002. DevTech Systems, Inc. Available on-line http://www.usaid.gov/our_work/cross-cutting_programs/wid/resources/Honduras.html

TDY 04 Gender Assessment for USAID/Nigeria. DevTech Systems, Inc.; World Learning, Inc. USAID: August, 2003. Available on-line <http://www.usaid.gov/ng/downloads/reforms/genderassessment.pdf>

TDY 05 Jordan Gender Assessment. USAID: March, 2003. DevTech Systems, Inc.; Available on-line at http://www.usaid.gov/our_work/cross-cutting_programs/wid/resources/Jordan.html

TDY 08 Gender Mainstreaming for USAID/Nicaragua. Recommendations for Documents Related to Activity Design, Activity Approval, and Performance Monitoring. USAID: April, 2004. Diamond, N. K. Available on-line http://www.DevTech Systems, Inc.sys.com/publications/documents/FullReport_Nicaragua.pdf

TDY 09 Gender Assessment for USAID/Caucasus. USAID: June, 2003. [DevTech Systems, Inc.](#); USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Regional Mission for the Caucasus. Available on-line http://pdf.usaid.gov/pdf_docs/PDACG103.pdf

TDY 10 Gender Analysis for USAID/RCSA. USAID: July, 2003. [DevTech Systems, Inc.](#); USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Bureau for Africa; Regional Center for Southern Africa (RCSA). Available on-line http://pdf.usaid.gov/pdf_docs/PDACG106.pdf

TDY 11 Tanzania Gender Assessment. USAID: September, 2003. [DevTech Systems, Inc.](#); USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Tanzania. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG107.pdf

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C. INTERVIEW GUIDE FOR STTA & T ASSESSMENT¹⁷

Juarez and Associates, a research and consulting firm with offices in Los Angeles and Washington DC is conducting an interim assessment of the WID Office's Short-term Technical Assistance and Training (STTA&T). The purpose of this assessment is to determine the impact of assistance provided by WID to missions and other operating units to accomplish the goals of integrating gender issues in development assistance activities and promoting gender equality. DevTech Systems, Inc. is the holder of the Short Term Technical Assistance & Training (STTA&T) Task Order (TO) under the Women in Development Indefinite Quantity Contract (IQC). As part of this TO, DevTech Systems, Inc. has provided Technical Assistance to Mainstream Gender in Sector-Specific Programs, Gender Assessments, Gender Training and Gender Evaluations. These activities have been undertaken from 2002 to 2007.

In order to gather the descriptive information for this assessment, we are conducting interviews with USAID staff and development practitioners who benefited from the STTA&T. We would like to solicit your collaboration in providing us with information that will help determine the level of impact of technical assistance and to what extent USAID Missions and other operating units are able to integrate more fully gender concerns into their programs in the last three years as a result of STTA&T.

Your participation will involve being interviewed for approximately 20 to 30 minutes either in person or over the telephone. In some cases, we may conduct email or internet-based interviews. Questions asked during the interview will follow a preset questionnaire, although the discussion may deviate slightly from these questions when appropriate. The information you provide will contribute to valuable knowledge about the STTA&T and will be used to improve the current program and to develop future interventions that better meet your mission's needs.

We would like to ask you a few questions regarding _____ (the specific technical assistance received by the Mission).

Before we can begin the interview, I would like to ask for your permission to record this interview. This will make it easier to record what has been said and save time in taking notes during the interview. Information gathered from this interview will be presented in a final report submitted by Juarez and Associates, Inc. to the USAID/WID Office in Washington, DC. If you have further questions concerning matters related to this task, please contact us at (202) 331-7825.

Do you agree to participate in the study? YES NO

May I have your permission to tape record this interview? YES NO

¹⁷ Note: This guide provides a set of basic questions that we plan to ask individuals within USAID missions and NGOs that benefited from the WID sponsored STTA&T. However, due to the very specialized nature of the different interventions managed by DevTech Systems, Inc., other specific questions will be added to this set.

Participant's Name_____ Date_____

Do you have any questions before we get started with the interview?

Interview Questions

Please indicate the following:

1) Type of organization you represent:

- a) USAID (location)
- b) NGO
- c) Other (specify)

2) Your job title: _____

First, we'd be interested in knowing how you became involved in the WID sponsored STTA&T and what your opinions are regarding the short-term technical assistance and training provided by DevTech Systems, Inc..

- 3) What has been your involvement with WID?
- 4) What previous experiences have you had with integrating gender issues in development assistance activities and promoting gender equality?
- 5) Please describe briefly the type of STTA&T you have received.
- 6) What did you hope to get out of this intervention (i.e. training)?
- 7) What did you find to be the most beneficial?
- 8) What did you find to be the least beneficial?

With 1 being the lowest, and 5 being the highest, please rate the following:

9) How would you rate the _____ (type of intervention) overall?

1 2 3 4 5

10) How would you rate the usefulness of the information provided?

1 2 3 4 5

11) How would you rate the quality of the (type of intervention)?

1 2 3 4 5

12) How would you rate the relevance of the (type of intervention)? In other words, were the assessments carried out by STTA&T sound and appropriate to USAID's needs?

1 2 3 4 5

One of the things that we're interested in understanding better is the impact that the Technical Assistance to Mainstream Gender in Sector-Specific Programs, Gender Assessments, Gender Training and Gender Evaluations have had on USAID staff and development practitioners who benefited from the STTA&T.

13) Was the Mission satisfied with the assistance provided (i.e., training, assessment, evaluation etc)?

- 14) How efficiently was the STTA&T staff able to meet mission's requests?
- 15) What changes in the mission/NGO did you see as a result of STTA&T?
 - a) In other words, have you noticed any discernable developments in integrating gender in strategies or programs as a result of receiving _____ (specify the type of technical assistance)? If so, how would you describe these?
 - b) Have training participants used what they learned? If so how?
 - c) Can you provide some examples of how the assessment helped the mission?
- 16) What would you say you got out of the intervention?
- 17) What plans do you have to change anything or do anything differently as a result of this training, assessment, etc?

We are also interested in what ideas and suggestions you may have that could help improve the current STTA&T, and your observations of practices that may or may not have contributed to the program's success. Please answer the following questions to the best of your knowledge.

- 18) Suppose you were asked by a government agency whether or not they should sponsor a program like this. What would you say? What arguments would you give to support your opinion?
- 19) From your point of view, what type of adjustments would need to be made to helping Missions better integrate gender issues at the activity level—for instance, training USAID staff and partners, monitoring gender-integration activities, and analyzing the degree to which gender is incorporated in all USAID activities?
- 20) What do you think has helped the success of this activity?
- 21) What do you think has hindered the success of this activity?
- 22) What additional services you would like to see developed in the next phase of this TO?
- 23) Are there any additional comments you would like to add?

Thank you!

Flavia Ramos, Ed.D Project Director E-mail: frames@juarezassociates.com Telephone (202) 331-7825	Mary Knox, CTO Program Analyst USAID/Women in Development Office E-mail: mknox@usaid.gov Telephone (202) 712-0978
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D. LIST OF KEY-INFORMANTS CONSULTED

Table IX-2 List of key-informants consulted

Type	Key Informant Country/ Sector	Key Informant Position	Institution
GE	Afghanistan	Deputy Country Representative for Liberia	USAID/OTI
GT	Armenia 1	Coordinator, Capacity Building and HIV/AIDS Prevention	Local NGO
GT	Armenia 2	Gender Advisor and Assistant to Facilitator	Project NOVA
GT	Armenia 3	Director of Program Development, Former COP of Project NOVA in Armenia	IntraHealth International, Inc.
GT	Armenia 4	Senior Advisor Health/Social Protection, Democracy & Social Reform	USAID/Armenia
GA	Bosnia 1	USAID Project Management Specialist	USAID/Bosnia
GA	Bosnia 2	Program Management Specialist – Manager of the Civil Society Program	USAID/Bosnia
GA	Colombia	Program Development Specialist	USAID/Colombia
GT	EGAT/AGR 1	Company Director	Women Owned for Profit Business
GT	EGAT/AGR 2	Rural Development Advisor	USAID/ Washington, DC
SB	El Salvador 1	Gender Coordinator/Program Development Specialist/Mission Officer	USAID/EL Salvador
SB	El Salvador 2	Program Specialist and Mission Evaluation Officer	USAID/EL Salvador
GE	Ethiopia	Senior Gender Expert	African Development Bank/Tunis
GA	Haiti	Senior Program Advisor	USAID/ Haiti
SB	Intra-household	Senior Knowledge Management Advisor	USAID Micro-enterprise Development
GT	Nicaragua	Program Development Specialist (Education)	USAID/ Nicaragua
GT	Peru	USAID/Gender and Policy Advisor	USAID/ Washington, DC
GA	South Africa	Project Development Specialist and Gender Focal Point in the Namibia PEPFAR Office	USAID/Namibia formerly USAID/South Africa
GA	Sri Lanka	Senior Development Officer and Gender Advisor	CIDA
GA	Tanzania	Program Specialist	USAID/Tanzania
GT	Uganda	Program Manager Specialist	USAID/Uganda

GA – Gender Assessment GT – Gender Training GE – Gender Evaluation SB – Sectoral Based

E. RESULTS OF INTERVIEWS WITH KEY INFORMANTS

Please indicate the following:

1. Type of organization you represent:
 - a. USAID (location)
 - b. NGO
 - c. Other (specify)
2. Your job title:

The first set of questions helped determine respondents' profile and professional affiliations. The assessment team contacted approximately 70 key informants representing USAID, non-governmental organizations, donors and other organizations. A total of 21 interviews were conducted for the assessment. They include: 15 USAID staff; four NGO representatives; and two employed by the Canadian International Development Agency (CIDA) and the African Development Bank. The range of experiences and levels of expertise in relation to gender vary tremendously among

respondents. The USAID staff interviewed for this assessment is comprised of four Program Development Specialists, including one Gender Coordinator; a Program Specialist and Mission Evaluation Officer; four Project Management Specialists, including a Manager of the Civil Society Program; a Senior Knowledge Management Advisor; a Rural Development Advisor; a Gender and Policy Advisor; a Deputy Country Representative for Liberia; a Senior Program Advisor for Haiti; a Project Development Specialist in Program Office/PEPFAR Gender Focal Point. The NGO staff interviewed include: a Coordinator of Development and Capacity Building for HIV/AIDS Prevention; a Gender Advisor; a Director of Program Development and Former COP of Project NOVA in Armenia; and a Director of a Women Owned Small Business. Others include a Senior Gender Expert for the African Development Bank and a Senior Development Officer and Gender Advisor for CIDA. These key informants were selected for their participation in or involvement with STTA&T activities implemented by DevTech Systems, Inc. (2002-2007) with support from USAID/WID.

First, we'd be interested in knowing how you became involved in the WID sponsored STTA&T and what your opinions are regarding the short-term technical assistance and training provided by DevTech Systems, Inc..

- 3) What has been your involvement with WID?
- 4) What previous experiences have you had with integrating gender issues in development assistance activities and promoting gender equality?
- 5) Please describe briefly the type of STTA&T you have received.
- 6) What did you hope to get out of this intervention (i.e. training)?
- 7) What did you find to be the most beneficial?
- 8) What did you find to be the least beneficial?

The next set of questions is related to respondents' involvement with the WID-supported activities and experiences in gender. Questions 5-8 require that respondents address specific issues related to the STTA&T in which they participated or were involved in some capacity. Many respondents, mostly USAID staff, are either familiar with or have been directly involved with the WID Office at USAID beyond the STTA&T activities implemented by DevTech Systems, Inc. Three respondents have said that they had never been involved in any WID-supported activity prior to the STTA&T implemented by DevTech Systems, Inc.

Table IX-3 shows respondent's level of involvement with the USAID/WID Office. USAID's staff who serve as the gender focal point, mission directors and program managers are more likely to be in close contact with the WID Office than those in other positions within missions. A Mission Director said: *"I have been involved with a number of WID-related activities over the years. I have utilized the literature reviews and other documents that the WID office produces on gender and find them useful."* USAID staff's level of involvement with WID may increase or decrease depending on the positions they hold, as one respondent said, *"I did not have a lot of contact with the WID office at the beginning because someone else at the Mission was the Gender Focal Person, but I took that position over about two years after I started working at the South Africa Mission. Then I started contacting the WID office and asking for gender training and gender workshops."* Informants who work for NGOs and bilateral banks are less likely to communicate directly with the WID Office, and tend to be less aware of the WID's support for STTA&T. Some respondents who work for NGOs said that their involvement with WID was through the STTA&T (e.g., gender assessment).

Respondent's experiences in integrating gender issues in development assistance activities and promoting gender equality were discussed during the interviews as well. 63 percent of respondents have had ample experiences integrating gender issues in development assistance activities and promoting gender equality at various levels. Some of these have served as gender advisors and have provided training to others; 16 percent of respondents have participated in some form of gender training or received academic training on gender-related issues but do not consider themselves as gender specialists; 21 percent of the respondents reported having very limited or no experience/knowledge related to gender. **Table 2** shows respondents' various levels of knowledge and/or experience in dealing with gender issues in development assistance.

Table IX-4 lists the responses related to gender and development experiences participants have had independent of the STTA&T. It is important to note that the people who were interviewed for the purpose of this assessment are not all recipients of STTA&T—some of them were in positions within USAID missions to help plan, coordinate, as well as facilitate training for some of the STTA&T.

Table IX-5 Respondents' level of experience in gender and development

Level	High	Moderate	Low
Indicators	Individual demonstrates substantial experience in gender and development at a leadership level; facilitates gender training; serves as gender advisor; manages research and/or projects that integrate gender.	Individual has some experience and knowledge in gender and development; has participated in gender training; has received academic training related to gender and development.	Individual has very limited or no experience in gender and development; has not received any training or academic instruction related to gender issues.
Percentage of respondents	63 %	16 %	21 %

Table IX-6 Respondents' level of involvement with USAID/WID

WHAT HAS BEEN YOUR INVOLVEMNET WITH WID?	
HIGH INVOLVEMENT	- As a Mission Director I have been involved with a number of WID-related activities over the years. I have utilized the literature reviews and other documents that the WID office produces on gender and find them useful. However, after 20+ years with USAID, I can't remember all the interactions I have had with them but I can say that the outreach that they do is useful. - The WID office is regularly in communication with us to find out whether we are addressing gender issues and specifically measuring different areas of gender participation in basic education programs. We have developed different projects directed at improving gender equality in the classroom. We have been kept informed about the new activities and information on projects WID office has produced. - I was participating as a gender expert and co-facilitating the gender training. - I was involved in conceiving the SOW for the Gender Training in Uganda, participated in the gender training organized by WID office and after that followed up on the report. - Historically my first formal involvement with WID was under the WID-STRAT project where I was the economic growth advisor. I have been a technical advisor to DevTech Systems, Inc. under the WID IQC. - I have collaborated with the WID office on the integration of gender on projects and provide resources and technical leadership in gender-based violence.
LOW TO MODERATE INVOLVEMENT	- I worked for the Women in Technical Assistance project, a USAID/WID-supported initiative under Economic Growth at the WID office in Washington, DC; I worked with the Prime-Minister's office in Ethiopia (1998); I was the Gender Expert in Ethiopia from 2000-2002 when the EMPOWER project was appraised. - My role is to coordinate WID/gender issues for the Mission. - My involvement has been to consult with WID when there are legislative issues that touch on both gender and micro-enterprise development. - I actually work on gender issues at the Bureau office of population and reproductive health. - I worked on a rule of law program in which we tried to work on gender issues. - I worked in one of NGOs in Bosnia Herzegovina. The latest involvement with WID was through this gender assessment in our mission. - Earlier in 1995 I worked with a WID fellow for the USAID mission in Morocco at the Health and Education Office. - I did not have a lot of contact with the WID office at the beginning because someone else at the Mission was the Gender Focal Person but I took that position over about two years after I started working at the South Africa Mission. Then I started contacting the WID office and asking for gender training and gender workshops. I have used the literature put out by the WID office about gender as well. - I have been a WID Field researcher, student and development worker since the 1970s.

Table IX-7 Respondents' examples of their experiences in gender and development

Level of experience	What experiences have you had in gender and development?
High (substantial work experience)	1. I had various consulting activities over the last 15 years that incorporated gender into agricultural issues, family planning, and health. 2. I have been working in gender issues since 2002. I worked for a private project implemented by Intrahealth International as a gender-based violence program manager to increase knowledge for health providers, do reviews, provide services and consultations, provide medical psychological care, and refer to social services and shelters. 3. I have experience integrating gender issues into assistance projects. We have a couple of programs that are doing gender analysis, but they are not specific gender related programs. 4. Intrahealth has been involved in gender integration as a major focus area and gender programming as well. Intrahealth has broad capabilities in that area. In Armenia in 2003-04 we had a project on gender-based violence that was funded by USAID to work with health care providers to build their capacity in referrals to gender-based violence within the context of a women's health clinic. Thus the initiative has evolved out of these programs to integrate gender issues more broadly throughout the whole scope of the project. 5. I was Co-chair of an interagency gender working group. Part of the portfolio is to provide training for the mission. We provide that as an option for mission that demonstrate any kind of interest in receiving gender training. In this case was clear the interest was broader than particularly in the health programming. 6. That goes further back because gender issues in development assistance have been my interest since my dissertation research. Depending on how you are framing the question I was involved with work with women-headed household and cash-cropping back in the 80's and have continued in various areas since that time including these WID contracts. 7. Way before my involvement with WID I worked in a different capacity with the Prime-Minister's Women's Office. Prior to my assignment with USAID I worked with other agencies in the areas of evaluation of gender programs. 8. In any occasion I was asked to design a program for USAID gender was an issue we had to address. This is a requirement, every time we are designing a program for any kind of assistance we have in USAID Bosnia, in my case is in two expert areas, media and rule of law, we are required to look at gender issues and to include the gender issues in work description of any program we design so the future implementing partners are trying to address gender along with any programmatic and technical issues they are working on. 9. When I was Mission Director in Madagascar we ensured that gender was part of our country strategy. Furthermore, in Haiti our Gender Assessment was completed in order to make sure that gender is addressed in the strategy and our activities stemming from the strategy. 10. I was working in the NGO sector prior to my appointment with USAID, doing management training and as part of that work we touched on gender in the trainings. Once I was with USAID this increased considerably particularly when I became the Gender Focal Point. 11. As a researcher with WID organizations (CENWOR & Social Scientists Association 1970-1992) and a WID/GAD Officer with CIDA since 1992. 12. Only my study in graduate school as well as with working with women's issues with NGOs.
Moderate (some training)	13. We have had basic training but we are not gender specialists. 14. We received information with Technical Assistance and had basic training. 15. All my experience is related to programming, incorporating gender, having gender sensitive programs within civil society portfolio, working with NGOs, making sure they understand what the gender balance is, beside all the other program objectives. Also we work with women NGOs because women here are less represented in social life in general.
Low (Limited to none)	16. Not much involved in gender issues. 17. Nothing serious. 18. Very limited experience working with development issues in civil society sector. 19. None. No response (2).

Table IX-8 Respondents' expectations in relation to STTA&T

STTA&T	<i>Expectations (What did you hope to get out of STTA&T?)</i>
Sector Specific Programs Intra-household Poverty Assessment	What we hoped was to get a better understanding of that type of measurement since ours is a little bit different and also to make a contribution to the field of poverty measurement so that others with different mandates and resources may be able to push forward where we can in terms of where we can capture intra-household poverty among gender and other lines. We were mandated by law to measure poverty at the household level. We were aware of the limitations of that so we wanted to make an additional contribution to the field of poverty measurement by engaging the consultant to do the work. There were not any follow on activities but we didn't expect there would be.
Sector Specific Programs El Salvador	The main goals were to get more information about gender and how we can integrate gender aspects into our activities and how to provide or follow up on those gender issues up to the contract and grant levels so that our implementers can be aware that we need to integrate gender into the activities. Also, need to help us with the preparation of the mission order and also how the democracy, health and economic growth officer can be given information on the activities being carried out. I wanted more information in gender and gender integration into activities/gender issues/implementers/mission order/ Democracy/Health / give follow up on issues.
Gender Training Nicaragua	To see how we could share what we called gender equality perspective into our projects from design throughout implementation. For me, I was a little bit skeptical at the beginning because I was saying this is pretty much a discourse but you do not see what was going to be an opportunity of doing such a gender integration equality perspective into our projects. Also I was a bit skeptical because the entire training session was developed focusing more on Health then on Education. However, I can see that through all of the discussion, the facilitators were very clear in communicating first the concepts around the gender theme and they were very good at bringing down the traditional barriers that are automatically created when you discuss gender issues/ themes, and also I thought that the materials were very simple and very easy to follow in terms of from steps A to B, how you can think about introducing the whole issue of gender equality into your projects. And that was a well developed workshop and the materials they developed were very good. In fact I have been in a few gender courses and I think that this is one of the best materials. I mean easily understandable to the most diverse audience that you may think about and it is not too conceptual and it is not too unbalanced .For me it was very useful. I learned a lot.
Gender Integration Training for USAID/EGAT/AGR	There were essentially three things that I wanted to get across to people. One, I wanted them to understand the difference between sex and gender as a very basic conceptual point so they could understand that when we were talking about gender we were not just talking about women but that we were also including ways in which gender inequalities affects men and women because among the agricultural staff this was an important issue. They were very much more responsive when you talked in terms removing gender inequalities and helping men and women to advance in the areas that where they were relatively either under represented or facing some kind of gender barrier. So that was point number one: basic conceptual issues. The second thing is to get them to understand that at that time there was policy guidance from USAID about what appropriate steps were to take for doing gender analysis and looking at gender issues program activities, in the design, monitoring, evaluation and so on and most of them were not familiar with the ADS requirement at the time .While we did not expect them to quote them later, I know at least they were aware that was some requirement they should think about in the future. We want to show them through the use of a case study and the analysis of that what it would mean in managing their activities, we use the example of a horticultural activity, how they could look for different kinds of resources about gender, how they might think about, revising the scope of work, looking at what kind

	of data could be available and think about what would be necessary in terms of reporting. Getting them to think about this from their perspectives as managers. So those were three big things and associated with that is all other stuff that we do in training. If they walked away understanding there is difference between sex and gender and the ADS requirements and having some idea about the things they could do and in their research they could access as managers I feel that I did what I needed to do.
Gender Integration Training for USAID/EGAT/AGR	Training was something my office was set up to do. My office set up the training. I am not sure what the impetus was and why anyone was encouraged to attend.
Gender Training Armenia	We want to develop global recommendations for skills for gender analyzing, better integration of gender in reproductive health sector in Armenia. Hope the implementation action to integrate gender into project strategies and implementing activities. In my opinion we got everything in through the basic assistance.
Gender Training Uganda	The biggest expectation was to get the gender mainstreaming tool—I hoped to take a step further in terms of equipping field workers with tools that would enable them to mainstream gender in their programs and activities. The Gender Training Workshop for USAID/Uganda was actually facilitated by APEP in terms of funding, but it was for the mission. The focus of the training was on gender analysis and gender mainstreaming. It was for the mission staff, it covered staff for the projects of the mission, and the APEP agricultural program. Most of these programs did not understand what gender mainstreaming is, or could not use the tools for gender mainstreaming. So the focal point of the workshop was to help participants to integrate gender mainstreaming into their programs.
Gender Training Peru	This request from the Peru mission came to us because we provide that as an option for mission that demonstrate any kind of interest in receiving gender training. In this case it was clear the interest was broader than particularly in the health programming. When it became clear that they were talking about multiple sectors and also providing different kinds of technical assistance and sort of follow up then it became obvious the mission needed to partner with DevTech Systems, Inc.
Gender Evaluation OTI/Afghanistan	Because gender issues are so high-profile and important in Afghanistan we thought that it would be worthwhile for someone to take a specific look at that.
Gender Evaluation EMPOWER/ Ethiopia	A number of things—the primary objective of the evaluation was to see how successful the program had been: How it had achieved its objectives; how beneficial the program was and how the evaluation could be used to inform the missions' project design in the future. We wanted to know what was achieved and what lessons were learned from the project. The project was implemented in two very different parts of the country whereby we have totally different socioeconomic backgrounds. It was important for us to know what the challenges were in a nutshell. Looking at how the program had benefited the local people was an interesting approach because there were many women involved. We had confirmed that women's-focused activities, like the establishment of a women's trade association, was a relevant approach of this project.
Gender Assessment Bosnia	To understand better how to address problems of the population that is not represented enough, that is neglected sometimes, incorporating gender considerations effectively in our program, not only focus in on gender of course but having this being a normal everyday consideration in every day programming. We are well aware that this is something that we have to consider but in a country like BIH where the gender law and in general terms, the equality of gender is not particularly on a high level, every kind of reminder that this is a requirement is always good.

Gender Assessment Haiti	We got out of it just what we intended which was a cross-sectoral look at the issues as well as specific recommendations about the gender situation in Haiti. Initially, there was some skepticism but since the assessment their eyes are open about how gender is truly a cross-cutting issue that should not be pigeon-holed. Instead it is understood as something that effects economics, legal frameworks, democracy and governance and, of course, health.
Gender Assessment Sri Lanka	In 2003 they asked what kind of work we were doing. The director of the program support unit and I met with my other colleagues, we described the kind of work we were doing. We shared the nature of WID work of the CIDA Development program with the team. Primarily it was a good exchange of information. They got to know what CIDA was doing, what kind of organizations we were working with and see if it all matches w/ what they were trying to do in Sri Lanka.
Gender Assessment Tanzania	The capacity for Mission to integrate gender in its portfolio.

Table IX-9 Most and Least Beneficial Aspects of STTA&T

	Most Beneficial	Least Beneficial
Sector Specific Programs	- The most beneficial thing we obtained was the draft Mission order on gender and that we could improve it and circulate in the Mission. - Training provided knowledge on how to integrate gender. Managers were given training and also worked with each team on specific areas (Democracy Office, health and Education, Economic Growth, Policy Dialogue).	- I wanted something more along the lines of guidance for next steps for someone who was going to go in that direction. It may be that that was too much to ask given what we had asked the consult to do. She presented us with the issues that we need to take into account and then we could point her in another direction for next steps. It might have warranted a separate SOW. - Not related to the contractor or the technical assistance but basically the time was very short probably because in the Mission we didn't have much time and we had funding issues.
Assessment	- The quality of the people working on the assessment and who understood the context - Other donors requested to see our assessment – that is how thorough it was. It was also used to provide advice to the Ministry of Women's Affairs. Our gender work didn't just stop at the assessment stage – it is live" and continuing to guide our design and reporting of activities. - The specific recommendations made by the consultant/ analyst were beneficial. She participated in the development of the strategy document and went objective by objective and gave us specific recommendations about how to better integrate gender into our strategy document. - I think the recommendation that we actually needed training was beneficial and it wasn't just an academic training. Instead it was really getting to that understanding and the application of the understanding of gender mainstreaming. We even used case studies in the training and we worked and applied the academic knowledge that we were receiving. - Exchanged information, learning the kind of issues we need to support in a country. - Mission staff was informed about gender mainstreaming; the realization that there is	- The fact that we did not get in-house training to go over what USAID considers being the gender mainstreaming and gender issues here in Colombia. We did not get to do any training. - A lack of follow-up time to carry on what we initially had set out to do which was the assessment plus carrying out the training.

	need to train all staff on gender issues.	
Training	• I thought that the materials were very simple and very easy to follow. • We were able to bring together different types of people: government officials, program implementers, counterparts, our partners and community entities. We worked mainly in rural communities and involved them in the training. If I am not mistaken 25-30 people were involved in the training. More than it was planned before. • The group exercises—participants were trained to develop the tools themselves—this made it real. The gender analysis matrix and the tools for gender mainstreaming were the best. • Gender matrix • The matrix was very well done even though it was developed for a different audience but it was adaptable. Men and women in the workshop, all got it. It was a lot of good energy going on. • I remember that there were two important things to consider: Materials being used (modules and ICGW) and additional exercises. Dev tech worked very much beforehand to make sure the content was going to respond to that and I think this was critically important. Spending Time and money over two weeks before training and planning with the mission counterparts people in country to make sure those needs were identified. Looking over the Agenda and contents they use studies that were pretty good. Content was good. • What I found most rewarding was that the people really got engaged in the project, they had good questions, and they seemed very interested and afterwards told me the things that had learned.	• The only problem was the shortage of time .3days we cannot fully understand what to do and how to do .It would be better 5 or 6 days. • It was impossible to involve more participants that can benefit. If we have opportunity to provide TA more often and involve more people who can benefit it would be better. • Challenge: difficult to do it in a day or two. Only scratching the surface...Limitation in any case • The most problematical was that the training was very short comparing to other trainings that we have done .In all of the cases it was half a day and my preference would be to have two days. Sometimes you have two days or three days. I think that time constraint was the most problematic part. • Too much gender theory! Definitions, theoretical work—these are good to teach university students not field practitioners. That could be minimized. Most of the participants were practitioners in the field. It's good to provide some theory as background, but when that takes a day, and then it's too much. • The activity was in our office, we were in hand reach from our telephone we were in hand reach from whatever we were doing at that time so we would flip way and be between the training section and day to day work. It did not have to do with the training, was more for the setting of the agency workers.
Evaluation	• In Afghanistan it is very important to look at the gender dimension of programming. It was helpful for her to make concrete recommendations about involving women's staff with contractors, about participatory approaches to community projects that would involve women. We also did specific work with media, and with ministries we also did women's centers. • The most important aspect of the evaluation is really the field work. Working directly with women; meeting with the grassroots development project staff, local officials, and community. Knowing the local officials played a significant role in the evaluation, because the local officials were initially resisting a project like EMPOWER—the locals were interested in doing infrastructural work in agriculture, and EMPOWER did not focus on those areas, the focus was to empower the local people—both men and women. Field work really happened on the ground; interviewing people...I went with the consultants to the field to interview people at different parts of Ethiopia. That was the interesting part, to bring out the stories, the things you did not know much about from the reports that were submitted to the mission. The mission was caught by surprise with the success of the project. This was the most important part of the project: to learn about the impact of the project at the grassroots level. It was important to hear the challenges encountered and the changes that were made also.	

Respondents were asked to rate the following four items from one to five (With 1 being the lowest, and 5 being the highest).

Table IX-10 shows a summary of responses to questions 9-12. **Table IX-9** shows responses to questions 9-12 broken down by the types of STTA&T activities. Respondents rated the overall level of satisfaction with the short-term technical assistance received, the usefulness, quality, and relevance of STTA&T to the needs of missions, operating units and implementing partners. The combined responses range from 3 to 5, with the top percentile of responses rating STTA&T activities as 5 (excellent), particularly in relation to the relevance of STTA&T.

9. How would you rate the (type of STTA&T activity) overall?
10. How would you rate the usefulness of the information provided?
11. How would you rate the quality of the (type of STTA&T activity)?
12. How would you rate the relevance of the (type of STTA&T activity)? In other words, were the STTA&T activities sound and appropriate to the needs of USAID Missions, operating units, and implementing partners?

Table IX-11 Summary of responses to questions 9 to 12

	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Overall rating of STTA&T			4.76 %	57.1 %	38 %
Usefulness of STTA&T				38 %	61.9 %
Quality of STTA&T			9.5 %	38 %	47.6 %
Relevance of STTA&T				33.3%	66.6 %

Table IX-12 Results of Survey Items 9-12 by Type of STTA&T Activity

Gender Training (9) Armenia, Nicaragua, Peru, South Africa, Uganda and USAID/EGAT/AGR							
1 being the lowest and 5 being the highest	N/A	1	2	3	4	5	
How would you rate the gender training overall?				•	•••••	•	
How would you rate the usefulness of the information provided?					••••	••••	
How would you rate the quality of the training?	•			••	••	••••	
How would you rate the relevance of the training?					••••	••••	
Gender Assessments (7) Bosnia, Colombia, Haiti, South Africa, Sri Lanka and Tanzania							
1 being the lowest and 5 being the highest	N/A	1	2	3	4	5	
How would you rate the gender assessment overall?					••	••••	
How would you rate the usefulness of the information provided?					••	••••	
How would you rate the quality of the assessment?					••	••••	
How would you rate the relevance of the assessment?					••	••••	
Gender Evaluations (2) Afghanistan and Ethiopia							
1 being the lowest and 5 being the highest	N/A	1	2	3	4	5	
How would you rate the evaluation overall?					••		
How would you rate the usefulness of the information provided?					•	•	
How would you rate the quality of the evaluation?					••		
How would you rate the relevance of the evaluation?						••	

Sectoral-Based Technical Assistance to USAID (3)							
<i>1 being the lowest and 5 being the highest</i>		N/A	1	2	3	4	5
How would you rate the Sector Specific Program overall?							...
How would you rate the usefulness of the Sector Specific Program?							...
How would you rate the quality of the Sector Specific Program?						•	••
How would you rate the relevance of the Sector Specific Program?							•••

One of the things that we're interested in understanding better is the impact that the Technical Assistance to Mainstream Gender in Sector-Specific Programs, Gender Assessments, Gender Training and Gender Evaluations have had on USAID staff and development practitioners who benefited from the STTA&T.

- 13) Was the Mission satisfied with the assistance provided (i.e., training, assessment, evaluation etc)?
- 14) How efficiently was the STTA&T staff able to meet mission's requests?
- 15) What changes in the mission/NGO do you see as a result of STTA&T?
 - a) In other words, have you noticed any discernable developments in integrating gender in strategies or programs as a result of receiving STTA&T? If so, how would you describe these?
 - b) Have training participants used what they learned? If so how?
 - c) Can you provide some examples of how the assessment helped the mission?
- 16) What would you say you got out of the intervention?
- 17) What plans do you have to change anything or do anything differently as a result of this training, assessment, etc?

The third set of questions asks for responses related to the impact of STTA&T on individuals and on the organizations where they work. Respondents reported their feelings and perceptions about a particular intervention and also about how they applied what they learned from STTA&T. Several respondents were able to list a number of activities that resulted from the STTA&T implemented by DevTech Systems, Inc., including training, evaluation, assessment and sector specific programs. **Table IX-13** shows what respondents have said about STTA&T. These responses help address questions concerning the DevTech Systems, Inc.'s responsiveness in meeting Mission's requests.

Table IX-14 Comments on the Implementation of STTA&T in Response to Missions' Requests

STTA&T Activity	Responsiveness to Missions' Requests
SECTOR SPECIFIC PROGRAMS INTRA HOUSEHOLD POVERTY ASSESSMENT	WID provided us with a consultant who conducted a study and did a report for us on what would be involved in measuring intra-household inequality and specifically in relation to our work on poverty measure. How we might capture the gender aspects of that by looking at households. The Central Office was very satisfied with the Menu of options for Intra-household Assessment. The STTA&T staff was able to meet our requests at all times.
SECTOR SPECIFIC PROGRAMS EL SALVADOR	We had consultants that conducted the gender assessment and a country action plan. We also received gender training to assist the Mission implement the recommendations that came out of the gender assessment that the consultants carried out. We received training to better integrate gender issues into the design, implementation, monitoring and evaluation of activities. Also, we had a Gender Committee. We obtained the draft of the Mission Order regarding gender. The Mission was very satisfied with the Gender Integration Assistance to USAID/ El Salvador. It was very efficient. The consultant not only evaluated our needs but she also went to every technical office and provided assistance needed according to the area they worked in.
GENDER TRAINING ARMENIA	It was interesting, not only the training, at the same time the consultancy and preparation procedures. We worked together on training for implementing partners and USAID mission staff. It was 3 hours training for USAID staff, 3 days training for NOVA staff and implementing partners and one day consultancy for NOVA staff on performance monitoring and evaluation. I think the Mission was satisfied with the assistance provided because of the feedback received. It was not the first training for the staff. At USAID 3 years ago there was another training session. I was participating on that also with USAID implementing partners. I know that it was interesting and useful for implementing partners. I think we provided the training in gender integration in reproductive health initially. The training involved representatives from staff at Intrahealth, a couple of other USAID organizations, and the primary target—the government counterparts that we worked with as part of our program—both at the ministerial level as well as health care providers. The idea was to have an introduction to gender concepts, come up with some practical suggestions; and develop an action plan that would help integrate gender more effectively into current programs, including training programs, project indicators, and materials. The training was relatively short. One of the complications in Armenia when you bring English language speakers is the translation. I think it worked fine. We could have planned it differently. One of the things I remember was that there was a lot of back and forth between the mission and us and DevTech Systems, Inc. about who was going to do this. We really wanted topnotch consultants—a couple of the people proposed did not have much experience in gender and we made a recommendation to not accept them. That was a difficulty in the process. What really makes this effective is to have people who are really experienced. In the end it worked out. We got the trainers we wanted, but it took a process. I think she [the DevTech Systems, Inc. consultant] was very responsive. The contractors, Intrahealth and another one worked with the personnel, exchanged e-mails months before she came with workshop so it was well tailored to meet the needs of participants who worked in the respective areas of the country and some of the staff from the office. Logistically was OK. DevTech Systems, Inc. was very good, gave quick responses. It went smoothly, not labor intensive.
GENDER INTEGRATION TRAINING USAID/EGAT	The one-day training with a mixture of lectures, participatory response, and small group activities got us to think about what gender is and how we could integrate it into programming. I thought it was pretty basic.
GENDER TRAINING UGANDA	The Gender Training Workshop for USAID/Uganda was actually facilitated by APEP in terms of funding, but it was for the mission. The focus of the training was on gender analysis and gender mainstreaming. It was for the mission staff, it covered staff for the projects of the mission, and the APEP agricultural program. Most of these programs did not understand what gender mainstreaming is, or could not use the tools for gender mainstreaming. So the focal point of the workshop was to help participants to integrate gender mainstreaming into their programs. The Mission was satisfied with the training. We developed the SOW and planning for the workshop and shared this with the WID office, but apparently the consultants did not have the full SOW before they were already on the ground conducting the training. The mission's expectations were not conveyed to the trainers before the event. The trainers did not seem to have the same information that was provided to the WID office. That became a difficulty. There's no fault of the consultants, they should have seen it.

GENDER TRAINING NICARAGUA	I can see that through all of the discussion, the facilitators were very clear in communicating first the concepts around the gender theme and they were very good at bringing down the traditional barriers that are automatically created when you discuss gender issues/ themes. That was a well developed workshop and the materials they developed were very good. In fact, I have been in a few gender courses and I think that this is one of the best materials. I mean easily understandable to the most diverse audience that you may think about and it is not too conceptual and it is not too unbalanced. For me it was very useful. I learned a lot. I substantiate this by the fact that in AID Human Investment office we had a discussion after the event and in general the feedback was that it had been a very useful training and it was timely in the sense that we have had a gender assessment in the mission in preparation for the development of the new country strategy, so the training was a nice follow up to that gender sector assessment. It was a nice follow up, we thought it was very useful, we thought the examples used were very relevant to our region and the activities we were doing in health and education at that time.
GENDER TRAINING PERU	My sense overall is that the staff is capable of meeting mission's requirements. I am sometimes concerned that the process to get all the information is a long one. So, between the mission first expressed interests to the time the work is happening there's this back and forth process with the WID office that maybe could be shortened. Essentially, there were more specific activities supported by the mission. The mission had to be interested enough in order to reach out and say what they wanted ... they recognized [gender] as an issue. Around that time and subsequent to that there were a number of activities they were supporting at least in this one project.
GENDER INTEGRATION TRAINING	This particular one for the AGR office consisted of several components over a period of about one year. One grew out of the other; the first one was to provide training in gender integration for the office staff, the office of agriculture. The emphasis was oriented towards what are the issues that managers and staff at AID need to know in order to be able to ensure that gender issues have been addressed in the programs that they are managing and that led to a very short presentation to economic growth officers training in December of the same year and the development of another training which was more research-oriented for one of the central programs of the AGR office, the collaborative research support program, and in particular one CRSP. The livestock CRSP, the training for their researchers so the different components encompass the range of concerns for gender integration from management of AID staff to partners who in this case were carrying out research activities. I think they [the Mission] were satisfied with the training as an introduction--the issues and results come in later—it wasn't meant to be the end of it all.
GENDER EVALUATION OTI/ AFGHANISTAN	In Afghanistan we did a final evaluation, and then OTI asked for the WID office to provide an additional consultant to look at gender issues. It was a supplementary evaluation of the program. OTI does transitional programming in a variety of environments and the consultant took this into consideration. We generally talk about gender but it has not been a discrete area of focus. This is why this report was useful to highlight this dimension. This was unique for the office. It was the only gender evaluation that OTI has commissioned.
GENDER EVALUATION ETHIOPIA	The EMPOWER Program for USAID/ Ethiopia had a plan to do an evaluation of that particular project. However, the mission's budget for agriculture—our project was under the agriculture unit within the mission—coincidentally was dramatically cut. Drought and other food security constraints were happening in the country. The mission decided to use some of the funds for food security, so the funds for evaluation of EMPOWER were canceled at that time. Then there were these two types of contracts (IQCs?) one was to provide STTA&T—so the timing was perfect. I discussed it with the manager of the agricultural project who oversees the EMPOWER. It was critical at the moment to have a program evaluation because the mission was prepared to do a country assessment for the agricultural program. The information on EMPOWER was very necessary for the development of other upcoming programs. Yes, the evaluation was satisfactory. I wouldn't change anything about the way the assessment was done. The team was a combination of international and local consultants, they were very good. One of the consultants had extensive experience doing evaluation work. Another consultant had experiences in agriculture, not necessarily in evaluation. But that was not that bad. There were some issues with interpersonal situations, but that happens in every evaluation. The fact that there was a mix of international and local and that the mission provided the time for me and the task manager was extremely helpful. The timing was perfect—this evaluation was done at the time the project was ending. The project would have a better impact if there was a follow up or if the gender specialist had stayed there. It's extremely helpful to make this kind of assistance available. First of all, because it creates an incentive. When missions and projects are constrained by funding, having funding available for STTA&T creates a demand that otherwise wouldn't be there. To say the truth, people believe in gender but they don't want to put their money into it. Sometimes is the sensitization... not knowing.... not knowing.... not knowing...these interventions can make a difference. At the mission, we benefited from

	WID –not only the training provided by DevTech Systems, Inc.—the mission itself benefited from the EMPOWER project, the Schools Based Violence (Ethiopia was one of the countries where the piloting was taking place)—other education projects had conducted assessment on GBV and they know the issues were there. The other benefit we got from WID was the Regional Gender Training Programs. Several gender experts came for training in Ethiopia from 5 or 6 countries for five days of intensive gender training. Ethiopia offered to host that. This was extremely helpful. The STTA&T was very helpful. People know about gender but they don't know what it means, you know? These elements allow them to be sensitized to make [gender] visible.
GENDER ASSESSMENT BOSNIA	The democracy office was satisfied and pleased with this. I think the mission was very pleased with the assessment because they refer to it even now.
GENDER ASSESSMENT COLOMBIA	The gender assessment team of 3 people who came from DC went out research and came back with conclusions, findings and recommendations to our mission. We are short in getting some training. Initially we set out to do the assessment and some training for the mission so they could communicate what the findings, conclusions recommendations of the assessment were and also provide the Colombia mission some training. We were satisfied with the document but we were short with the follow up as we should coordinate the 2nd component of the assistance which was the training. With the document we were very satisfied again short on what we were aiming for this initiative. The DevTech Systems, Inc. team was very efficient, very responsive, very engaged through the assessment itself, they were very responsive to our requests.
GENDER ASSESSMENT HAITI	The STTA&T we received was a Gender Assessment. DevTech Systems, Inc. provided us with an excellent consultant who had intimate knowledge of Haiti and women's issues in Haiti. Her assessment has helped us to integrate gender issues into our activities and in writing our SOWs. The Gender Assessment was a high quality document which gave us insight into how gender is a cross-cutting issue. Since the assessment – and because of it – women are a target group in all our activity documents and gender is written into all of our cooperative agreements. Gender issues are also key in our operational plan. We were extremely satisfied with the assessment. The STTA&T consultant exceeded our requirements.
GENDER ASSESSMENT SOUTH AFRICA	We had to do the gender assessment for inclusion in, the then, country strategy. The gender assessment that had been done previously was very outdated so we asked for the assessment. I think it was three women that conducted the assessment. The way they worked was very participative. It was not a desk study. We took the consultants out on site visits. This was very valuable because they saw the problems we had to deal with directly including geographical differences and different layers of society. For example, they spoke to grassroots people, entrepreneurs, and women in Parliament. They saw a cross-section of society and the differences between the urban and rural areas. They integrated this into their report. We had lengthy discussions with them and this helped in the follow-up training and how they conducted this training. The report was timely and we received a draft report before they left. We discussed the report at length in the Mission and the consultants were very open and responsive to our comments and suggestions. The assessment gave us an indication of the kinds of attitudes people had in the Mission and it gave us an understanding what people thought gender was all about and what gender integration or mainstreaming was about. The training afterwards addressed the fact that gender mainstreaming was not just about counting, it was really about how the lives of women and men affect your results. And how your activities affect the lives of men and women. The Mission was definitely satisfied with the Gender Assessment in South Africa. The consultants were very efficient. They looked at our needs; they listened to what we were saying. They had participative discussions. Sometimes they really had to be flexible because some people were very strongly opinionated in the Mission about gender and gender mainstreaming. I think it was a combination of good consultants and the Mission being particularly receptive. I think that the consultants were good at what they were doing and also what we put in place before the assessment was effective. Every single person in the Mission received gender training after the assessment – even the trainers. We just decided that gender is not just for the technical teams but for everybody in the Mission.
GENDER ASSESSMENT SRI LANKA	I thought the assessment in gender equity projects was very important. We were referred to it as the best donor intervention in Sri Lanka. I was the coordinator of this project and was happy to see that this was done by a completely outside group who had no connections with us. It was a very morale boosting assessment!
GENDER ASSESSMENT TANZANIA	STTA&T staff was on time to provide a report for the Strategic Plan. The mission was satisfied with the Gender Assessment in Tanzania.

Table IX-15 Changes Made by USAID Missions and Implementing Partners as a Result of STTA&T

STTA&T	Job Title of Key Informant	Q15: What changes in the mission and /or NGO do you see as a result of STTA&T? Have training participants used what they learned? If so, how?
Sectoral-Based Technical Assistance to USAID		
A MENU OF OPTIONS FOR INTRA-HOUSEHOLD POVERTY ASSESSMENT	USAID/DC, Micro enterprise Development, Senior Knowledge Management Advisor	We were mandated by law to measure poverty at the household level. We were aware of the limitations of that, so we wanted to make an additional contribution to the field of poverty measurement by engaging the consultant to do the work. There were not any follow on activities but we didn't expect there would be.
GENDER INTEGRATION CONSULTANCY TO USAID/EL SALVADOR	USAID/ El Salvador, Program Specialist and Mission Evaluation Officer	Yes, people are more aware of gender issues. We included a clause in all of our instruments, contracts, grants regarding gender that the activity, the contractor, or the recipient should incorporate gender.
GENDER INTEGRATION CONSULTANCY TO USAID/EL SALVADOR	USAID El Salvador, Gender Coordinator /Program Development Specialist/ Mission Officer	Yes
GENDER TRAININGS		
GENDER TRAINING USAID/NICARAGUA	USAID Nicaragua, Program Development Specialist	Understanding the ways in which we could integrate the entire gender equality perspective into our projects, looking at different experiences, looking at different techniques that can be used. I see a general understanding on how to go about this.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	NGO, Capacity building and HIV/AIDS prevention coordinator and gender expert co-facilitating the training	I think it was useful for them and some changes took place. A few participants of the gender training approached me with some proposals to prepare a training module for them and their partners on gender and gender based violence; Another USAID partner called United Methodist organization and asked to conduct training for NGO workers to integrate a gender component in their project.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	NGO, gender advisor for project providing assistance to training facilitator	Yes. We got additional skills, knowledge specially gender analysis and ways to integrate gender in our health projects. People pay more attention to gender equity after we started to implement many activities that were discussed during the training. Some decision makers in the community are responsible for implementing activities related to health in their communities. Project NOVA provides training for nurses on safe motherhood skills and we included gender issues in this module and now nurses receive training also related to gender issues.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	IntraHealth International, Inc. Director of Program Development, Former COP of Project NOVA in Armenia	Because this was something that was in our SOW we were glad that we could leverage high quality external resources to support what we wanted to do. In each of the areas we articulated what the need was or what we were trying to get out of this project and how we were going to use this information—the two areas that were most effective in moving forwards were: providers' performance and consumer demand—these areas have been integrated so there is more gender content in the programs that we do, there are more tools available in the gender-based component that we do—that's an area that has been introduced. We have produced materials to be used by community health workers. There was an action plan they were supposed to do in relation to the training and that have been done.
GENDER MAINSTREAMING WORKSHOP FOR USAID/ARMENIA	Advisor Health/Social Protection, Democracy and Social Reform Officer	No, probably because I left a year after the training. I am not sure if a follow-up plan was implemented. I did not participate every day. I went to some of the sessions. We had a separate training with USAID and health people.
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	USAID, Rural Development Advisor	I haven' really. I did not know what my colleagues did.

GENDER INTEGRATION TRAINING USAID/EGAT/AGR	Women owned for profit business, Director of Company	I think there were important changes. Following the training there was another activity which was a gender assessment of the AGR office and what was interesting in that assessment is how many things the AGR was able to do as a result of the training. They clearly made some effort to apply the sorts of things that we were giving them to look at into their own work. CRSP received the training at their conference in Ireland; they made changes in way which they report on achievements about gender. They have had an activity that was just started at that time, which turned out to focus on gender issues and to provide micro credit assistance, this is in Ghana, to women who were trying to improve the use of animal source protein in their diet and for their children and that project actually received separate WID office funding, which I had nothing to do with, but I feel, that having provided the training, having redirected CRSP for thinking about these issues, allowed them to select this project, which is a good project. Similarly another project, in East Africa, also received WID office funding. So although the competition was open to all the CRSPs for this new chunk of WID money, the livestock CRSP which had received the training was the one best positioned to provide the justification for getting it. With respect to the AGR office also they did additional RSAs for other CRSP where gender has been included.
GENDER TRAINING USAID/UGANDA	USAID/Uganda, Program Manager Specialist	Yes, the participants were trained to train farmers in the field (TOT) so they applied their learning in the trainings. At the end of the workshop, each project was supposed to come up with action plans. Action plans included the development of training with the aim of incorporating gender in program activities, and that has been done at APEP. I can see the results of the training in implementation of APEP.
GENDER TRAINING USAID/PERU PERU	USAID/Washington, DC. Gender and Policy Advisor	I do not know.
GENDER EVALUATIONS		
GENDER EVALUATION OF OTI'S PROGRAM IN AFGHANISTAN	USAID/OTI, Deputy Country Representative for Liberia	None. We didn't see any changes in our programming as a result of this because the final evaluation ended the programming.
EVALUATION OF EMPOWER PROGRAM FOR USAID/ETHIOPIA	African Development Bank/ TUNIS, Senior Gender Expert	The mission director was overly surprised by the impact of the project on women—the gender-oriented program. I also think that the mission director had asked the task managers to write up some sort of good practices for the project directors—at that time USAID was requesting reports of best practices to be posted on the main website. The mission considered the project as a good practice. I think the major thing is the visibility... without the assessment these [gender] issues would remain unnoticed. The results were targeted and fed into the country assessments that they do every five years.
GENDER ASSESSMENTS		
GENDER ASSESSMENT IN BOSNIA	USAID/Bosnia, Project Management specialist	The mission is trying to take care of the gender issues. It is hard for me to answer if the recommendations have been followed. I would say it is a useful tool and again it reminds us this is a requirement we need to follow. Yes, how much of that is a result of this only exercise or how much we are by the nature of the requirement to do this, that is debatable, but the answer is yes.
GENDER ASSESSMENT IN BOSNIA	USAID Bosnia, Program Management Specialist, Manager of the Civil Society Program	I say the only difference is that everybody is now requested to integrate or to consider gender when they are planning the new program. However, I do not know if this is a result of this particular assessment because the assessment is a requirement and gender inclusion is also a requirement for USAID. We are required to integrate gender, and if you ask if there is more gender balance integration in Society in BIH, there is no increase of that.
GENDER ASSESSMENT IN COLOMBIA	USAID/Colombia, Program Development Specialist	As a gender specialist it was valuable to see the gaps to be addressed as they were shown in the recommendations. Realizing that domestic violence was an issue as well as other gender-based violence, the awareness.

GENDER ASSESSMENT IN HAITI	USAID/Haiti, Senior Program Advisor	Gender has become a key focus of our strategy. All the objectives in our activity document look through a gender lens. We use the gender assessment when developing our SOW and we ensure that gender issues are reported on by all our implementing partners.
GENDER ASSESSMENT IN SOUTH AFRICA	USAID/Namibia (formerly of USAID/South Africa during the assessment), Project Development Specialist in Program Office/ Gender Focal Point (USAID/South Africa), responsible for gender issues in the Namibia PEPFAR Office	Prior to the assessment, we did have a Gender Committee. Every technical team had one contact that represented that particular team on the Gender Committee. After the assessment, this committee met more frequently. These representatives then went back to their technical teams and reported on gender issues. After the training, I also made sure that whenever there was a gender meeting, conference, or seminar, I took the appropriate Mission representative with me. I think that the assessment strengthened the structure and function of what we had in place.
GENDER ASSESSMENT IN SRI LANKA	Canadian International Development Agency CIDA/Sri Lanka, Senior Development Officer and Gender Advisor.	I thought the assessment in gender equity projects was very important; we were referred to it as the best donor intervention in Sri Lanka. It was important because I was the coordinator of this project. I was happy to see that this was done by a completely outside group who had no connections with us. It was a very morale boosting assessment. The assessment is a good reference document and it is a good situation analysis.
GENDER ASSESSMENT IN TANZANIA	USAID/Tanzania, Program Specialist	The Mission engaged a Gender Advisor per STTA&T recommendation. The advisor reviews all Mission documents to ensure gender integration occurs in all activities.

Table IX-16: What key informants said about the usefulness of STTA&T

Gender training Nicaragua	For me it was very useful. Understanding the ways in which we could integrate the entire gender equality perspective into our projects, looking at different experiences, looking at different techniques that can be used. I see a general understanding on how to go about this. I would say yes and I substantiate this by the fact that in AID Human Investment office we had a discussion after the event and in general the feedback was that it had a been very useful training and it was timely in the sense that we have had a gender assessment in the mission in preparation for the development of the new country strategy, so the training was a nice follow up to that gender sector assessment that was done because it was sharing ideas and experiences of how from the perspective of the mission we could be more proactive in actually carrying out some of the results that we were able to get from the gender sector assessment. It was a nice follow up, we thought it was very useful, we thought the examples used were very relevant to our region and the activities we were doing in health in education at that time. Overall we did think it was very useful, very relevant and very timely.
Sector Specific Programs Intra-household poverty assessment	I found the whole thing to be very high quality and useful. I would say that this type of assessment is very valuable because it was rigorous so it provided us with very firm foundation to understand what direction we could take and what would be involved if we wanted to take that direction. It also helps when we have to respond to concerns from congress. It helps for us to have such a rigorous analysis to back up our position about what is possible and desirable.
Gender integration training USAID/EGAT/AGR	The training was not particularly new for me, not that I do not think it is not useful. The training did not cover anything that I don't particularly know. We had a design effort that came after the training. I suppose the training helped us better define the gender components of our research activity.
Gender Training Uganda	The participants were trained to train farmers in the field (TOT) so they applied their learning in the trainings. I got an awareness of the need to look for gender disaggregated data; to look at programs from a gender perspective—it became clear to me how important gender is in the development of projects.

Gender Training Armenia	The gender perspective, that framework that table with different criteria applied to different situations [the gender matrix], we all find it useful so people can stop and think about interaction before and take those actions. The arguments that people have been giving all along in support of prejudices are so ingrained, so unconscious in people's mind that sometimes is useful to have this displayed and show your own gender biases ...In a male dominated society, that was useful. Yes very useful.
Gender Training Peru	In think that becomes a real useful resource for the mission.
Gender Evaluation OTI / Afghanistan	It was a while ago, but I do remember that it was very useful. We generally talk about gender but it has not been a discrete area of focus. This is why this report was useful to highlight this dimension. The significance of looking at gender in an OTI program.
Gender Assessment Bosnia 1	Although the project was not modified in the sense that the gender issue now becomes special focus, we try to implement throughout the project in each component we have we try to have activities that focus on women's judges, in that sense, it is not just a reminder, it contains specific recommendations and we found it very useful.
Gender Assessment Bosnia 2	But to us, for every day work it was really useful. We cannot educate them, we do as much as we can: we provide examples, come up with concrete proposals, may be it could be useful if they are trained on what [gender] really means.
Gender Assessment Haiti	I have utilized the literature reviews and other documents that the WID office produces on gender and find them useful. The common indicators are useful but training on specific gender targets would be useful. Again, the training for Activity Managers through an on-line system would be quite useful.
Gender Assessment Sri Lanka	So this kind of study like the one that you have done is very useful to identify the setting in which will be doing our work, where we will be planning that project, identifying changes, it is a very useful document. This total assessment is a good reference document and it is a good situation analysis. I felt that the mission was pleasantly surprised at the quality and content of CIDA's WID/GAD initiatives in Sri Lanka. It helps us in the areas we need to focus on, the requirements, whether it suits what we want to do. The section on private sector development is very useful. And because CIDA has not worked in that kind of area before so this kind of study makes a difference for us in planning. I hope it was useful.
Gender Assessment Tanzania	I got a better understanding of gender mainstreaming and the kind of gaps that exist in our Mission for instance staff having very little knowledge about gender integration. I would like to ensure implementation of the recommendations made in the assessment in all documentation especially training of Mission staff.

Table IX-17: What key informants said about the impact of STTA&T

Gender Training Nicaragua	In the case of basic education, we had already integrated the gender equality perspective and activities into our projects. In the schools where we were working we conducted yearly tests and one of the indicators that this yearly test addressed was student interactions in the classrooms. Specifically we looked at student interactions disaggregated by gender-- it means that we are not only counting number of girls and boys we are also digging a little deeper at the dynamics of that learning process in the classrooms and how it affected girls and boys specifically, this was already ongoing. This training helped to raise awareness on how much attention we needed to pay to this practice. We are not only feeling satisfied because we counted the number but think how this is reaching girls and boys and they were also making a point to project partners that we need to look closely at the results of data from these testing and think about the activities we could do in our projects to help address the shortcomings we have found. As we think on what the mission and specifically what we are going to be doing in the future in education I think it is a good chance to bring back the lessons that we learned from that training into design thinking period and see how we can be responsive to the needs of girls and boys in terms of education, learning opportunities, keeping it in the forefront as we try new activities and also as we conduct our routine activities. For example, in our quarterly report we have to report all of our indicators disaggregated by sex so this has been reinforced by the front office that we need to make sure we are capturing that data, that it really represents the participation of girls and boys.
Sector Specific Programs El Salvador	People are more aware of gender issues. We included a clause in all of our instruments, contracts, grants regarding gender that the activity, the contractor, or the recipient should incorporate gender. People are more aware when they are doing SOWs for assessments, studies or technical assistance that they need to include gender aspects. Gender is now included in the development of educational materials including teacher guides, textbooks and workbooks for children and also training modules for teachers.
Gender Training Armenia	I am involved now into some activity in gender mainstreaming, coordinating with UN different structures and implementing partners to provide them consultancy on how to mainstream gender in their projects and strategies. Other international organizations in Armenia are working with me.
Gender Training Armenia	After we started to implement many activities that were discussed during the training people pay more attention to gender equity. In the community, the health action group involved mainly women in these groups and some decision makers in the community responsible for implementing activities related to health in their communities. This was another example. Project NOVA provides training for nurses on safe motherhood skills and we included gender issues in this module and now nurses receive training also related to gender issues.

**Gender
Integration
Training
USAID/EGAT/AGR**

The projects that I manage are a collaborative of development programs research between US universities and the developing country institutions carrying out research on development related issues. We have a couple of programs that are particularly looking at gender and doing gender analysis. We have a program access to land and other to assets—looking at women's access security tenured from a gender lenses. Most of our researchers do integrate a gender analysis into their surveys. Most of our academics pay attention to gender dynamics. For instance, we have a program that looks into access to specialty markets, and gender is among the questions in the survey questionnaire. Some of these programs have already integrated gender issues into research and programmatic activities.

The training does help people understand the gender issues in a factor or topics they are dealing with, in a country they are dealing with, which is important, because people are not always able to see how gender relations /issues relate to the ability of them to get the project completed, so think the training shows there is a connection and shows that for ADS regulations you can do both: you can improve gender integration in the project and also help the project to achieve its objective. That is the argument I would make. Following the training there was another activity which was a gender assessment of the AGR office and what was interesting in that assessment is how many things the AGR was able to do or identify themselves as a result of the training. They clearly made some effort to apply the sorts of things that we were giving them to look at into their own work. And there was the CRSP in particular, Three things: CRSP received the training at their conference in Ireland; they made changes in way which they report on achievements about gender. They have had an activity that was just started at that time, which turned out to focus on gender issues and to provide micro credit assistance, this is in Ghana, to women who were trying to improve the use of animal source protein in their diet and for their children and that project actually received separate WID office funding, which I had nothing to do with, but I feel, that having provided the training , having redirected CRSP for thinking about these issues, allowed them to select this project. Similarly another project, in East Africa, also received WID office funding. So although the competition was open to all the CRSPs for this new chunk of WID money, the livestock CRSP which had received the training was the one best positioned to provide the justification for getting it and they did I think there were three projects total that received the money and since then they have published policy briefs related to gender. With respect to the AGR office also they did additional RSAs for other CRSP where gender has been included.

We just completed training in Albania and, it was another AGR one it did draw in this AGR training from a couple of years ago. The difference we pulled out the domains approach, we were able to spend more time on that. What we did was to show the entry points of gender integration through the project cycle. What came out of the AGR training there is a need for managers to understand that. We started with the objectives, what the project objectives are and then lay out where the constraints are, how you would address them. By removing these constraints in terms of opportunities you then can come back to the project and make it more sensitive to gender integration.

**Gender Training
Uganda**

At the mission level there's more awareness about gender issues and more emphasis has been given to gender. At the end of the workshop, each project was supposed to come up with action plans. Action plans included the development of training with the aim of incorporating gender in program activities, and that has been done at APEP. I can see the results of the training in implementation of APEP. I learned that we need to be more specific about the gender requirements at the onset of a program besides just stating the requirement that gender should be mainstreamed into these programs. I would go further and ask what would show me that gender is being mainstreamed. Of course, we say that the contractor must pay attention to gender mainstreaming, but what are the results that we expect to see? I want to see how gender is really mainstreamed. I go an extra mile in putting gender mainstreaming into the SOWs.

Gender Training Armenia	The people who took part in the training said it was very good. There were people who said they had never been to training like that. The training really made a big impact on people—not the staff, these are people who have a good understanding of gender, but the ones who had not being exposed to gender trainings before, like the health workers and those who are training other health care providers. They thought the training was very high quality. The health care providers who are strengthening the performance of health care workers are not as exposed to this kind of training as the ministry people. Because this was something that was in our SOW we were glad that we could leverage high quality external resources to support what we wanted to do. In each of the areas we articulated what the need was or what we were trying to get out of this project and how we were going to use this information—the two areas that were most effective (see page 45 of final report) in moving forwards were: providers' performance and consumer demand—these areas have been integrated so that is more gender content in the programs that we do, there are more tools available in the gender-based component that we do—that's an area that has really been introduced. The same thing with our work at the community level. We have produced materials to be used by community health workers. There was an action plan they were supposed to do in relation to the training and that have been done.
Gender Training Peru	The health policy initiative team in Peru continued to support the government especially around revision and development of guidelines. The actual capacity building was part of their process and the project in country had continued to support the government in the area of gender-based violence.
Gender Evaluation OTI / Afghanistan	I think the concrete recommendations that the implementing partner could do to involve female staff and just the fact that the report was out there and people were reading it added to the dialogue that was taking place in Afghanistan.
Gender Evaluation Ethiopia	I think the major thing is the visibility... without the assessment these [gender] issues would remain unnoticed. The results were targeted and fed into the country assessments that they do every five years.
Gender Assessment Bosnia	One of the reasons it is used (the assessment) is because we need to use it. We need it and provided practical examples, it was alive not a piece of paper you do not read, but something you can use as reference. Also other donors are doing their gender analysis; we can exchange information, etc. This assessment was a reminder. I remember I used it the last year and a half to focus on this issue. We were involved on this as interviewees, everybody is using the assessment as a reference and there are recommendations here how to use it in programs and I think we all are using the same thing.
Gender Assessment Colombia	One of the Main findings of the assessment was that we need to address domestic violence within our programs and that has been done in not all but in some of our programs as a result. There had been changes and we still have a way to go, but there were changes as a result of the assessment.
Gender Assessment Haiti	Gender has become a key focus of our strategy. All the objectives in our activity document look through a gender lens. We use the gender assessment when developing our SOW and we ensure that gender issues are reported on by all our implementing partners. We certainly have more of an awareness of gender since the assessment occurred but Activity Managers could use more training.
Gender Assessment South Africa	Prior to the assessment, we did have a Gender Committee. Every technical team had one contact that represented that particular team on the Gender Committee. After the assessment, this committee met more frequently. These representatives then went back to their technical teams and reported on gender issues. After the training, I also made sure that whenever there was a gender meeting/conference/ seminar, I took the appropriate Mission representative with me. I think that the assessment strengthened the structure and function of what we had in place.
Gender Assessment Sri Lanka	We have introduced a Canadian donor project which will last about 5-6 years on addressing violence against women in Sri Lanka in specific areas, and in laws that have been implemented. We started to advertise the project and started talking with each department who submit projects to us. Now just this week we have started again another project in private sector development. So this kind of study like the one that you have done is very useful to identify the setting where which will be doing our work, where we will be planning that project, identifying changes, it is a very useful document.
Gender Assessment Tanzania	The mission engaged a Gender Advisor per STTA&T recommendation. The advisor reviews all Mission documents to ensure gender integration occurs in all activities. Examples of how the assessment helped the mission includes: a. Met ADS requirement for Strategic Plan submission to Washington; b. Has enabled Management to issue a Gender Mission Order to guide technical staff on integrating gender.

We are also interested in what ideas and suggestions you may have that could help improve the current STTA&T, and your observations of practices that may or may not have contributed to the program's success. Please answer the following questions to the best of your knowledge.

- 18) Suppose you were asked by a government agency whether or not they should sponsor a program like this. What would you say? What arguments would you give to support your opinion?
- 19) From your point of view, what type of adjustments would need to be made to helping Missions better integrate gender issues at the activity level—for instance, training USAID staff and partners, monitoring gender-integration activities, and analyzing the degree to which gender is incorporated in all USAID activities?
- 20) What do you think has helped the success of this initiative?
- 21) What do you think has hindered the success of this initiative?
- 22) What additional services you would like to see developed in the next phase of this TO?
- 23) Are there any additional comments you would like to add?

The last set of questions solicit participants' opinions about the value of having these types of activities—gender training, assessments and evaluations—supported by the USAID/WID Office; suggestions for improvement and expansion of these activities, as well as recommendations for the future.

All key informants interviewed for this assessment of STTA&T were highly supportive of the type of activities carried out under TO1 and provided ample arguments to substantiate their opinions. There were a few suggestions made by key informants for adjustments to be made to help missions better integrate gender concerns in their activities and programs. Key informants also suggested a number of additional services that they would like the agency to sponsor. The following are selected excerpts of comments made by key informants regarding the value of having USAID-supported STTA&T, their suggestions for adjustments and for additional services.

Examples of what interviewees said about support for STTA&T follow:

"The government should support this type of assistance and activities because there are changes in the agency and in the programs and sometimes there are changes in the people that manage the programs and changes in the host country, government and new institutions and organizations that work with USAID. I think these types of activities and technical assistance is something that should be provided by the agency periodically and frequently." *USAID/El Salvador, Program Specialist and Mission Evaluation Officer*

"I will definitely support this kind of assistance, especially in the missions that do not have the time to think about these issues. It is helpful to have the assistance with people who have the knowledge and who understand the country's context. We definitely need the training." *USAID/Colombia, Program Development Specialist*

"It is important for us in Armenia that there is an institutional mechanism on gender equality. We need all types of interventions. If USAID can support these and other types of activity it would be great." *IntraHealth International, Director of Program Development, Former COP of Project NOVA in Armenia*

"I would strongly support this kind of service provided by USAID. My rationale is that although USAID has done a fairly good job articulating how important gender is and how gender must be integrated into every proposal or RFP, you very rarely see gender being integrated in actuality. Having this kind of services available to the missions or to the projects is important so that they are not only complying with the requirements but supporting them with resources to effectively integrate gender in their programs." *Senior Advisor Health/Social Protection, Democracy and Social Reform (USAID/Armenia)*

"USAID should continue to do this kind of thing. We can share experiences and methodology with other agencies. This type of experience contributes to establishing and improving the gender equality within the country. We need to encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible. Government needs a lot of support to introduce and strengthen gender equality by integrating gender into development activities." *CIDA/Sri Lanka, Senior Development Officer and Gender Advisor*

"They [USAID and other government agencies] should sponsor the program. Gender tends to adrift—if you bring consultants and practitioners onboard they actually see [gender mainstreaming] as a reality, not only bringing the percentages." *USAID/Uganda, Program Manager Specialist*

"I would say that these types of activities should be supported, because the missions get a better understanding of their weaknesses, strengths and needs. The recommendations coming out of the assessments would definitely be of use to improve understanding of gender, implementation of any systems, structures and processes that they would want to put into place. In general, the assessment strengthens the integration of gender – not women but gender per se – in all the missions' activities." *USAID/Namibia, Project Development Specialist in Program Office/ Gender Focal Point (USAID/South Africa)*

Examples of what interviewees said about adjustments to be made to helping missions better integrate gender follow:

"There should be a lot more leadership at the highest levels of the agency, not just saying that it is important to integrate gender awareness, but to really help equip staff with the knowledge that they need and to enable people to learn how to integrate gender. Obviously that also needs to be incorporated in how things are evaluated." *USAID/DC, Microenterprise Development, Senior Knowledge Management Advisor*

"It would make a great difference if the mission could make time available for USAID staff and partners to be trained seriously on how to integrate gender in their activities. Right now there is so much dependency on gender advisors to provide the input on gender integration instead of the activity manager." *USAID/Tanzania, Program Specialist*

"It would be helpful to have more practical interventions that prove to people that their programs will work better to improve the lives of men and women." *USAID/OTI, Deputy Country Representative for Liberia*

Examples of suggestions for additional services made by interviewees follow:

"I would like to see the WID Office developing more collaborations with other regional institutions such as the ADB, build an institutional network of sister agencies—who are in the same boat as USAID—and share best practices information. We do this at the country level, but we need to develop this institutional network at the global level as well." *African Development Bank/ TUNIS, Senior Gender Expert*

"I would like to have more formal gender training or have the WID office arrange a conference or a regional workshop regarding gender issues. Perhaps the WID office could have every two years a conference on gender and invite gender representatives from each region and other CTOs to exchange ideas and invite organizations in the US or local countries that are experts in working in gender. It would be good to share lessons learned and successful interventions regarding gender." *USAID/El Salvador, Program Specialist and Mission Evaluation Officer*

"It would be useful in some way to have a budget for gender activities to be able to be more pro-active. It would be better to have different projects in gender, because the project which we implemented was a pilot project but very successful, got very interesting information about gender-based violence in the country. There is a big pool of work in this aspect, but unfortunately we don't get funding to get into this direction." *USAID El Salvador, Gender Coordinator /Program Development Specialist/ Mission Officer*

"First I think that a systematic training in sectors on how to really keep gender equality focused throughout the activities should be something we develop permanently and to make sure each of the sectors have had the opportunity to develop training sessions on this theme. Secondly, I think that the agency needs to put serious thinking on how we can better capture the work that we are doing or the work we are not doing in terms of reaching gender equality activities. I think that we need to go beyond the indicators we report out on performance, because the numbers give some information but do not tell the entire story whether we are getting there or if we still have deficiencies in addressing the issue of gender equality. We need to come out with additional indicators that help to see how we as an agency are really keeping in mind activities directed at achieving gender equality. We can capture those through qualitative indicators perhaps, so we can really tell the full story." *USAID Nicaragua, Program Development Specialist*

“The WID office could have short-term consultants available to ensure that gender issues are fully addressed in SOW; to review PMPs and track results; to maintain more regional contact with field missions; to develop more regional training and follow-up. I would like to have gender experts/ consultants available for the life of the programs---the whole project cycle: assessment, training, and follow-up.” *USAID/Uganda, Program Manager Specialist*

“People need to look at the planning phase and what their results may be and then, what the indicators may be and make sure that those indicators are looked at with a gender lens. I’m coming back to training; not formal training but something virtual or something that people can look at to understand the application of gender integration. That way people in the mission who had not gone through gender training could get some kind of material that they would be able to use in the application of any kind of gender mainstreaming. They also need to look at how the activities they implemented affected the lives of men and women they worked with.” *USAID/Namibia, Project Development Specialist in Program Office/ Gender Focal Point (USAID/South Africa)*

“Provide training on gender integration for USAID staff and subsequently design a follow-on program to monitor gender integration activities.” *USAID/Tanzania, Program Specialist*

Examples of what interviewees said about what has helped/hindered the success of STTA&T follow:

“I think what is particularly helpful is to be able to talk through with people who are more experienced in how to apply the potential gender indicators to your program design, implementation, monitoring and evaluation. Opportunities for that kind of collaboration and interaction are useful. But it should be focused on very practical peer assistance.” *USAID/DC, Microenterprise Development, Senior Knowledge Management Advisor*

“First, I think it was having the community sent out notice early on the training that was coming; the facilitators were great and that was helpful; maybe now it is less, but the entire theme of gender and inequalities in gender tends to create a divide between men and women. I think that having facilitators that are sensitive to the gender dynamics and able to be responsive to them is very helpful. In this case the fact that the facilitators knew their area and their field of expertise was good. We also had facilitators that were sensitive to the culture of the region. I think it is good to be familiarized with the culture of the region so you can be prepared, anticipate possible scenarios and know how to deal with them if they arrive. The materials were well put together, very simple, very easy to understand and to follow.” *USAID Nicaragua, Program Development Specialist*

Table IX-18: What has helped/hindered the success of STTA&T

	What helped	What hindered
GENDER TRAINING NICARAGUA	First, I think it was having the community sent out notice early on the training that was coming, the facilitators were great and that was helpful, maybe now it is less, but the entire theme of gender and inequalities in gender, etc, tends to kind automatically create a divide men in one end and women in the other end. I think that having facilitators that are sensitive to the dynamics and be able to be responsive to them is very helpful. In this case the fact that the good facilitators knew their area, their field of expertise, was good. We also had facilitators that were sensitive to the culture of the region. I remember there was at least one person I think she was from the LAC region, I think it is good to be familiarized with the culture of the regions so you can be prepared, you anticipate possible scenarios and to able to know how to deal with them if they arrive , so that was good. Of course the materials were well put together very simple, very easy to understand, very easy to follow.	
SECTOR SPECIFIC PROGRAMS INTRA-HOUSEHOLD POVERTY ASSESSMENT	Good consultant.	
SECTOR SPECIFIC PROGRAMS EL SALVADOR	Consultant.	Men= difficult, more aware.
GENDER TRAINING ARMENIA	In the case of NOVA project and gender training in Armenia...We were very interested. We had some experience to do this. They choose the best trainer for us. It was a success.	Maybe some limitation in funding.
GENDER TRAINING ARMENIA	Planning and preparation prior to the training event helps achieve the set goals and contributes to the quality of the training. Here it seems that there were several activities happening prior to the training event "to get people ready for it."	
GENDER TRAINING PERU	What was good and important dev tech did was that they worked very much beforehand to make sure the content was going to respond to that. I think this was critically important spending time and money over two weeks before training with the mission counterpart's people in country to make sure those needs were identified. I also found built in time to have people from different ministries and NGOs present their work done no longer training. It was interactive 'provided Peru the government was committed. It was a smart move on their part to allow the space for each of the agencies to talk about their work, to be a part of this training.	
GENDER EVALUATION OTI/AFGHANISTAN	It worked well because she was part of the team we were sending out anyway. It worked well to have a supplementary evaluation to the larger one. It was pretty seamless we didn't have any administrative or logistical issues. How we conceptualize and strategize in our programs is driven by our country reps and most of them are female which doesn't mean that they are going to focus on gender but it helps. It could be better but gender issues aren't ignored.	
GENDER ASSESSMENT TANZANIA	Mission Director's enthusiasm on gender mainstreaming.	Lack of trained personnel on gender mainstreaming/integration

Table IX-19 Suggestions made by key informants regarding STTA&T

SECTOR SPECIFIC PROGRAMS INTRA-HOUSEHOLD POVERTY ASSESSMENT	In the Agency there should be a lot more leadership at the highest levels not just saying that it is important to integrate gender awareness but to really help equip staff with the knowledge that they need to enable people to learn how to integrate gender. Obviously that also needs to be incorporated in how things are evaluated. I think that some sort of online training might be useful as a starter but also the thing about our work is that the context is so important. There is a lot of variation from one country context to another. I think what is particularly helpful is to be able to talk through with people who are more experienced in how to apply the potential gender indicators to your program design, implementation, monitoring and evaluation. Opportunities for that kind of collaboration and interaction would be useful. But it should be focused on very practical peer assistance. Like, "here is what I want to do, how can I integrate gender?" Not a cookie cutter approach.
SECTOR SPECIFIC PROGRAMS EL SALVADOR 1	The government should support this type of assistance and activities because there are changes in the agency and in the programs and sometimes there are changes in the people that manage the programs and changes in the host country, government and new institutions and organization that work with USAID. So, I think these types of activities and technical assistance is something that should be provided by the agency periodically and frequently. I would like to have more formal gender training or have the WID office arrange a conference or a regional workshop regarding gender issues. I think this would be a good experience for us. Similar to what the global health people get in their state of the art training every two years. Perhaps the WID office could have every two years a conference on gender and invite gender representatives from each region and other CTOs to exchange ideas and invite organizations in the US or local countries that are experts in working in gender. It would be good to share lessons learned and successful interventions regarding gender. It would be great if we could have a budget for gender activities to be more pro-active. It is very difficult for us to develop many activities or interventions. It would also be useful if it were required in the Standard Provisions for every contract that gender could be a requirement. There is one for family planning, why can't there be one for gender in the Standard Provisions? That way every contract and every grant has to take into consideration those aspects. That way it would be cross-cutting as well – for health, D&G etc. That way it would be included in the annual action plans and other areas.
GENDER TRAINING NICARAGUA	First I think that a systematic training in sectors on how to really keep gender equality focused throughout the activities should be something we develop permanently, make sure each of the sectors have had the opportunity to develop training sessions on this theme. Secondly, I think that the Agency needs to put serious thinking on how we can better capture the work that we are doing or the work we are not doing in terms of reaching gender equality activities. I think that the indicators, we report out on performance, we call the numbers, we need to go beyond that because the numbers give some information but no tell the entire story whether we are getting there or if we still have deficiencies in addressing the issue of gender equality. We need to come out with additional indicators that help to see how we as an Agency are really keeping in mind activities directed at achieving gender equality. We can capture those through qualitative indicators perhaps, so we can really tell the full story. The only thing I would add is that also a good timing to refresh the mission on the whole theme, gender, to do some serious thinking on how to integrate gender equality into activities is prior development the country plans. It is a good time because it brings the general mission thinking back to this subject. Often it is much more difficult to bring this to activities when they are already ongoing, not that it is impossible, but the best time is to think about this early on, when you are thinking about how develop new activities. Also to share whatever state of the art information comes across the WID office and share with us because we also need to keep aware of the new trends in the area perhaps give us clues on how can we go about identifying whether or not you are making an impact, what are the signals sort to speak that can tell us what you know, you probably need to be reinforced in this area. In our countries, in the case of Nicaragua, gender parity in schools is not so much of a problem, because girls come to school and we have a good turnout, but we are beginning to experience a backslide in terms of really boys going to school. We need to demystify that when we talk about gender it means boys and girls, that we are concerned about both sexes. It is a good timing to the extent that we don't need be bombarded too much information but that we have access to information the WID office is useful to our day to day work

GENDER TRAINING ARMENIA 1	It is important for us in Armenia that there is an institutional mechanism on gender equality but there is no national machinery. We need all types of interventions. We need to coordinate gender equality issues activities. So if USAID can support these activities like that and other types of activity would be great.
GENDER TRAINING ARMENIA 2	Training USAID staff and partners to introduce the importance of gender and gender integration. At the end of the project it would be better that we would be able to ask once more for this technical assistance, something to evaluate how our activities were integrated in the project and to get additional knowledge and skills for the other projects. We need some time to think how we can develop for the next phase.
GENDER TRAINING UGANDA	The WID office could have short-term consultants available to ensure that gender issues are fully addressed in SOW; to review PMPs and track results; to maintain more regional contact with field missions; to develop more regional training and follow-up. Having gender experts/ consultants available for the life of the programs, the whole project cycle: assessment, training, and follow-up. Monitoring and evaluation—being available to look at PMPs, being available to track on-going results. This questionnaire could accompany the assignment, for instance having the mission participants answer these questions within two weeks of the training and giving this to the WID office would have been more useful.
GENDER TRAINING PERU	I think I have mentioned before the issue of capacity. In one hand it would be ideal for every mission to have somebody as a lead--preferably somebody who has some technical background in this area not someone particularly with that title. The mechanism could be disseminated more broadly... having more missions know about it, even people in headquarters.
GENDER INTEGRATION TRAINING USAID/EGAT/ AGR 1	Training should be geared to a particular kind of audience so you won't have a "one fits all" program. Consider the Level of people you are working on. There needs to be more information and more impact evaluations about what are the interventions we have done and how they work they way we thought and if not then you tell them how you need to be better informed. You need to do work with technical people to take those lessons learned and to solve implications for programming. A more practical type of intervention so people will know what to do and at different levels and not just compliance stuff, boxes to check and compliant. I think WID office needs to partner better with technical offices. Technical offices are developing all the time know how to do assessment in developing programs in their field.
GENDER INTEGRATION TRAINING USAID/EGAT/ AGR 2	Within the training are important to set a minimum time period and I think the WID office can help with this. It should be a longer time; it is very hard to do it in less than a day a half. Also, within the training, the area that people often ask about and which sometimes is difficult to spend time on is the question of indicators. I believe you need to have some understanding of these basic concepts and of entry points for gender within the project and understanding what you want to do with the indicators is the measure of the removal of the constraints. I do not believe it is possible to just come in and do a training on indicators unless you have a group that actually understands these basic points. Something you have to build on foundational knowledge how to make sure to time in the training in the indicators questions or to have a series of trainings that build on each other that would come further down the line. In Kenya they had training, and we followed the training with an assessment and it was followed again by another workshop. I think that having a sequence like that or back and forth where you continue to work with the same group it is much better in terms of impact.

GENDER INTEGRATION TRAINING USAID/EGAT/ AGR 2	First of all, what would be really helpful will be to have some greater consideration how activities follow each other. Maybe you start with an assessment and then you have gender training and then you have a follow up technical work. I know there are some funding issues but maybe the WID office might be able to support an initial assessment and then bring in funding from the mission or from the office for the training and bring money from the mission for the follow up technical work. There are also arguments for doing a training and assessment. I think it is better to do an assessment first then do the training because you really know what the areas are that people need to be trained in and you can provide more specific program/ project assistance after that. So sequencing would be very important. Also like to see the recommendation not necessarily require the mission to pay off the bat before, I think they are now asking 50% before they actually get anything out of it. You see a downturn on requests for technical assistance when that requirement went in. So that will be one thing. The second thing. I would like to see is a kind of “branding”, in the sense that I’d like to be clear for all parties that these are the definitions that we use, these are the approaches that we use, these are the ways we look at gender, I am not saying that it would be something rigid that would not be subject to discussion. I think it is very fluid but I think something needs a greater discussion, not an assumption that everybody knows that everybody are doing the same way. I think it is really important and it helps people accept the impact when the people who are providing the gender technical assistance or training have a dual background in both the sectoral areas as well as in gender issues.
GENDER EVALUATION OTI/ AFGHANISTAN	During programming looking at the population of a country we are working with it is important to look at the fact that half the population is usually female in general. It is important to take this into consideration. People know about gender but they don't know what it means, you know? These elements allow them to be sensitized to make [gender] visible. I would say be creative, be flexible, work with the locals. I would seek the support of the local experts. There are tremendous resources at the local level. From my perspective one thing that would help these programs is the sustainability of services. If you do training and don't show up for two years it does not help. Training has to be done in a more sustainable way—a gender profile work, followed by training—but training as a one shot intervention does not work mostly. You need follow-up training in a regional way. It needs to be done systematically. Another area in where STTA&T can be helpful is having pilots. You need to bring in another way of thinking about gender. For instance, the WID office works with the GBV in schools. This is a very good initiative. We all talked about it [GBV], we know the situation, but no one has done anything about it in a systematic way. Another element that needs to be strengthened is the piloting aspect. We need to show the good practices so the USAID missions can adapt that approach. If you pilot it (the case of GBV in schools), then other missions can start adopting the good practices in education projects throughout the world. Pilots allow for creative approaches and different ways to look at the [gender] issue. Once you do this you need to ensure that the information is disseminated, like in the Basic Education Program—the information is shared at big conferences and forums. We need to have long-term focus while supporting short-term interventions. That's the area that I would change—we need to have pilots, we need to have best practices to inform the design of new projects, and we need to put the money into that.
GENDER EVALUATION ETHIOPIA	I would like to see the WID Office developing more collaborations with other regional institutions such as the ADB, build an institutional network of sister agencies—who are in the same boat as USAID—and share best practices information. We do this at the country level, but we need to develop this institutional network at the global level as well.
GENDER ASSESSMENT BOSNIA 2	It would be useful to have whatever kind of lessons learned from other areas, exchange of experiences, training, perhaps training for our implementing partners who are not particularly knowledgeable about this, especially in BIH context.
GENDER ASSESSMENT BOSNIA 3	They have to propose to us how to incorporate gender but they are not so much educated on that. It would be useful that they [implementing partners] understand as well. A Regional conference with representatives with implementers with other countries together so they could exchange information that could be helpful in a short term. Specially the region because we have very similar mentality and problems. I think it would be useful like Bulgaria, Romania, Czech, Serbia, and Croatian, that kind of Balkan and wider, than could be useful. Maybe a follow on training for local organizations we work with how to incorporate these requirements in the program, nothing in particular.

GENDER ASSESSMENT COLOMBIA	I will definitely support this kind of assistance, especially in the missions that do not have the time to think about these issues. It is helpful to have the assistance with people who have the knowledge and who understand the country's context Raise the necessary awareness in gender issues, then need to follow up and monitor if the recommendations on gender issues have been integrated in the mission We definitely need the training.
GENDER ASSESSMENT HAITI	Gender Assessments in a developing country context are key particularly in countries where women's rights are not well protected, like in Haiti. Ensuring that gender is taken into account when developing a country strategy is incredibly important. Again, the training for Activity Managers through an on-line system would be quite useful.
GENDER ASSESSMENT SOUTH AFRICA	People need to look at the planning phase and what their results may be and then, what the indicators may be and make sure that those indicators are looked at with a gender lens. We often do this at the end of an activity. Then we want to count but we never thought of what the results would be with regard to gender. Also, we never think of these results and how they affect the lives of men and women. Sometimes we make assumptions and in the end we do more damage because we didn't plan properly. I'm coming back to training; not formal training but something virtual or something that people can look at to understand the application of gender integration. That way people in the Mission who had not gone through gender training could get some kind of material that they would be able to use in the application of any kind of gender mainstreaming. They also need to look at how the activities they implemented affected the lives of men and women they worked with.
GENDER ASSESSMENT SRI LANKA	We women there need a lot support. From that point of view we need to encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible. All government work with government women CIDA has supported women to update their national Election plan. An agency as USAID could benefit from that sector, for their support and guidance. Government needs a lot of support to introduce, strengthening the equality, integrating gender into development activities they do from the government and in some other agencies.
GENDER ASSESSMENT TANZANIA	Provide training on gender integration for USAID staff and subsequently design a follow-on program to monitor gender integration activities.

Table IX-20: Additional comments made by key informants regarding STTA&T

GENDER TRAINING NICARAGUA	For those of us who participated from the mission we would have participated more if it had not been in the mission itself. The activity was in our office, we were in hand reach from our telephone we were in hand reach from whatever we were doing that time so we would flip way and be between the training section and day to day work. It did not have to do with the training, was more for the setting of the agency workers.
GENDER TRAINING ARMENIA 1	The whole power structure within the agency... it is a male dominated agency. People just don't understand or think gender is an issue. The mission director was leaving halfway through it like "I know all that..."
GENDER TRAINING ARMENIA 2	I would strongly support this kind of service provided by USAID. My rationale is that although USAID has done a fairly good job articulating how important gender is; how gender must be integrated into every proposal or RFP—at least in the health sector—they [USAID] don't actually carry through with that. It's like "make sure you genderized your proposal," but you very rarely see gender being integrated in actuality. There are a lot of systems and structures but not a lot of follow through so, having this kind of services available to the missions or to the projects is important so that they are not only complying with the requirements but supporting them with resources to effectively integrate gender in their programs. I do think that sometimes gender is made to be too complex and theoretical, when you want it to be very practical. Sometimes if you have a gender assessment –it might be very strong—but how many people are going to read it? Only the people who are interested in it. It does not have any necessary effect on how you are going to actualize that into programs. I've been working on new business development and work on proposal with USAID guidelines—how to integrate gender, put some gender into a proposal, but in the end they don't require that you have any people dedicated to it, part-time or full-time. One of the things that made it a bit hard is the fact that by making this an IQC makes it harder to negotiate with a particular provider. For instance, when we wanted to work with a particular consultant, there was this thing there are several teams and therefore they don't have equal quality of consultants—If I can make one recommendation is if it all possible not to make this an IQC. For a technical leadership area, such as gender, you are really trying to get it. It is not always expressed demand; it is more like latent demand. IQCs seem to work better when you know there is great expressed demand for a type of service.
GENDER TRAINING ARMENIA 3	The health project was good and pertinent, and it was the first time I see something like that done. Enthusiastically praised and makes you look in different ways. Simultaneous translation detracts from the experience even though Armenian people are used to that it slowed down the process. Some things were not translatable. Would have been much nicer to have a native speaker and not the simultaneous translation. In an entire workshop it really slows down especially on spontaneous group discussions.
GENDER TRAINING UGANDA	They should sponsor the program... gender tend to adrift—if you bring consultants and practitioners onboard they actually see [gender mainstreaming] as a reality, not only bringing the percentages. People take gender seriously and approach the situations differently... it is helpful to have gender training, but they need to do more to bring that practitioner to integrate gender issues into their projects.
GENDER TRAINING PERU	I think this kind of mechanism even within the bureaucracy we work with here can be very helpful. I think some of the issues around capacity building in the area of gender integration is the lack of knowledge and lack of awareness. It is helpful to provide that kind of training...
GENDER INTEGRATION TRAINING USAID/EGAT/AGR	In a very basic point there are consultants that go out there and say that gender is about helping women only as opposed to trying to reduce gender inequalities looking at ways to involve men and also women. There is still a lot of variation and maybe it does not matter, but I think it would be helpful to have a discussion about that.
GENDER ASSESSMENT HAITI	We had an extremely positive experience with this assessment. It was a great success and we continue to use what we learned in the assessment in all of our efforts.

GENDER ASSESSMENT SOUTH AFRICA	I would say that these types of activities should be supported because they [the Missions] get a better understanding of their weaknesses, strengths and needs. The recommendations coming out of the assessment would definitely be of use to improve understanding of gender, implementation of any systems, structures, processes that they would want to put into place. In general, the assessment strengthens the integration of gender – not women but gender per se – in all the Mission's activities. This is very general, but we try to put so much into gender and sometimes gender is like a pot that is boiling and it boils and all the steam comes off and then it just sits there. That is why structures, processes and initiatives that you put in place at a Mission must continue to boil and the steam shouldn't be allowed to escape. I think that is what our big success was in South Africa. Here [in Namibia] it is not done successfully because information is sent around and everyone lets the steam escape.
GENDER ASSESSMENT SRI LANKA	Now if we are looking at this now because I work with a donor agency. USAID does similar work and now we are looking at common beneficiaries of the government of Sri Lanka. As I mentioned gender equity and mainstreaming in the government of Sri Lanka is not very strong. We women there need a lot support. From that point of view we need to encourage state agencies and state programs to make use of these kinds of activities and assessments as much as possible. All government work with government women. CIDA has supported women to update their national Election plan. An agency as USAID could benefit from that sector, for their support and guidance. Government needs a lot of support to strengthening the equality and integrating gender into development activities they do from the government and in some other agencies. Like in our country for example, representation of women in Sri Lanka in parliament is only 4.5% the same representation from 1931. That is an area that we can do a lot of work to encourage them, find out why they are not taking part, what are the skills they need, the social conditions, environment they need to change, things like that. USAID can continue to do this kind of thing... we can share experiences and methodology with other agencies, this type of experience contributes a lot to establishing and improving the gender equality within the country.
GENDER ASSESSMENT TANZANIA	If Mission could make time available for USAID staff and partners to be trained seriously on how to integrate gender in their activities this would make a great difference. Right now there is so much dependency on gender advisors to provide the input on gender integration instead of the activity manager. I was impressed by STTA&T selecting and sending an expert who knows the country well and understands USAID functions. This enabled her to work with the local expert and win Mission staff confidence.
GENDER EVALUATION OTI/AFGHANISTAN	Generally there can be some institutional resistance and that can be difficult to get around. More practical interventions that prove to people that your programs will work better to improve the lives of men and women would be helpful. More than using the argument that gender integration is just the "right thing to do". The utility argument is the best way to convince people.
SECTOR SPECIFIC PROGRAMS INTRA-HOUSEHOLD POVERTY ASSESSMENT	In terms of the mechanism itself, initially there was some difficulty getting DevTech Systems, Inc. to agree to work with either DTS or this particular consultant. I don't know if it was an issue of competition but it was cumbersome and difficult right at the beginning. Once we had the agreement in place everything was fine. I have a good relationship with the WID office and they have always been really great about checking with us when they get a request from the State Department asking them to comment on some gendered aspect of microfinance. They always come and consultant with us and I really appreciate that. I wish I could say that we are as good in the other direction but I think that sometimes we forget. They are always kind in forgiving us when we do that. My experience with them has been great.
SECTOR SPECIFIC PROGRAMS EL SALVADOR	It is very difficult to work with men and with the training they were persuaded and more aware regarding this topic. Useful in some way to have a budget for gender activities, want to be more pro-active, difficult for us to develop activities, standard provisions, related to family planning requirements. We have parts that call to integrate gender in programs. In my opinion this is not enough. It could be better to have different projects in gender, because the project which we implemented was a pilot project but very successful got very interesting information about gender-based violence in the country. There is a big pool of work in this aspect but unfortunately we don't get funding to get into this direction.

F. STTA&T ANNOTATED BIBLIOGRAPHY

Documents are listed chronologically and include the corresponding TDY number. Document titles and authors are cited as they appear in the USAID Development Experience Clearinghouse (DEC) website.

TDY 02 Honduras Gender Assessment. USAID: November, 2002. DevTech Systems, Inc. Available on-line http://www.usaid.gov/our_work/cross-cutting_programs/wid/resources/Honduras.html

The Gender Assessment for USAID/Honduras was developed as a part of the process for defining the Mission Strategy for FY 2004-2010. The purpose of the assessment is to provide an overview of key gender issues in Honduras, to make recommendations about the actual and potential role USAID may play in dealing with these issues and to identify ways in which gender relations are a factor in the USAID strategy either from the point of view of the impact of gender relations on programs or the potential effect of the program on women's status. The assessment was carried out during two weeks in November 2002, through review of Mission documents and discussions with members of the Strategic teams and interviews with government officials, donors, NGOs and project implementers. Virginia Lambert was the team leader, Sarah Porter had sectoral responsibility for Family Health, Rule of Law, and Municipal Government. This assessment is built around five themes that resonate through all aspects of the USAID/Honduras strategy: Poverty, Policy, Youth, Governance and Decentralization, and Security. This report is organized in five parts: Section II, following the introduction, provides an overview of the current USAID requirements incorporating gender into USAID programs; Section III is a broad-brush examination of the status of women in Honduras; Section IV discusses the national context for USAID strategy in terms of identification of gender issues, legislation proposed or on the books and civil society organizations, government agencies and donors active in the arena; Section V focuses on five themes that underlie all aspects of the USAID strategy that are particularly salient in the gender assessment of the Mission program; and Section VI outlines the next steps that will follow from this assessment.

TDY 04 Gender Assessment for USAID/Nigeria. DevTech Systems, Inc.; World Learning, Inc. USAID: August, 2003. Available on-line <http://www.usaid.gov/ng/downloads/reforms/genderassessment.pdf>

The content and recommendations of this report are intended to inform the Strategic and Results Framework of the 2004-2009 USAID Country Strategic Plan. The main goal for this task order was to identify the critical gender-based constraints to equitable participation and access of men and women to programs and services in the sectors in which USAID/Nigeria implements its program, e.g. agriculture, private sector development, natural resource management, basic education, population, maternal health and child survival, infectious diseases, HIV/AIDS, democracy and governance and conflict response. This report emphasizes that women's access to power and participation in decision-making are essential to getting key human rights issues on the national agenda, such as those that negatively affect women's capacity to access opportunities and protect their personal well-being. Increasing women's access to public arenas was a focus of the USAID Transitional Strategy and will continue to be emphasized and monitored in the future. Annex 5 provides background information on the Shari'a law and discusses its implementation related to women's rights. This assessment also includes a number of best practices that emerge from the three-year transition Strategy both at the conceptual and in implementation levels.

TDY 05 Jordan Gender Assessment. USAID: March, 2003. DevTech Systems, Inc.; Available on-line at http://www.usaid.gov/our_work/cross-cutting_programs/wid/resources/Jordan.html

This report analyses USAID Jordan's portfolio with regard to gender. It is divided into five parts: (1) overview of current socio-economic context of Jordan and the crosscutting issues that form challenges for the country in the coming decade; (2) an overview of the current USAID requirements for incorporating gender in to USAID programs; (3) a discussion of the status of the Jordanian women; (4) a discussion of gender issues in USAID/Jordan's water, health and economic growth programs and recommendations for each program area and (5) a delineation of next steps for gender mainstreaming for USAID/Jordan.

TDY 08 Gender Mainstreaming for USAID/Nicaragua. Recommendations for Documents Related to Activity Design, Activity Approval, and Performance Monitoring. USAID: April, 2004. Diamond, N. K. Available on-line at http://www.DevTech Systems, Inc.sys.com/publications/documents/FullReport_Nicaragua.pdf

This Gender Assessment of the USAID/Nicaragua program was requested as part of the development of the new Strategic Plan for FY 2004 to FY 2009. The purpose of the Assessment was to provide an overview of gender issues in Nicaragua in the three Strategic Objective (SO) areas (Economic Growth, Good Governance/Civil Society and Health/Education) and related Intermediate Results (IR) and to make recommendations for integration of gender concerns in the Mission's Strategic Objectives. Nancy Diamond completed an exit briefing on March 17, 2004. This report describes the process of assessing gender issues in Nicaragua and concludes with some general gender mainstreaming recommendations aimed at all mission staff for specific categories of activities including eight gender issues that should be prioritized by mission staff, by the Mission Gender Committee and by project partners.

TDY 09 Gender Assessment for USAID/Caucasus. USAID: June, 2003. [DevTech Systems, Inc.;](http://pdf.usaid.gov/pdf_docs/PDACG103.pdf) USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Regional Mission for the Caucasus. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG103.pdf

As part of the preparations for its new strategy in FY 2003, the USAID/Caucasus mission requested Technical Assistance to undertake a Gender Assessment and training for the Mission staff and implementing partners during a review of its Strategic Objectives in order to provide a foundation to integrate systematically gender into its new strategy, policies and procedures. The work started in late February 2003 and was completed before the end of April. The dates for work in country were from about March 1, 2003 to March 22, 2003. The first chapter of this Assessment covers Technical Assistance background and methodology. Chapter 2 reviews the progress of the Mission's skill and knowledge about gender mainstreaming and offers suggestions on how to improve gender integration. Chapter 3 discusses the context of Georgia's patriarchal, traditional environment and the difficulty of transition in a global economy as well as how the decline of the industrial sector and subsequent migration of the population have led to some distinct differences in how women and men participate in the economy. In Chapter 4, the Assessment Team emphasizes that trafficking is an issue requiring special attention by the Mission—especially in Democracy and Governance, Humanitarian Response and Social Assistance. Chapter 5 deals with domestic violence, considered the most serious problem for women in Georgia. This assessment also includes references to local Georgian resources on gender issues available through donor organizations.

TDY 10 Gender Analysis for USAID/RCSA. USAID: July, 2003. [DevTech Systems, Inc.;](#) USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Bureau for Africa; Regional Center for Southern Africa (RCSA). Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG106.pdf

The RCSA Gender Analysis paper was developed in three stages. First, four consultants, three based in the US and one in Botswana, developed issue papers on Macroeconomics and Trade, Democracy and Governance, Gender Aspects of HIV/AIDS and on River Basins and Rural Livelihoods. Second, two consultants visited RCSA from May 23-May 30th. During that time, the consultants visited with each of the RCSA working groups to get their feedback on original drafts and to learn more about the respective Strategic Objectives. Lastly, the consultants facilitated an all-day gender focus meeting for nine gender experts from Botswana, Namibia, South Africa, Zambia and the SADC (Southern African Development Community) Secretariat. Six staff from RCSA also attended. The Gender Analysis teams was composed by Hilary Sims Feldstein (Team Leader), Dr. Valencia Mogegeh, Dr. Isabella Bakke, and Dr. Rae Lesser Blumberg. The final report summarizes some of the findings and includes texts previously seen by the Mission, as well as additional material developed in response to the revised Results Frameworks and Strategic Objectives. This report has six parts: Part 1, “Reduced Regional Impact of HIV/AIDS through a Multi-Sector Response” was written by Valencia Mogegeh. Part 2, “Results Framework: A More Competitive Southern African Economy” by Isabella Bakker includes a discussion and recommendations towards women’s economic empowerment. Part 3, “Improved Electoral Competition in Southern Africa” and Part 3a, “Sequencing Suggestions In Light of Focus Group’s Top Three Priorities for Democracy and Governance” were both written by Rae Lesser Blumberg and include background and recommendations for mainstreaming gender in the new Democracy and Governance Results Framework. Hilary Sims Feldstein was the author of Part 4, “Improved Management of Selected River Basins”, of Part 5, “Improved Rural Livelihoods in Southern Africa” and of Part 6, “Maximized Value of RCSA Services and Programs to Improve the Lives of Southern Africans”. All of these parts are accompanied by an annotated bibliography from each respective area.

TDY 11 Tanzania Gender Assessment. USAID: September, 2003. [DevTech Systems, Inc.;](#) USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Tanzania. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG107.pdf

This report presents the findings of a gender assessment carried out for USAID/Tanzania between May 19, 2003 and June 6, 2003 as well as a draft gender plan of action. The Gender Assessment Team as composed by Dr. Deborah S. Rubin (Team Leader) and Rose A. Mushi. The assessment was based on the review of background documentation as well as on meetings with Mission staff members, interviews with USAID implementing partners and visits to selected field sites in Dar es Salaam, Muheza, Moshi and Arusha, as well as to selected local NGOs and meetings with Government of Tanzania officials. The majority of the recommendations address management issues to enhance the ability of activity managers to get the technical information they might need. Findings of this Gender Assessment suggest that there are several areas for alleviating gender inequalities in terms of access to key economic or political resources – such as landholding, inheritance, and health services – which could improve Tanzania’s overall development outcomes.

TDY 12 Gender Assessment for USAID Guyana. USAID: August, 2003. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of

Women in Development; USAID Mission to Guyana. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG104.pdf

The Gender Assessment for USAID/Guyana was completed in 2003 as part of the preparation of the new Country Strategic Plan for 2004-2008. The assessment was developed during two weeks in May 2003, by a team of two consultants: Virginia Lambert from Washington, DC and Patrice LaFleur from Georgetown, Guyana. It involved a review of documents from the Mission, other donors and the government, as well as interviews with government officials, donors, NGOs and project implementers. The Gender Assessment Team also benefited from discussions with members of the design teams for two of the three Strategic Objectives (SOs), who were working in Guyana during the same period. This report includes an overview of factors affecting the status of women in Guyana, key gender issues in the country and in the government, in addition to NGOs and donor resources directed to these issues. It then focuses on USAID/Guyana strategic program areas, identifying gender issues specific to these programs and making recommendations for the process of gender mainstreaming in the strategy and subsequent activities. The report is intended as a working document for the Mission, serving as a starting point and a reference for the gender mainstreaming process. The document concludes that the most important task for program results is to move forward on the recommendations, incorporating gender considerations into activity design, contract award and program implementation, and then using the monitoring data to adjust and refine these activities.

TDY 13 Gender Assessment for USAID/Morocco. USAID: May, 2003. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Morocco. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG105.pdf

This Gender Assessment provides a baseline overview of gender issues that are pertinent to the sectors and sub-sectors USAID/Morocco planned to target under its 2004-2008 Strategy. This report is based on information collected in early May, 2003. The gender assessment addresses the key sectors and sub-sectors that USAID/Morocco will be targeting in its new CSP. The goal of this Assessment is to address key questions that would assist the USAID Mission and the Government of Morocco (GOM) in assessing to what extent gender-based constraints hamper the development of key industries, as well as the impact of different policies and investment strategies on the relative status of women. Although not exhaustive in scope, this report serves as a starting point for gender mainstreaming under the new country strategy and it provides the Mission with the appropriate questions to ask when developing Performance Monitoring Plans (PMPs), designing programs, implementing activities and monitoring results. A team of gender specialists in the areas of Democracy and Governance, Economic Growth, and Education conducted an initial desk study to synthesize sector-specific information available in written documents that pertain to the Mission's overall objective of increased economic opportunities and job creation. After the introductory section, Section II provides an overview of the current USAID requirements incorporating gender into USAID programs; Section III is a broad-brush overview of women in development in the Moroccan context; Section IV is an overview of USAID/Morocco's achievements and successes in integrating gender into sector programs and cross-sectorally; Section V provides a sectoral analysis of gender issues in Economic Growth, Workforce Development and Education, and in Democracy and Governance and Section VI provides general, overall recommendations for the Mission for the new strategy cycle.

TDY 14 Innovative Approaches to Slum Electrification. USAID: December, 2004. Smyser, C.; USAID Bureau of Economic Growth, Agriculture and Trade. Available on-line at [http://www.riaed.net/IMG/pdf/Innovative Approaches to Slum Electrification article .pdf](http://www.riaed.net/IMG/pdf/Innovative_Approaches_to_Slum_Electrification_article_.pdf)

This report was prepared by Advanced Engineering Associates International (AEAI) under the Energy IQC, a contract for the Office of Energy and Information Technology, US Agency for International Development (Work Order No. 168, Contract No. LAG-I-02-98-00004-00). Connie Smyser served as project manager and principal author. The country case studies were prepared by Wendy Annecke (South Africa), Suzanne Maia (Brazil), Mary Louise Vitelli (Philippines) and Jim Sullivan (India). Wendy Annecke, a DevTech Systems, Inc. gender and energy expert, went on all the site visits except Manila and provided insights into the gender implications of slum electrification. Site visits were conducted to each community during the last quarter of 2003. The five slum electrification programs presented in this report are: *Manila, Philippines* – MERALCO's Depressed Area Electrification Program (DAEP), *Cape Town, South Africa* – PN Energy's Khayelitsha electrification project; *Rio de Janeiro, Brazil* – Brazil LIGHT's Program for Normalization of Informal Areas (PRONAI) and *Salvador, Brazil* – COELBA's Community Agent Program (COELBA). Among the recommendations, the report emphasizes that to develop effective future projects, more systematic information is needed about women as key customers and decision makers in electricity use. Working with non-governmental organizations and others involved in education for women and girls will improve understanding of the efficient use of different energy sources. Lessons from the case studies show that there must be ongoing communication between the supplier and consumer on this issue, rather than isolated promotional activities.

TDY 16 Africa Bureau Gender Training: Needs Assessment. USAID: November, 2003.

DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development. Available on-line at http://pdf.usaid.gov/pdf_docs/PNACU943.pdf

After consultation visits with USAID Missions throughout the region, the Gender Specialist with the Africa Bureau's Policy, Outreach, Strategy and Evaluation Division (AFR/DP/POSE) identified an extensive need for gender integration training for Mission staff and partners. The Survey Instrument upon which this report is based was developed in a collaborative process by DevTech Systems, Inc. and AFR/DP/POSE. Sandra Russo and Jim Barham were the trainers for Washington, D.C., Ghana and South Africa, Hillary Feldstein and Jim Barham worked in Ethiopia. The Training Needs Assessment survey distributed to USAID Africa Missions on September 22, 2003, provided respondents with an opportunity to identify preferences in the content and structure of the proposed Africa Gender Integration Training. Part I of this report provides an overview of key results of the survey, followed by a description of the consultations with gender training experts and recommendations for conducting the Africa Gender Integration Training. Part II describes the survey results and analysis in detail. The Annex provides a description of the methodology used for data collection and analysis as well as the template survey instrument.

TDY 17 Women's Access to Radio in Mali. Women's Survey Analysis Report (Accès des Femmes à la Radio au Mali Rapport d'Analyse de l'Enquête Auprès des Femmes)

USAID: March 2005. Non-published draft report.

The goal of this study is to investigate the level of access that women have to information through radio in general and also access to the radio itself. A local survey research firm and a UNESCO led team started in March 15. Nick Griffin participated in the completion of the study on March 15 to 19 and from March 28 to April 10. The study also explores what programs women in Mali generally listen to, their unmet needs in terms of information, their preferences in terms of types of programs and the effects and impacts that radio may have on women's level of information. This report is written in French.

TDY 18 Gender Assessment for USAID/Caucasus/Azerbaijan. USAID: January 15, 2004.
[Somach, S. D. ; Dadasheva, K. and Kasumova, E. Available on-line at
http://pdf.usaid.gov/pdf_docs/PDACG108.pdf](http://pdf.usaid.gov/pdf_docs/PDACG108.pdf)

This Gender Assessment was requested as part of the development of the four USAID/Caucasus/Azerbaijan Mission's new three-year strategy in terms of gender integration. USAID has undertaken this Gender Assessment to gain a better understanding of gender issues across all sectors of Azerbaijan. The document intends to be a guide for the Mission staff to identify gender issues connected with current programming, to deepen those activities and impacts, and consider the recommendations on monitoring and evaluation over the new three-year strategy period. This Gender Assessment Report first presents findings of key gender issues in Azerbaijan, risks and opportunities and relevant NGOs and public institutions. Then it provides general recommendations focused on how operational gender integration activities are set out, followed by specific recommendations by Strategic Objective area (Economic, Democratic, Social Transition). The analysis and recommendations aim to assist the Mission in mainstreaming gender into its new strategy, policies and procedures.

TDY 19 Gender Assessment and Action Plan for USAID/El Salvador. USAID: March 31, 2004. Alberti, A. M.; Munoz, A. V. Available on-line at
http://pdf.usaid.gov/pdf_docs/PDABZ665.pdf

The purpose of this analysis is to assess gender relations and issues in the Mission's current program as part of the process for developing the Country Plan for FY 2004-2008 under the Compliance Assurance Monitoring (CAM) Strategy and to make recommendations on how the Mission can achieve greater gender integration. The methodology used for this report includes a number of different techniques. Interviews were conducted with representatives of USAID/El Salvador, the Salvadoran Legislature, select national and international agencies, NGOs, government ministries and other interested parties. Field trips were taken to get a sense of the context in which various projects are located. Meetings were held with individual members of SO (Strategic Objective) teams as well as with entire SO teams. Training sessions were conducted with members of USAID staff to discuss gender and the Automated Directives System (ADS) guidelines. Lastly, numerous documents and reports were reviewed. Each Strategic Objective of the current strategy is discussed with commentary and recommendations as appropriate. This report also includes a Gender Action Plan which incorporates the recommendations for future actions for gender integration and clear procedures to insure sustainable gender awareness for Mission and implementing partner's staff. In addition, the Action Plan includes mechanisms to constantly monitor gender interventions across the Mission. The Action Plan could also be used as the basis for further training and/or technical assistance provided by USAID/Washington.

TDY 21 Gender Assessment for USAID/Macedonia with Training Report and Action Plan Recommendations. USAID: April, 2004. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Macedonia. Available on-line at
http://pdf.usaid.gov/pdf_docs/PDABZ834.pdf

The purpose of this gender consultancy is to provide technical assistance to further implement the Mission's commitments to integrating gender consistent with the Automated Directives System (ADS) and the Mission's strategy. The recommendations in this assessment are based on a review of relevant documents, in-country meetings and trainings conducted from January 19 to February 8, 2004. Based on Mission priorities, the entire consultancy was conducted in the capital city of Skopje and mostly for USAID staff and implementing partners. Recommendations for improved gender integration include (1) recommendations for future trainings, (2) an Action

Plan of operational recommendations for improved compliance with ADS gender requirements and (3) gender issues and opportunities identified by sector for consideration by activity managers and Strategic Objective (SO) teams. The Action Plan recommendations were discussed in a separate meeting with the Program Office staff. The final set of recommendations was presented in the last in-country briefing for Mission staff on February 5, 2004.

TDY 22 Gender Mainstreaming and Disability Sensitization in Civic and Voter Education for USAID/Namibia. USAID: May, 2004. DevTech Systems, Inc.; World Learning Inc.; USAID Bureau. for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Namibia. Available on-line at http://pdf.usaid.gov/pdf_docs/PNACY231.pdf

This report examines the relative strengths and weaknesses of the Electoral Support Consortium (ESC or Consortium), which was established to encourage voters in Namibia to participate in the elections and to help them to make informed voting decisions. Although the focus of this activity was specifically to determine to what extent the ESC has been integrating gender mainstreaming and addressing disability and socially marginalized populations, the report gives an overview of the ESC and the Namibian social environment within which the ESC operates. The ESC includes both funding and implementing partners. The initial assessment of the capacity for, and level of, gender and disability mainstreaming in CVE (Civic and Voter Education) activities was based on a review of a progress assessment conducted by consultant Paavo Pitkanen in February/March 2004, on a report from a 2003 targeted workshop, as well as on a series of meetings with all the donors, ESC partners and Secondary Consortium partners. This report also includes selected websites of international resources on disability issues and a list of disability experts/organizations in Namibia.

TDY 23 Independent External Evaluation of EMPOWER program for USAID/Ethiopia. USAID: December, 2003. [Andrews, M.](#); Bamberger, M.; Tesfay, H. and Seyoum, S. Available on-line at http://pdf.usaid.gov/pdf_docs/PDABZ896.pdf

The EMPOWER project was an agriculture technology transfer and gender mainstreaming project focused on food security and enhanced gender relationships in the Small-holder sector of rural Ethiopia. The project had an overall goal to improve household level agricultural production and productivity in order to enhance food security, reduce vulnerabilities and improve income generation. It also aimed to create more enabling environments for women to fully participate in the processes of development. The cornerstone of the EMPOWER project was capacity building. The project was managed by Winrock International (WI) and funded by USAID/Ethiopia. It operated for five years, from 1998-2003, in four sites within two regions of the country—Southern Nations, Nationalities and Peoples Regional State (SNNPRS) and the Amhara National Regional State (ANRS). The End-of-Project (EOP) Independent External Evaluation was commissioned by USAID/Ethiopia and conducted by DevTech Systems, Inc. This document contains a brief summary of the evaluation findings, conclusions and lessons learned articulated by the evaluation team. The report concluded overall that the EMPOWER project has met the goals and most of the specific targets articulated in the project plan. In addition, findings indicated that the program and the model have proven that significant increases in agricultural productivity can be achieved and that seemingly insurmountable obstacles to raising women's status and participation can be overcome.

TDY 25 Gender Assessment for USAID/Sri Lanka. USAID: February 17, 2004. Diamond, N. K.; Gajanayake, J. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG109.pdf

USAID/Sri Lanka, in the process of finalizing a new Country Strategic Plan for FY 2003-2007, requested a Gender Assessment to be an integral element of the background material that the

Mission was to use in developing its new plan. This Gender Assessment report reflects the findings, conclusions and recommendations of a two-person team of consultants, Drs. Nancy K. Diamond and Jaya Gajanayake. The Assessment Team used various data collection methods including a review of relevant literature/documents, as well as individual and group interviews. More than sixty informants were interviewed, including USAID staff in Washington, DC and Sri Lanka, current and prospective USAID partners, as well as representatives from government, NGOs, civil society, trade unions, academic and donor organizations. The final report provides a comprehensive gender overview for Sri Lanka and a detailed plan for gender mainstreaming in the new USAID/Sri Lanka Country Strategic Plan for their targeted Strategic Objectives. The Assessment Team paid particular attention to how gender relationships may impact program results and how specific activities may affect the status of women. Recommendations include specific ideas for both gender-mainstreamed and gender-focused activities, indicators and monitoring.

TDY 26 Gender Assessment for USAID/Panama. USAID: April, 2004. Jorgensen, J.; Diaz, S. P.; Lambert, V. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG111.pdf

A Gender Assessment for USAID/Panama was completed as part of the preparation of the new Country Plan for 2004-2008. The report reviews the concept of and requirements for gender integration and mainstreaming in USAID. It begins with an overview of contextual factors affecting the status of women and gender relations in Panama, including the activities of government agencies, women's NGOs and other donors. The report then reviews each Strategic Objective (SO) and provides recommendations for gender integration in the program. Finally, it outlines next steps for implementation of gender mainstreaming in the Mission and its programs. The assessment involved a review of Mission documents, those of other donors and the government, as well as interviews with government officials, donors, NGOs and project implementers. The Team met with all project managers as well as with the program officer and others involved in development of the strategy. The Gender Assessment Team also provided a short training session concerning USAID requirements for gender mainstreaming in the program cycle and a de-briefing discussion with the staff. Annex D of this report includes the following resources: A Summary of Projects of Equal Opportunities Programs in Panama; Legal Actions during the 1990s of Particular Importance to Women; Summary of Claims for Unconstitutionality put in by Ms. Mariblanca Staff Wilson; Labor Force Participation and Unemployment by Sex and Additional Documents on Health Policies. This report is intended as a working document for the Mission to serve as a starting point and a reference in the gender mainstreaming process.

TDY 30 USAID/Nicaragua Recommendations for Documents Related to Activity Design, Activity Approval, and Performance Monitoring. USAID: April, 2004. Diamond, N. K. Available on-line at http://www.DevTech Systems, Inc.sys.com/publications/documents/FullReport_Nicaragua.pdf

As part of the development of its new Country Plan (2003-2008), USAID/Nicaragua commissioned a Gender Assessment in March 2003. At the same time, a Mission Gender Committee (MGC) was formed to establish organizational responsibility for gender issues. The MGC includes a representative from each SO Team, the head of the Strategic Management and Assessment Office and the Mission's staff member for external communications. This report starts with a five page briefing document and continues with the key gender issues addressed by the consultant for each of the seven Activity Approval Documents (AADs): Administration of Justice and Legal Reform; Governance Transparency and Accountability; Trade and Investment; Export-led Competitiveness Activities for the Private Sector; Social Sector Governance and Management; Basic Education and Health and Nutrition. The report ends with additional recommendations for the next steps for mission staff and the gender committee.

TDY 31 Gender Assessment for USAID/Timor-Leste: Country Strategy Plan, FY 2004-2009.

USAID: August, 2004. [Diamond, N. K.](http://pdf.usaid.gov/pdf_docs/PDACG112.pdf) Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG112.pdf

USAID/Timor-Leste requested Technical Assistance to understand better the gender issues relevant to their proposed Country Strategy and Performance Monitoring Plan for FY 2002-2009. This report provides an assessment of the critical gender issues, resources and options for USAID/Timor-Leste is based on two weeks of in-country interviews, including key informants who were sector and gender experts from government units, non-government organizations and donor agencies, in addition to extensive review of documents available during the period of work. This report begins with a review of the concept and requirements for gender mainstreaming in USAID programs. There is an overview of the gender context for Timor-Leste, as well as the gender issues specific to the two Strategic Objectives (Economic Growth, Democracy and Governance) and to the Special Objective (Health). The report considers how gender relationships may impact program results, as well as how specific activities may affect the status of women. The recommendations include specific ideas for both gender-mainstreaming and gender focused activities, indicators and monitoring. The present report may also be the basis for further technical assistance provided by USAID/Washington. A list of potential Lusophone NGO experts with skills in Legal/Policy Gender Analysis is included.

TDY 32 Washington DC Agriculture Report “Addressing Gender in Agriculture” Training Workshop. June 29, 2004. Rubin, D. and Feldstein, H. S. Non-published Draft Report.

The Agricultural Office of the Economic Growth, Agriculture and Trade (EGAT) Bureau of USAID wished to incorporate gender more effectively in its program development, implementation and reporting. Gender-related training activities stem from this endeavor to improve gender mainstreaming and are built upon the recommendations of the draft Agricultural Office Gender Assessment presented in April 2004. The purpose of this request was to develop a one half day agricultural gender training module that could be used to train Agency’s agricultural officers and Cognizant Technical Officers (CTOs), project and program managers, principal investigators and team members of agricultural programs such as the Collaborative Research Support Programs (CRSP). This module was piloted in two training sessions: one held on June 29, 2004 and the other in August 2004. The outcomes of these trainings were to be considered in the next training sections in August and October 2004. Information regarding the Final Report of all three workshops can be found in TDY 51 of this Annotated Bibliography.

TDY 33 Gender Profile in Mozambique: Analysis and Action Plan for the New Strategy Period 2004-2010. USAID: February, 2003. Van den Bergh-Collier, E. Available on-line http://pdf.usaid.gov/pdf_docs/PNACS921.pdf

This Gender Profile is a part of the elaboration of the USAID Country Strategy for 2004-2010. Its main purpose is to describe and analyze gender relations in Mozambique in general and to relate these to women’s economic, social and political status. In this way, various issues are identified that constitute important barriers to women’s ability to fully and actively participate in Mozambique’s current and future development in key areas (creation of rural wealth, creation of non-agricultural sources of income, health, HIV/AIDS and Democracy and Governance). The report finds that to foster a strong and proactive women’s movement in Mozambique, it is necessary to promote more institutional capacity building, more training and more coordination, as well as improving linkages between leadership and constituents.

TDY 34 Gender Assessment for USAID/Russia. USAID: October, 2004. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of

Women in Development; USAID Mission to Russia. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG114.pdf

A Gender Assessment was requested by the USAID/Russia Mission to facilitate a statement of appropriate gender equity goals for the Mission, to identify needs for gender training, to clarify additional topics for further gender analysis, to provide preliminary guidance or language on incorporating gender into the Country Strategic Plan, and to help to draft a Gender Action Plan that grows out of the current Strategy. This Gender Assessment contains a background on Russia's gender policy, methodology and conceptual framework of the assessment, and includes a brief description of the sector-specific gender training sessions. It ends with recommendations on how the USAID Mission can support gender mainstreaming in its programs and achieve development outcomes that improve the situation of women relative to men in Russia. Recommendations for improved gender integration include: (1) an Action Plan of operational recommendations for improved gender mainstreaming in compliance with ADS gender requirements, (2) recommendations for future Technical Assistance and Training and (3) gender issues and opportunities identified by sector for consideration by activity managers and sector-specific teams.

TDY 35 Gender Assessment of USAID/Mexico Environment Program with Focus on Conservation International's Usumacinta Watershed Program in Chiapas. USAID: November, 2004. DevTech Systems, Inc.; USAID Mission to Mexico; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG115.pdf

The purpose of this Gender Assessment is to help the USAID Mexico Environment Program and its NGO-partners to build stronger linkages among environmental issues, economic growth and gender equity. A specific focus has been placed on the activities of Conservation International's (CI) Usumacinta Watershed Management Program in Chiapas as well as on ecotourism activities conducted through this program. The Gender Assessment responds also to USAID requirements regarding gender integration in program activities. The Assessment Team conducted site-visits to several of the communities targeted by Conservation International's Usumacinta Watershed Program: Nueva Palestina, Frontera Corozal and Lacanja-Chansayab. The Team has also developed recommendations for Conservation International to establish conditions for improved integration of gender within Chiapas programs. The assessment could serve as a tool for fostering discussions with other institutions regarding gender equity in the region, and for coordinating projects and resources. There is also the opportunity for exchange of information on gender between CI and gender researchers in the region. This Gender Assessment also includes a list of key resources for Gender and the Environment in Mexico.

TDY 36 Summary Report on Gender Training for Conservation International : Population and Environmental Program, Strategic Planning and Gender Workshop, Tuguegarao, Philippines, June 15-20, 2004. USAID: September, 2004. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADA445.pdf

Conservation International (CI) and its Population-Environment (PE) Program sponsored a six-day Strategy Development and Gender Integration Workshop in the Philippines from June 15-20, 2004. The workshop brought together PE staff from four country programs: Madagascar, Philippines, Mexico and Cambodia to share lessons learned in integrated program implementation and monitoring by demonstrating success stories in the field and fostering cross team collaboration and capacity building. The overall objectives of the gender component of the workshop were to increase CI staff knowledge and awareness of gender concepts, to understand how gender relations affect the achievement of results in Conservation, Reproductive Health and

Development and see how such interventions can improve gender outcomes and increase CI staff knowledge as well as the ability to incorporate gender issues into program design, implementation, monitoring and in the analysis of CI's conservation and population-environment programs. The composition of the workshop was twelve women and thirteen men from the following countries: Cambodia (six), Guatemala (one), Mexico (five), Madagascar (three) and the Philippines (ten). This workshop report is divided into the following sections: Background and Objectives; Planning and Design; Activities and Outputs; Participants' Evaluation and Lessons Learned. The Annex includes a case study of Jaú National Park, Brazil.

TDY 37 Gender Assessment for USAID/South Africa. USAID: November, 2004. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; [USAID Mission to South Africa](http://pdf.usaid.gov/pdf_docs/PDACG116.pdf). Available on-line http://pdf.usaid.gov/pdf_docs/PDACG116.pdf

The Gender Assessment is based on reviews of background documentation, meetings with Mission staff members, interviews with USAID implementing partners, Non-Governmental Organizations (NGOs) and Government of South Africa officials and visits to selected field sites, all carried out by the Gender Assessment Team. This report presents the findings, conclusions and recommendations of the Gender Assessment Team for USAID/South Africa. It offers suggestions for integrating gender into the Mission's organizational structure and provides sector-specific suggestions related to the content of its Strategic Objectives (SO) programming.

TDY 40 Gender Mainstreaming Workshops. Ghana, Mali and Niger, 2005. West Africa Water Initiative. WAWI. USAID: November, 2005. Koopman, J.; Akpalu, E.; Diarra, A.; Amadou, M. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADE601.pdf

The objective of the Mali and Niger workshops was to reinforce the capacities of West Africa Water Initiative (WAWI) partners and their colleagues in government agencies to use gender analysis and gender-sensitive project planning and monitoring tools in their normal Water and Sanitation activities in ways that foster gender-balanced participation and project sustainability. In Ghana, the basic objective was to build the capacity of partners to integrate gender concerns into all aspects of West Africa Water Initiative WAWI activities. Other objectives of all three workshops include improving gender awareness among partners; developing skills in gender planning through gender awareness and analysis and developing gender-aware action planning. At the end, participants were expected to be able to review their project/program objective(s) from a gender perspective; to apply the methods for developing gender-sensitive qualitative and quantitative monitoring indicators; to identify some of the major constraints to gender mainstreaming in their institutions and to begin to develop strategies to address these constraints. This document includes workshop reports for each of the participating countries.

TDY 41 Gender Assessment for USAID/Paraguay. USAID: March, 2005. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Paraguay. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG118.pdf

The Gender Assessment and Analysis for USAID/Paraguay was prepared in anticipation of a new Strategic Plan to guide Mission programs after 2005. The Assessment includes a discussion of gender concerns in the on-going activities under the new strategy. Recommendations are offered for increased gender mainstreaming in each of the four Strategic Objective areas. The Assessment is also intended as a starting point for an ongoing process to integrate gender into the Mission's new Strategic Plan and programs, which includes additional activity-level gender analysis, monitoring systems that reflect gender concerns and implementing partners who have the skills to incorporate gender concerns in project implementation. Although gender analysis

and monitoring have not been an explicit part of the Mission's program design and implementation, the Assessment has found an underlying sensitivity to gender as a factor in development and expertise among the partners for implementing many of the recommendations in the report. This document includes a list of Paraguayan NGOs working on gender issues.

TDY 42 Analysis of Gender and Indigenous Issues With Regard to USAID/Bolivia's 2005-2009 Strategy. USAID: November, 2004. DevTech Systems, Inc. Available on-line at http://www.usaid.gov/our_work/cross_cutting_programs/wid/resources/Bolivia.html

This report is intended to be a resource guide to support the USAID/Bolivia Mission in its continuing efforts to ensure that gender and socio-cultural issues are integrated to new activities under its 2005-2009 strategy. The report provides (1) Statistical information on gender and ethnic disparities in the economic and social sectors; (2) Comments on the strategy by sector with suggestions; (3) A summary of project level interventions that support gender and socio cultural inclusion; (4) Published and web based resources on gender and indigenous issues by sector and (5) Spanish and English training materials used in an August 2004 workshop.

TDY 46 USAID/Bosnia-Herzegovina Gender Assessment. USAID: May, 2005. DevTech Systems, Inc.; USAID. Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Bosnia and Herzegovina. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG120.pdf

This report identifies a number of ways the Mission can address gender constraints by making slight and "doable" adjustments in its programming. Recommendations are listed in Section IV of the report. In addition, the report outlines areas where the Mission might consider developing new programs to better address constraints in its revised strategy. The final section of this report outlines ways the Mission can make more effective use of the ADS process to mainstream gender throughout its programming and activities. The recommendations are intended to provide a broad menu of options from which the Mission can select to improve its gender mainstreaming efforts.

TDY 47 Community and Gender Aspects of a Proposed Candlenut Oil Processing Facility in Timor-Leste. USAID: March, 2005. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; Rosser, J. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADC642.pdf

This paper is an interim report containing a summary of the community and gender situations and their implications for a proposed candlenut oil processing project to be developed as a public/private partnership in Timor-Leste. It focuses on topics that have direct implications for the candlenut crude oil processing enterprise and community benefits to be derived from the enterprise. These items may be revised based on analysis and findings contained in the final feasibility study.

TDY 48 Gender Analysis & Recommendations for a Gender Plan of Action: Rural Energy Portfolio - USAID /Bangladesh. USAID: May, 2005. DevTech Systems, Inc.; Institute of International Education (IIE); USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development; USAID Mission to Bangladesh. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADD168.pdf

This report explores the gender issues, impacts and mainstreaming opportunities specific to USAID/Bangladesh's Rural Energy programs under Strategic Objective 7. The goal of these recommendations is to ensure that more gender-sensitive strategies are adopted by energy professionals to meet the sustainable energy needs and priorities of both men and women

stakeholders in rural Bangladesh. Gender sensitive strategies will help to improve the sustainability of rural energy programming by broadening participation in Bangladesh energy activities, reducing gender-based discrimination and improving the status of women in rural energy programs. These efforts are particularly timely since USAID/Bangladesh was in the processing of preparing a new Country Strategy. At the request of the USAID/Bangladesh Energy Team, the Assessment Team focused on the work of their U.S. contractor, the National Rural Electrification Cooperative International Ltd. and three Bangladeshi partners: the Dhaka-based Rural Electrification Board (REB); the rural electric co-operative--known as *Palli Bidyut Samities* (PBS's) that provide retail electric service to consumers and the non-governmental organization, *Grameen Shakti*, which services customers in off-grid areas via solar home systems.

TDY 49 A Menu of Options for Intra-Household Poverty Assessment. USAID: November, 2006. Gammage, S. Available on-line at <http://www.DevTech Systems, Inc.sys.com/publications/documents/Intra-householdPovertyAssessmentToolsFINALREPORT.pdf>

As part of a Congressional mandate in the 2003 Amendment of the Micro-enterprise for Self-Reliance Act of 2000, USAID is responsible for developing accurate, low-cost methods for poverty assessment to be used by Micro-enterprise programs. This mandate calls for methods that can be used by micro enterprise practitioners to assess to what extent they reach the very poor. To this end, the Center for Institutional Reform and the Informal Sector (IRIS Center) at the University of Maryland was contracted by the United States Agency for International Development Micro-enterprise Development office to develop and field test poverty assessment tools for use by institutions providing micro enterprise assistance. The USAID Micro-enterprise Development Office, in turn, requested Technical Assistance from the USAID Office of Women in Development, through its contractor DevTech Systems, Inc., to work with the IRIS Center to take account of the effects of gender differences in the construction and application of the tools. This report, which focuses on the consideration of gender in the design of the Poverty Assessment Tools, complements the work being undertaken by IRIS and provides additional recommendations on how these poverty tools may be adapted to assess the presence of intra-household poverty and inequality. The report offers a preliminary assessment of gender-sensitive intra-household poverty tools and provides recommendations for further research and pilot-testing to develop such tools.

TDY 50 USAID/Serbia & Montenegro: Gender Assessment and Recommendations for a Draft Gender Action Plan. USAID: May, 2005. Somach, S. D.; Blagojevic, M.; Skrijelj, M. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG119.pdf

The purpose of the USAID/Serbia & Montenegro Gender Assessment is to facilitate the statement of appropriate gender equity goals for the Mission, identify any needs for gender training, clarify additional topics for further gender analysis, provide preliminary guidance or language on incorporating gender into the draft Concept Paper and help to draft a Gender Action Plan (GAP) that grows out of the current Strategy and informs the new one. The Assessment Report starts with a background in gender in Serbia (by Marina Blagojevic) and gender in Montenegro (by Majda Skrijelj) and findings of key gender issues, risks and opportunities and relevant NGOs and public institutions. Then, it provides general recommendations focused on operational gender integration, followed by specific recommendations by Strategic Objective area (Economic Policy and Finance, Democracy and Governance and General Development). These recommendations were based on a review of program materials provided by the Mission and meetings with implementing partners, selected NGOs, donors and government officials, in Belgrade and Podgorica, as well as two day-trips outside of the capital cities. Included in the

Annexes are contact lists for Serbia and Montenegro, examples of gender language for RFA/RFP/APS and examples of gender contract/agreement language.

TDY 51 Final Report: Gender Integration Training for the USAID/EGAT/AGR Office and its Partners. USAID: November, 2005. Rubin, D. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACF877.pdf

This is the final report from all three training workshops for the USAID/EGAT/AGR Office and its partners. The report is divided into five sections. Section I provides a background of the training; Section II is a summary of the December 2004 Presentation at EGAT officers training (refer to TDY 32); Section III is a summary of the January 2005 “Training Preview” Workshop for Global Livestock Collaborative Research (CRSP) Support Program (CRSP); Section IV is a summary of the June 2005 Training Workshop for Global Livestock CRSP. The training was conducted for USAID staff as a part of a broader Agriculture and Agribusiness module of the Economic Growth Office’s overview training course. A discussion of the case study “Applying Gender Analysis to the Value Chain: Increasing Horticultural Exports in Egypt” is included. The report ends with evaluations and recommendations for future activities. Training materials from all three workshops can be found in the Appendixes.

TDY 52 OTI Afghanistan Program Evaluation (October 2001-June 2005) Gender Initiatives and Impacts. USAID: October, 2005. Carlin, A. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACF607.pdf

This evaluation of the Office of Transition Initiatives (OTI) program in Afghanistan and its impact upon Afghan women and gender relations was conducted from April – July 2005. It was undertaken in response to a request from the USAID Office of Women in Development and the Office of Transition Initiatives. This report complements an evaluation of OTI’s overall program in Afghanistan undertaken by Social Impact. Information sources for this evaluation included interviews, site visits, IOM and OTI project databases and other program-related documents. Interviews were conducted in Washington, D.C. and Afghanistan with USAID and OTI current and former staff, implementing partners including the International Organization for Migration (IOM), Ronco and NGOs, Afghan government officials and Afghan community leaders and community members. Written documents from OTI, IOM, Ronco and NGO implementing partners were also reviewed. The site visits for this evaluation took three weeks and included travel to and interviews in Kabul, Helmand, Kandahar, Mazar-i-Sharif, Paktia, Parwan and Samangan. This report addresses the same questions as the overall report prepared by Social Impact, through the lens of gender concerns, specifically women’s concerns, since most activities in Afghanistan are divided along gender lines. The report that follows is divided into three sections plus a summary and recommendations section and covers OTI’s ability to mainstream gender concerns into programming, to promote government legitimacy, and to encourage the participatory democratic processes.

TDY 53 Follow on Gender Training for USAID/Paraguay (Incorporacion de la perspectiva de genero en los programas de desarrollo de USAID/Paraguay : Informe del Taller, Junio 14 y 23, 2005) USAID: October, 2005. Brucke, S.; Rojas, C. Available on-line http://pdf.usaid.gov/pdf_docs/PNADE336.pdf

This document describes the gender training and its contents are in Spanish. The training workshop was aimed at institutions, partners and contractors of USAID/Paraguay. The workshop was conducted over two days, with an interval of 6 to 8 days between the two working days so that the participants could prepare information required for the second day of the workshop. The main goals were to provide partners and contractors a focus on gender and conceptual tools in addition to methodologies necessary to incorporate the gender perspective in the development

programs in general as well as in the four USAID programmatic areas; to reflect on the possible activities and strategies to be implemented; carry out an analysis of USAID indicators; and identify possible sub-indicators for the four programs to evaluate and monitor the impact of incorporating gender in the programs. There were twenty one participants and all provided a positive feedback on the workshop as stated in their evaluations.

TDY 54 Report on Gender Integration Consultancy with USAID/El Salvador. USAID: April, 2006. Alberti, A. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADF906.pdf

This 30-day consultancy to implement the recommendations contained in the 2004 Gender Assessment Report on USAID/El Salvador programs. Activities began in May 2005, and were completed in February 2006. The purpose of the consultancy was to assist USAID/El Salvador to implement the recommendations of the Gender Assessment to achieve greater gender integration in its programs and to help the recently established Mission Gender Committee obtain the necessary skills to enable its members to work and support their respective SO Teams in the process of incorporating gender considerations in the design, implementation and evaluation of programs and activities. This report is English with an Spanish version. It includes suggestions for incorporating gender concerns into Requests for Applications (RFA) and Requests for Proposals (RFP). The Annex provides excerpts from USAID solicitation documents to serve as examples of how USAID Missions and Bureaus have integrated gender concerns into their procurement process, with one example from each sector area.

TDY 56 Gender Analysis & Assessment: USAID/Cambodia - Volume I : Gender Analysis. USAID: March, 2006. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development. Available on-line http://pdf.usaid.gov/pdf_docs/PNADF575.pdf

This report is presented in two volumes. Volume 1, “The Gender Analysis,” presents gender roles and relationships in the context of Cambodia and in relation to the scope of the strategy. Volume 2, “The Gender Assessment for USAID/Cambodia,” assesses current USAID program areas, identifying approaches and practices as well as key findings and recommendations for future programs and activity design. The Gender Analysis and Assessment developed for USAID/Cambodia draws on two principal sources of information. One is a review of documents on gender issues in Cambodia, from the USAID Mission, other donors and non-governmental organizations (NGOs) and the government. The other source refers to the 2004 in-depth cross-sector analysis, *A Fair Share for Women: Cambodia Gender Assessment*, prepared by the United Nations Development Fund for Women (UNIFEM) with a coalition of donors and the Ministry of Women’s Affairs. The report also draws on insights gleaned by the assessment team during two weeks of interviews and meetings in Cambodia in October 2005, with government officials, donors, NGOs, project implementers and commune counselors. The Gender Analysis points out that gender disparities in health, education, or access to land or employment, cannot be understood or countered in isolation. In this context, it was recommended that insights and tools be shared across sectors as necessary to correct these inequalities. Another pervasive problem encountered throughout the analysis is the issue of gender-based violence which, as stated, exacerbates all of the other inequalities discussed in the analysis.

TDY 56 Gender Analysis & Assessment: USAID/Cambodia - Volume II : Gender Assessment. USAID, March 2006. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade; USAID Office of Women in Development. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADF576.pdf

The Gender Assessment uses Gender Analysis to examine the USAID/Cambodia portfolio, to highlight gender integration in on-going activities and to suggest potential avenues to strengthen

gender mainstreaming in the future. This report includes several examples of potential issues related to gender in the new program areas, as well as concrete recommendations of steps to formalize the gender mainstreaming process for the Mission. While the purpose of the assessment is to strengthen USAID/Cambodia's program, it can also be a resource for partners and stakeholders who are working in these areas in Cambodia. The assessment not only points to opportunities for mainstreaming gender in relevant programs/projects/activities but also puts a spotlight on strengths in the ongoing activities through both lessons learned and promising practices.

TDY 57 Gender Training & Technical Assistance to USAID/South Africa. October 10-31, 2005 (Vol. I: Report) USAID: January, 2006. Range, M.; Somach, S.; Svendsen, D. and Omambia, D. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG389.pdf

This report describes the Short Term technical Assistance DevTech Systems, Inc. provided to USAID/South Africa in order to integrate better gender issues into its ongoing activities and current Strategic Planning Process following key recommendations from its 2004 Gender Assessment Report. It describes the gender training designed by a four-person team—Leader Maggie Range, David Omambia, Susan Somach and Dian Seslar Svendsen—who spent three weeks at the USAID Mission in South Africa working with Mission staff from Strategic Objective (SO) teams, regional teams and support offices, conducting 16 different training sessions on gender awareness, gender sector skills and facilitating working sessions. In addition, this report informs the ongoing development of the Mission's Gender Action Plan. The purpose of the STTA&T was to help the Mission better understand the complex issue of gender and thus improve its ability to mainstream gender issues into its new rolling Action Plan as well as ongoing and future activities. For this assignment, three deliverables were requested: targeted training for each SO team, facilitated working sessions leading to sector-specific Action Plans and an overview report on key sector issues.

TDY 57 Gender Training & Technical Assistance to USAID/South Africa. October 10-31, 2005 (Vol. II: Appendices) USAID: January, 2006. Range, M.; Somach, S.; Svendsen, D. and Omambia, D. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACG390.pdf

The content of Volume II is organized by an overview of the Training & Technical Assistance; Sector Reports, Observations and Action Plans, Recommendations and Training Models, Materials and Tools. As suggested, many of these materials can be used for distribution to partner organizations.

TDY 59 Gender Training for USAID/Uganda and the Agricultural Productivity Enhancement Program. February 6-14, 2006. USAID: March 2006. DevTech Systems, Inc.; USAID Mission to Uganda. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADF673.pdf

This report presents the processes and outcomes of three gender training workshops USAID/Uganda has organized for its staff, partners, field trainers and farmer organizations. All three workshops were held in Kampala attended by 108 participants and were facilitated by Charity Kabutha (DevTech Systems, Inc. Consultant, Kenya) and by Joy Kwesiga (DevTech Systems, Inc. consultant, Uganda). Their purpose was to train staff and trainers on how to incorporate a message of gender into their everyday trainings. Specifically, the training aimed at developing a common understanding of gender and related concepts; enhancing practical gender analysis skills as a basis for identifying gender issues in agriculture and in household economy; creating a better understanding and appreciation of the implications of gender on agriculture, with specific reference to household economy; building knowledge and tools of integrating gender into technical training. The report provides details on the methodology and tools used in the workshops to reach the above objectives.

TDY 60 Gender –Based Violence Training and Technical Assistance Report. USAID/Peru Health Partners. February 5-14, 2006. USAID: September, 2006. DevTech Systems, Inc.; USAID/Peru. Available on-line at <http://www.DevTech Systems, Inc.sys.com/services/activities/documents/PeruGBVTrainingFinalReport.pdf>

The USAID/Peru Mission, in response to a request from the Peruvian Ministry of Health, requested that the Global Health Inter-Agency Gender Working Group (IGWG) and the Women in Development Office (EGAT/WID) develop and conduct a workshop to provide practical tools for scaling up gender-based violence programming in the country. The IGWG and the Short-term Technical Assistance and Training (STTA&T) Task Order of the WID Indefinite Quantity Contract team have developed a number of modules, including ones on gender-based violence and gender integration. Sandra Aliaga, Maria Rosa Garate and Debbie Caro worked together to develop the training agenda and materials prior to the workshop. Maria Rosa Garate, Edita Herrera and Debbie Caro facilitated the workshop and the follow-on technical assistance meetings. The workshop took place from February 4 to 14, 2006. The first part of this report describes in detail the workshop sessions as well as the follow on Technical Assistance meetings that included discussions with different groups of participants focusing on how to better incorporate gender in their areas of work. The Annexes in Spanish comprise almost half of this report and provide guides and training materials for facilitators and they also describe the outcomes of this Technical Assistance.

TDY 61 Gender Audit USAID/Tanzania. USAID: August, 2006. Rubin, D.; Missokia, E. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADH239.pdf

This report discusses the process and results of a Gender Audit carried out by USAID/Tanzania from February to July 2006 (see Annexes A and B for details). The Gender Audit process addresses not only gender in programming issues but also in the practices and policies of the mission as a whole to provide a holistic picture of gender relations in several aspects of the organization. The audit was supported by the WID Indefinite Quantity Contract, Task Order 1, Short-Term Technical Assistance and Training and also received support from the Gender Advisor from the Regional Economic Development Services Office for East and Southern Africa (REDSO/ESA) for the facilitation of the focus group discussions. This report starts with background on Gender and Development, followed by the methodology of the Gender Audit. The Gender Audit process was developed by InterAction's Commission on the Advancement of Women and it was designed to be used by NGOs and Private Voluntary Organizations (PVOs). The Gender Audit at USAID followed the general sequence laid out for the InterAction Process. This is a unique process that pays attention to four different aspects of an organization's operations: Political will, technical capacity, accountability and organizational culture. The report ends with a review and discussion of the audit results. Annex E includes the Focus Group guidelines with activities used to discuss the audit's findings.

TDY 62 Gender Assessment for USAID/Haiti. USAID: June, 2006. Gardella, A. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACH597.pdf

The USAID Mission in Haiti requested that a Gender Assessment be completed as background for its Country Strategy for FY 2007 to FY 2009. The Gender Assessment for USAID/Haiti was carried out by Alexis Gardella, a U.S.-based gender consultant, in March 2006, including two-weeks of in-country consultation. Through a review of research and program documents and interviews with USAID staff and partners as well as key individuals representing non-governmental and other donor organizations, this assessment involves an analytic process to identify gender relations and gender-based constraints that may affect or be affected by USAID programs. It includes general factors to be addressed in the Strategy Statement itself, as well as

more specific factors to be considered in the preparation of activity-specific documents such as sector analyses, operational plans and activity designs. The first part of this Gender Assessment describes and discusses Haiti's gender differentiated development indicators in areas of demographics maternal mortality, fertility, contraceptive use, HIV infection, education, economic growth, labor, agriculture and rural income, rural and urban poverty and environmental degradation. The latter is followed by a general overview of gender in Haitian society, a discussion of gender issues in Draft Strategic Objectives, ending with a summary of critical gender factors and recommendations and issues for USAID Strategic Objectives. A list of women's advocacy groups in Port-au-Prince is included in the Annex.

TDY 63 Gender Training Report USAID/Nicaragua. March 14-24, 2006. June 2006. USAID: June 2006. DevTech Systems, Inc. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADG497.pdf

In 2003, the WID Office collaborated with the Mission on a Gender Assessment with a follow-on visit by another consultant in 2004 to ensure that the assessment was congruent with USAID Central American regional objectives stipulated by the LAC Bureau. As a means of trying to implement some of the recommendations of the analysis, USAID/Nicaragua requested three workshops on practical approaches to gender integration. Although the emphasis was on the Mission's health programs, the concepts, tools and approaches presented in the workshop are applicable to other sectors with minor adaptations. The training was facilitated by Diana Prieto, co-chair of the Interagency Gender Working Group (IGWG) and Senior Gender Advisor for USAID/GH, Sandra Aliaga and Frances Houck, CEDPA consultants under the POLICY Project, and Deborah Caro of Cultural Practice, under the WID IQC contract. Gertrudis Medrano of the NicaSalud Federation and Dr. Claudia Evans of USAID/Nicaragua assisted in the facilitation of some of the components of the workshop. The facilitators conducted three two-day workshops for interested USAID staff and for USAID health partners, including personnel from the Ministry of Health, NicaSalud and member NGOs and contractors. The workshops helped participants to recognize the importance of gender analysis/gender integration in development policies and programs and to improve the use of gender analysis throughout program and policy planning, implementation, monitoring and evaluation. Details on the workshop activities, topics of discussion and participants' surveys are included in the Appendixes. Appendix 1 contains gender analysis exercises in Spanish. The evaluations of the workshop were overwhelmingly positive. Virtually all of the participants made personal commitments to using the tools from the workshop to review and revise ongoing activities and for the design of new ones. Aside from the Executive Summary in English, this Gender Training Report is in Spanish.

TDY 64 Armenia Gender Mainstreaming Workshop. USAID/Armenia, Project NOVA, and Partners. Yerevan, Armenia. July 11-13, 2006. USAID: September, 2006. Caro, D. A. Available on-line at http://pdf.usaid.gov/pdf_docs/PNADH193.pdf

The purpose of this workshop is to work with USAID/Armenia-funded Project NOVA staff and counterparts to analyze the gender dimensions of reproductive and child health services and to develop concrete actions to integrate gender into programmatic activities. Project NOVA is a nation-wide program that seeks to improve the quality of Reproductive Health (RH) and Maternal and Child Health (MCH) care in the majority of rural Primary Health Care (PHC) facilities in Armenia. The workshop was facilitated by Deborah Caro. She worked with Jina Sargizova, a gender expert and Project Coordinator of the NGO Center in Armenia. Iren Sargsyan, the Project NOVA Gender Advisor, also contributed to the design of the training and was responsible for overseeing the implementation of commitments that emerged from the workshop. The Annexes provide related material and exercises used in the workshop. In Attachment C there is a summary of NOVA tools and products where the project team identified needs for gender support in each specific area.

TDY 66 Gender Assessment for USAID/Colombia. USAID: August, 2007. DevTech Systems, Inc.; USAID Bureau for Economic Growth, Agriculture and Trade. Office of Women in Development. USAID Mission to Colombia. Available on-line at http://pdf.usaid.gov/pdf_docs/PDACJ922.pdf

The Gender Assessment for USAID/Colombia was prepared in anticipation of the 2007 Operational Plan. The Mission asked that the Assessment focus on gender in relation to the armed conflict and its effects, in five programming areas: Justice, Human Rights (with emphasis on domestic violence), Alternative Development, Internally Displaced Populations and Demobilization and Reintegration of Ex-Combatants. The Gender Assessment provides an analysis of gender relations and potential constraints in each program area as well as recommendations on how the Mission might address issues of gender and conflict within these programs.

G. WORLDWIDE ACCESS TO STTA&T DOCUMENTS ON THE WID WEBSITE

The table below lists STTA&T Documents Published under USAID contract # GEW-I-01-02-00019-00 with their currently available statistics by number of documents viewed, their average size, entry and exit hits from 2006-2008.

Table IX-21 Internet searches on STTA&T documents posted on the WID Website

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
1	Oct 2007	WID TO I, short-term technical assistance & training quarterly report : fourth quarter, FY07, July-September 2007	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
2	Aug 2007	Gender assessment : USAID/Colombia	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Colombia				
3	Mar 2007	WID TO I, short-term technical assistance & training quarterly report : second quarter, FY07, January-March 2007	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
4	Dec 2006	WID TO I, short-term technical assistance & training quarterly report : first quarter, FY07, October-December 2006	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
5	Sep 2006	WID TO I, short-term technical assistance & training quarterly report : fourth quarter, FY06, July-September 2006	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
6	Jul 2006	WID TO I, short-term technical assistance & training quarterly report : third quarter, FY 06, April-June, 2006	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
7	Apr 2006	WID TO I, short-term technical assistance & training : quarterly report, second quarter report, FY06, January-March 2006	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
8	Jan 2006	WID TO I, short-term technical assistance & training : quarterly report, first quarter, FY06, October-December 2005	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
10	Jan 2006	Gender training & technical assistance to USAID/South Africa, October 10-31, 2005 : volume II -- appendices	Range, Maggie Somach, Susan et al.				

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
11	Oct 2005	Short-term technical assistance & training : quarterly report, fourth quarter, FY05, July-September 2005	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
12	Jul 2005	Short-term technical assistance & training : quarterly report, third quarter, FY05, April-June 2005	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
13	May 2005	Gender analysis & recommendations for a gender plan of action : rural energy portfolio -- USAID /Bangladesh	DevTech Systems, Inc. Institute of International Education (IIE) USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Energy and Information Technology USAID. Mission to Bangladesh				
14	May 2005	USAID/Serbia & Montenegro : gender assessment and recommendations for a draft gender action plan	Somach, Susan D. Blagojevic, Marina Skrijelj, Majda	(08) 104 (07) 420 (06) 423	457.83 KB 461.73 KB 308.55 KB	73 326 327	70 321 329

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
15	May 2005	USAID/Bosnia-Herzegovina gender assessment	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Bosnia and Herzegovina				
16	30 Apr 2005	Quarterly report, January-March 2005 (second quarter, FY05)	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
17	Mar 2005	Community & gender aspects of a proposed candlenut oil processing facility in Timor-Leste	Rosser, Jane				
18	Mar 2005	Gender assessment : USAID/Paraguay	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Paraguay	(08) 83	290.38 KB	60	62
				(07) 171	269.71 KB	121	126
				(06) 228	190.24 KB	148	148
19	Nov 2004	Gender assessment of USAID/Mexico environment program with focus on Conservation International's Usumacinta watershed program in Chiapas	DevTech Systems, Inc. USAID. Mission to Mexico USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development	Error page			

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
20	Nov 2004	Gender assessment for USAID/South Africa	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to South Africa				
21	29 Oct 2004	Quarterly report, July-September 2004 (fourth quarter, FY'04) : USAID contract # GEW-I-01-02-00019-00	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
22	Oct 2004	Gender assessment for USAID/Russia	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Russia	(08) 38	642.02 KB	28	29
				(07) 200	609.92 KB	145	140
				(06) 314	393.04 KB	212	214
23	Sep 2004	Summary report on gender training for Conservation International : population and environmental program, strategic planning and gender workshop, Tuquegarao, Philippines, June 15-20, 2004	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
24	Aug 2004	Gender assessment for USAID/Timor-Leste : country strategy plan, FY 2004-2009	Diamond, Nancy K.	(08) 255	578.47 KB	182	179
				(07) 328	656.47 KB	255	255
				(06) 321	433.29 KB	197	208
25	30 Jul 2004	Quarterly report, April 1-June 30, 2004 (third quarter, FY'04) [: quick response, short-term technical assistance and training supporting gender integration in USAID operating units]	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
26	May 2004	Gender mainstreaming and disability sensitization in civic and voter education for USAID/Namibia	DevTech Systems, Inc. World Learning Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Namibia	(08) 92	460.86 KB	53	55
				(07) 266	458.26 KB	199	202
				(06) 314	274.19 KB	77	189
27	Apr 2004	Gender assessment for USAID/Panama	Jorgensen, Janice Díaz, Silma Pinilla Lambert, Virginia	(08) 177	296.58 KB	148	146
				(07) 249	326.60 KB	178	180
				(06) 294	240.40 KB	201	202
27	Apr 2004	Gender assessment for USAID/Panama	Jorgensen, Janice Díaz, Silma Pinilla Lambert, Virginia	(08) 177	296.58 KB	148	146
				(07) 249	326.60 KB	178	180
				(06) 294	240.40 KB	201	202

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
28	Apr 2004	Gender assessment for USAID/Macedonia with training report and action plan recommendations	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID Mission to Macedonia	(08) 74	817.26 KB	51	51
				(07) 227	806.98 KB	170	174
				(06) 395	503.76 KB	274	279
29	30 Apr 2004	Quarterly report, January 1-March 31, 2004 (second quarter, FY'04) [:quick response, short-term technical assistance and training supporting gender integration in USAID operating units]	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
30	31 Mar 2004	Gender assessment and action plan for USAID/El Salvador	Alberti, Almalia M. Munoz, Alexis Violeta	(08) 45	512.88 KB	18	20
				(07) 142	655.05 KB	83	86
				(06) 246	396.29 KB	137	144
31	17 Feb 2004	Gender assessment for USAID/Sri Lanka	Diamond, Nancy K. Gajanayake, Jaya	(08) 215	799.05 KB	172	171
				(07) 363	713.27 KB	259	265
				(06) 446	433.32 KB	274	267

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
32	30 Jan 2004	Quarterly report, October 1-December 31, 2003 (first quarter, FY'04) [: quick response, short-term technical assistance and training supporting gender integration in USAID operating units]	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
33	15 Jan 2004	Gender assessment for USAID/Caucasus/Azerbaijan	Somach, Susan D. Dadasheva, Kamilla Kasumova, Elena	(08) 111 (07) 181 (06) 400	586.08 KB 785.23 KB 350.56 KB	89 124 279	90 134 281
34	Dec 2003	Independent external evaluation of EMPOWER program for USAID/Ethiopia	Andrews, Mary Bamberger, Michael et al.				
		Part I		(08) 74 (07) 335 (06) 297	711.73 KB 835.71 KB 510.54 KB	51 203 158	51 218 166
		Part II		(08) 138 (07) 191 (06) 244	351.31 KB 387.54 KB 250.16 KB	86 130 145	84 127 152

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
		Part III		(08) 56	218.05 KB	6	8
				(07) 105	302.36 KB	35	39
				(06) 94	206.20 KB	25	26
		Annexes		(08) 253	246.60 KB	166	166
				(07) 381	258.79 KB	272	278
				(06) 499	185.08 KB	349	344
35	Nov 2003	Africa Bureau gender training : needs assessment	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Bur. for Africa				
36	Sep 2003	Gender assessment for USAID/Tanzania	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Tanzania	(08) 227	421.71 KB	157	157
				(07) 560	415.14 KB	362	377
				(06) 741	277.97 KB	476	485
37	Aug 2003	Gender assessment for USAID/Guyana	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Guyana	(08) 109	389.50 KB	71	73
				(07) 237	424.97 KB	180	185
				(06) 237	305.57 KB	137	143

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
38	Jul 2003	Gender assessment for USAID/RCSA	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Bur. for Africa. Regional Center for Southern Africa (RCSA)	(08) 30	1.05 MB	14	15
				(07) 45	979.48 KB	16	19
				(06) 175	655.51 KB	88	87
39	31 Jul 2003	Quarterly report, April 1-June 30, 2003] [: quick response, short-term technical assistance and training supporting gender integration in USAID operating units]	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
40	Jun 2003	Gender assessment for USAID/Caucasus	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Regional Mission for the Caucasus	(08) 74	681.15 KB	39	39
				(07) 181	785.23 KB	124	134
				(06) 289	455.25 KB	168	179
41	May 2003	Gender assessment for USAID/Morocco	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development USAID. Mission to Morocco	(08) 584	457.70 KB	477	483
				(07) 803	460.80 KB	634	638
				(06) 1069	339.31 KB	798	799

No.	Pub. Date	Title	Author	Viewed	Avg. Size	Entry	Exit
42	May 2003	A gender assessment for USAID/Morocco in preparation for its country strategic plan 2004-2008	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
43	30 Apr 2003	Quarterly report, January 1-March 31, 2003 [: quick response, short-term technical assistance and training supporting gender integration in USAID operating units]	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				
44	2003	Quick response, short-term technical assistance and training supporting gender in USAID operating units under leadership of EGAT/WID : quarterly report, October 1, 2002 to December 31, 2002	DevTech Systems, Inc. USAID. Bur. for Economic Growth, Agriculture and Trade. Ofc. of Women in Development				

H. WORK PLAN

Juarez and Associates, Inc.

1001 Connecticut Ave., Suite 335. Washington, DC 20036

Work Plan for Interim Assessment of Impact/Results of the Short-term Technical Assistance and Training Task Order

October 11, 2007 – March 11, 2008

In response to RFTOP

Under IQC No. GEW-I-00-02-00020-00

Integrating Gender for Development Results: Women in Development

Background

The interim assessment of the WID Office's Short-term Technical Assistance and Training (STTA&T) will be conducted by Juarez and Associates. This assessment will focus on the impact of assistance provided by WID to missions and other operating units to accomplish the goals of integrating gender issues in development assistance activities and promoting gender equality.

DevTech Systems, Inc. is the holder of the Short Term Technical Assistance & Training (STTA&T) Task Order (TO) under the Women in Development Indefinite Quantity Contract (IQC). As part of this TO, DevTech Systems, Inc. is responsible for providing Gender Assessments, Technical Assistance to Mainstream Gender in Sector-Specific Programs, and Gender Evaluations. This task order was signed in September 2002. It works with USAID missions and other operating units at their request to integrate more fully gender concerns into their programs. STTA&T has conducted country-level gender assessments in all regions, helped mission strategic objective teams better integrate gender issues at the activity level, trained USAID staff and partners, evaluated gender-integration activities, and analyzed the degree to which gender is incorporated in country strategies, and implemented a method for measuring USAID's overall performance on gender integration. These activities have been undertaken during the 5 years of the STTA&T TO. In October 2007, DevTech Systems, Inc.'s TO was extended for another 2 years (until 2009).

STTA&T operates on the basis of scopes of work received from USAID missions and operating units. The task order CTO reviews the scopes for appropriateness of work to be carried out and cost. The task order staff fields consultants to implement the scopes of work. Consultants' reports and trainings are the main task order outputs. Although work is carried out worldwide, the task order is based in Arlington, Virginia and there are no overseas offices. DevTech Systems, Inc. has been responsible for providing a quick response under the STTA&T. For example, they might be requested to send gender consultants to a conference, to provide sectoral assistance, to attend meetings in DC, or to provide training to contract officers. Indeed, they have been requested to provide a myriad of particular activities under three broad headings: Gender Assessments, Technical Assistance to Mainstream Gender in Sector-Specific Programs, and Gender Evaluations.

The STTA&T is a demand-driven TO which is dependent upon the individual Missions, the WID office or USAID-DC requesting services. These services are requested through the generation of a SOW which is then passed on to DevTech Systems, Inc. DevTech Systems, Inc. then puts together a budget and team for the requested activity. The majority of the training activities undertaken by DevTech Systems, Inc. under this TO were completed by teams of three who put on half-day training workshops on gender integration, ADS and how Missions can meet the USAID requirements. The demand for the STTA&T has ebbed and flowed over the past 5 years. In the past, there was a high demand for Gender Assessments by Missions because they were required to do them or they had a desire to receive training. For the first 4 years of the STTA&T project the services were free to Missions. During the current reconstruction of the ADS (USAID's Directive Management Program), and of USAID generally, DevTech Systems, Inc. has noticed a trend of fewer assessments being requested. There is no longer a pre-strategy assessment required. Furthermore, since

the Missions were required to pay for 50% of the cost of Dev Tech's services under the STTA&T there has been a marked decrease in requests made under this TO.

Just as the demand for the STTA&T has altered over time so have the personnel in the WID office. Over the past 5 years DevTech Systems, Inc. has worked with three different CTOs at the WID office. Each CTO has had a different approach for marketing the service to Missions. In summary, personnel changes, structural changes to strategic plans and the ADS as well as political changes, and the obligation to pay for 50% of the cost of the services have had an effect on the demand for STTA&T activities.

Management Plan

The interim assessment of Short-term Technical Assistance and Training (STTA&T) implemented by DevTech Systems, Inc. will consist of a desk study to determine the effects that WID activities have had on the understanding and application of gender issues on the part of USAID staff and their implementing partners. In other words, how has training in gender issues affected new program designs and the implementation of ongoing projects and activities? The general task is to address the following questions:

Did the Mission/operating unit find the technical assistance helpful?
Were the assessments carried out by STTA&T sound and appropriate to USAID's needs?
Was the STTA&T staff able to meet most requests?
Was there a discernable difference in strategies or programs in Missions that had been provided technical assistance from those that did not receive such assistance?

The J&A team will be composed of Dr. Flavia Ramos (Project Director), and Ms. Vanessa Shields (Assessment Specialist). The assessment team will be responsible for collecting and analyzing existing government and project documents and other data. They will meet with DevTech Systems, Inc. project staff to identify key documents and other data to review as well as to identify potential key-informants to contact for interviews. The team will seek the assistance of the USAID/WID Office in Washington DC to identify USAID missions and contacts within missions that benefited from STTA&T. They will then conduct telephone or face-to-face interviews with USAID personnel and other key informants that have been approved by the WID office.

The assessment of the STTA&T will provide a broad, sectoral analysis taking into account a variety of different thematic areas, the effectiveness of the expatriate consultants used; the format of the training; and any structural issues. Juarez & Associates will also focus on answering the subtle questions associated with the different types of gender interventions such as:

What was useful?
What was not useful?
Was the Mission happy with the training (satisfied)?
Have training participants used what they learned? If so how?
How could training have been done better?
Does the assessment help the mission?
Did it have an impact on them?
Does the gender training depend on a person staying in that mission?

The assessment team will begin with a desk study of available documents and exploratory communications with DevTech Systems, Inc., USAID/WID Office, and USAID missions in selected locations to identify key-informants for in-depth interviews. Shields and Ramos will then, (1) Prepare a work plan for interim assessment of the STTA&T; (2) Identify, collect, and analyze documents and other existing data produced by DevTech Systems, Inc.; (3) Design data collection instruments (interviews); (4) Conduct face-to-face and telephone interviews with key-informants and USAID personnel; (5) Analyze collected data (documents and interviews); (6) Provide the USAID/WID office with an Intermediate Assessment for review; (7) Submit a final report.

Level of Effort

The total level of effort for the STTA&T Assessment from the period of 14 Sept. 2007 – 13 Sept. 2008 is approximately 70 working days.

It is estimated that Flavia Ramos will spend 25 days to:

- a) Draft a work plan for the interim assessment of STTA&T;
- b) Design assessment tools and data collection instruments;
- c) Conduct and analyze interview data and incorporate findings in the final report.

It is estimated that Vanessa Shields will spend 45 days to:

- a) Identify and analyze documents and existing data;
- b) Conduct interviews with key informants focusing on issues raised in document review;
- c) Assist in analyzing the data from documents and interviews, and summarize the findings for the final report.

Methods

Document Review

The J&A team will review all the documents provided prior to the start of the assessment as well as other documents provided by DevTech Systems, Inc. to include the following:

USAID Mission Gender Assessments

Colombia
Azerbaijan
Haiti
Sri Lanka
Tanzania
South Africa
Bosnia

Gender Training

South Africa
Armenia
Peru
Uganda
Gender Integration Training for the USAID/EGAT/AGR Office and Partners

Sectoral-based technical assistance to USAID

A Menu of Options for Intra-Household Poverty Assessment
Gender Integration Consultancy to USAID/EI Salvador
Community and Gender Aspects of a Proposed Candlenut Oil Processing Facility in Timor-Leste
Gender Analysis & Recommendations for a Gender Plan of Action: Rural Energy Portfolio
USAID/Bangladesh
West Africa Water Initiative Workshop Report (June 2005)

Gender Evaluations (list)

Gender Evaluation of OTI's Program in Afghanistan
Independent External Evaluation of EMPOWER Program for USAID/Ethiopia

We would like to have a comprehensive sample of documents distributed by geographical areas, types of interventions, time period (2002-2007), etc.

Potential Sample Activities

By regional area (LAC, AF, Agency-wide)
By Activity Types
Also need to look at follow-on activities (Who did it? Local team member? Importance of relationship building to success of STTA&T)?

Document review will be followed by Interviews with Key informants. The first task is to *identify and analyze documents* and other *existing data* produced by DevTech Systems, Inc. After reviewing these documents we will interview key informants to determine the following:
Descriptions of interventions and activities (e.g., gender assessments, training, sector-specific assessments, gender evaluations, etc)
Perceptions of the quality, relevance, and impact of STTA&T activities (e.g., end-of-workshop satisfaction measures, evaluation reports, etc)

Interviews

The results of the document review will be used to design and structure interview protocols to be used with personnel from USAID Missions¹⁸ who have utilized the STTA&T. Prior to the interviews of key informants, J&A will make a list of the number and types of individuals involved¹⁹. Once the sample of participants has been selected, key informants will be interviewed using a semi-structured protocol which will include questions related to gender-integration in programmatic activities to determine the depth of knowledge and any possible learning and adoption of new strategies to gender integration and mainstreaming as a result of having been in contact with staff and trainers who participated in the STTA&T.

The objective will be to collect detailed information on whether the Mission/operating unit found the technical assistance helpful, whether the assessments carried out by STTA&T were appropriate for USAID's needs, and whether the STTA&T staff was able to meet requests. The goal is to determine what possible impact the STTA&T may have had on USAID staff and development practitioners who benefited from the STTA&T. J&A proposes to review STTA&T-related documents and activities, as well as the content of interviews with USAID Mission staff who received STTA&T assistance, to determine how USAID Missions and other operating units are able to integrate more fully gender concerns into their programs in the last three years as a result of this activity.

The questions to be answered are a) whether or not there are discernable developments in integrating gender in strategies or programs in Missions as a result of receiving technical assistance, and b) what type of adjustments would need to be made to helping Missions better integrate gender issues at the activity level, training USAID staff and partners, monitoring gender-integration activities, and analyzing the degree to which gender is incorporated in all USAID activities.

Potential difficulties collecting qualitative data

The number one problem that J&A may encounter during the assessment of the STTA&T is difficulty locating participants who have received training due to the continuous rotation of USAID staff in and out of Missions who have received training, technical assistance or gender evaluations. Missions are also under a considerable amount of pressure to complete their day-to-day tasks and, as such, they may not be responsive to on-line questionnaires or phone calls. However, some mission personnel have established good relationships with DevTech Systems, Inc.'s gender consultants and trainers. In some cases, this has resulted in a request for additional, follow-up activities. According to DevTech Systems, Inc., personnel, these connections between individuals at Missions and DevTech Systems, Inc. staff and consultants fostered exchange, understanding and quality work.

Data Analysis

Detailed notes will be kept of the interviews and, when confidentiality has been requested by an interviewee, every effort will be taken to protect anonymity, unless consent is given to interviewers to make public the identity of key informants. Following the collection of data, individual identities will be removed from all records. In this manner, information regarding an interviewee's participation will be kept confidential. However, information about the types of individuals who found the STTA&T task order useful and those who did not may be necessary if the WID Office is to make improvements in this activity. The interview data will then be coded to categorize all the responses by respondent characteristics and the specific answers given

¹⁸ USAID Missions are the main focus of the assessment. We expect to interview 15-20 operating units as a baseline.

¹⁹ In response to the RFTOP, Juarez and Associates had proposed to divide key informants into two groups—those who benefited from the STTA&T and those who did not. However, after the preliminary meetings with DevTech Systems, Inc., we realized that it would be too cumbersome to carry out a semi-experimental study. Having a control group will not help in answering the target questions and will add to the difficulty we face in contacting individuals in missions that benefited from STTA&T, and the fact that many of these individuals have moved to other missions. Therefore we will not interview those that did not receive STTA&T assistance.

for each of the questions. Once the coding has been completed, the responses can be classified, tabulated and grouped according to the specific content of each.

Deliverables

As stated in the RFP, the J&A team will deliver a work plan for the interim assessment of STTA&T by three months after signature of the task order. The work plan will lay out the anticipated outcomes for the monitoring project and scheduling for all the logistical arrangements, expectations for the interim assessment of the STTA&T activity with detailed methodological approaches, assessment tools and data collection instruments as well as reporting. The contractor will produce a quarterly progress report detailing actions taken, resources used and any problems encountered. These should be brief (five pages or fewer) and will be provided to the CTO within two weeks after the close of the calendar quarter. The final draft for the STTA& T assessment will be delivered to the CTO within six months after the signature of the agreement. The final report will not be more than 30 pages long, and will include an executive summary, description of findings and implications for action based on the data analyses.

ASSESSMENT TIMELINE	MONTH 1 (10.11.07 - 11.11.07)	MONTH 2 (11.11.07 - 12.11.07)	MONTH 3 (12.11.07 - 1.11.08)	MONTH4 (1.11.08 - 2.11.08)	MONTH 5 (2.11.08 - 3.11.08)
Review Background Docs					
Interview Design					
Work Plan Submitted		11.19.07			
Interviews Conducted			01.11.08		
Intermediate Assessment Submitted			12.20.07		
Data Analysis					
Final Draft Submitted					3.11.08

Proposed Personnel

For the interim assessment of the Short-term Technical Assistance and Training (STTA&T), J&A personnel includes Dr. Flavia Ramos as the Project Director and Ms. Vanessa Shields as the Assessment Specialist. Both will receive additional support from J&A support personnel as needed.

Professional Experience of Personnel

Education Specialist: Flavia Ramos, Ed.D. Dr. Flavia Ramos has a Doctor of Education (Ed.D) and a Master of Education (M.Ed) from the Center for International Education, University of Massachusetts Amherst; and a BA in Art Education from the Federal University of Rio de Janeiro (UFRJ), Brazil. She has twenty years of experience in international development education, training, and research; management of international participant training programs; nonformal adult education; materials and curriculum development; teacher training; qualitative research methods; comparative, international, global and intercultural education; women's education and gender in development. She has taught international education courses and led study abroad programs at several universities (American University, George Washington University, School for International Training, University of Connecticut, University of Florida, and the University of Massachusetts). She also served as Program Director of the International Training and Education Program at American University (2002-2007). Ramos has extensive experience in program management, training of trainers, strategic planning, evaluation, research design, and assessment of education initiatives in multicultural, post-conflict and development settings. She has served as educational consultant to several international organizations and government agencies including USAID, USIA and USDOL; Directed participant training programs sponsored by USAID and the World Bank. Provided overall management, administration, program development, and supervision of design and delivery of customized technical training programs and implemented numerous participant training programs for teachers, grassroots development workers, women's leaders, human resource managers, graphic artists, and health workers from Latin America, Africa, and Asia (Institute for Training and Development, World Learning). She has produced informational materials and training curricula targeting multicultural and multilingual populations in the United States and abroad, and conducted social marketing research for health and education (Massachusetts

Center for SIDS, The Johns Hopkins University, Center for Communication Programs, and the National Coalition of Advocates for Students). Flavia Ramos is the author and illustrator of several training manuals, technical reports, and scholarly publications including: *The FotoDialogo Method*, a nonformal education and research tool aimed at building dialogue among culturally diverse women's groups; Co-author of *Nosotras Viviremos*, bilingual health and sexuality education curriculum addressed to farm-working Hispanic female adolescents and women in the United States; and numerous children's books in her native Brazil. She has also served as a member of review panels for the Institute of International Education (IIE); International Research & Exchanges Board (IREX); Bureau of International Labor Affairs, U.S. Department of Labor (USDOL); and the United States Institute of Peace (USIP). Ramos' international and work experiences include: Bolivia, Brazil, Cuba, El Salvador, Guatemala, Nicaragua, Peru, Iraq, Somalia, and the United States. She is fluent in English, Portuguese, and Spanish.

Assessment Specialist: Vanessa Shields has an MA in International Politics and Security Studies from the University of Bradford, UK and a BA in Communications and International Relations from Fairleigh Dickinson University. Ms Shields has experience with qualitative evaluations of USAID projects including for USAID EQUIP 1 as well as with the United Nations in areas such as active learning, public private partnerships for educational initiatives, education and fragility, and legislative and security sector reform in post-conflict states. Ms Shields is the project manager of Juarez & Associates EQUIP 1, Leader with Associates Award, WID IQC and ABE IQC. As Project Manager she is responsible for assisting with proposal development and design, recruiting consultants, and backstopping projects. Ms Shields is currently collecting data through interviews, literature reviews, and questionnaires for an EQUIP 1 project on sustainability in public private partnerships in education. As part of this research she will be traveling to Namibia to collect data and conduct interviews with businesses, schools, Ministries and communities on public private partnerships in education. In the past, Ms Shields was contracted to initiate, organize and facilitate a *North Atlantic Treaty Organization Advanced Research Workshop* in Jordan. She was responsible for all administration, backstopping, strategic planning and budgeting for this high-level workshop. In 2004, Ms Shields was contracted by the *United Nations Institute for Disarmament Research* to write a report for the *European Commission* on how to develop a monitoring mechanism for EU arms embargoes. For this project, Ms. Shields conducted interviews, collected data through literature reviews and designed and administered questionnaires. She has conducted extensive research trips to Northern Ireland, Lebanon and Jordan. Ms Shields is a member of the International Association of University Presidents United Nations Commission on Disarmament Education, Conflict Resolution and Peace as well as being a member of the Society for International Development and a mentor in the NESTA-sponsored, ASHA Foundation 'Women, A World of Inspiration' program. She is an on-going guest lecturer on leadership, peace building and conflict resolution at Wroxton College, UK, Alma College, MI, and Fairleigh Dickinson University, NJ. Her publications have featured in *Conciliation Resources* and *The Journal of Peace, Conflict and Development*, *The Journal of Legislative Studies* and *European Action on Small Arms and Light Weapons and Explosive Remnants of War* (United Nations Press, 2007). Her first book Beyond Settlement: Making Peace Last after Conflict will be published by the Associated University Presses in Fall 2007.

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Updated Timeline for Interim Assessment of Impact/Results of the Short-term Technical Assistance and Training Task Order

May 29, 2008

Activities	October 2007- March 2008	April 30	May 30	June 30	July 15
Initial meeting with DevTech Systems, Inc. STTA&T team					
Background documents selected and approved		←			
Review of background documents completed					
Individuals selected for interviews and contacted					
Work Plan submitted and approved (December, 2007)					
Interviews w/ key-informants conducted (14)					
Additional Interviews conducted					
Interim Report submitted					
Number of STTA&T selected		24			
Number of additional key informants contacted from March to April 2008 in countries where previously there was no response		56	←		
Number of interviews completed to date		20			
Additional interviews with key informants (3)					
Transcription of additional interviews with key informants					
Tabulating interview responses and analyzing data for STTA&T assessment report using MAXQDA					
J&A provides WID w/ a new timeline and outline of assessment report					
WID provides J&A w/ contact names for donor agencies; J&A contacts donors by e-mail or phone and asks 2-3 questions regarding the use of documents produced by DevTech Systems, Inc. under TO1					
Mary Knox provides list of Education officers in training in DC (May 19-23) to J&A; J&A interviews more people (in-person) if they are available during training; J&A contacts education officers in training.					
J&A contacted Alicia Slate (Nicaragua/HI) in regards to Gender Training in Nicaragua (TDY63). Interview was conducted on May 22, 2008. Dora Gutierrez (San Salvador/HIO) was also contacted in regards to TDY 19 but she did not participate in the Gender Assessment in El Salvador. She referred to Carmen Henriquez who participated in the activity. However, an interview had already been conducted with Ana de Valencia in Re:				←	

Assessment in El Salvador. No further contacts were made after review of list of participants and their involvement in WID TO1. Summaries of document review and annotated bibliography is completed; text from interviews is been coded using MAXQDA (still waiting to add more data from recent interviews); interviews w/ key informants and donors on-going.					
Activities	October 2007- March 2008	April 30	May 30	June 30	July 15
List of documents and reports produced by DevTech Systems, Inc. under WID TO1 is completed. J&A provides DEC and WID Website manager w/ list of docs by DevTech Systems, Inc. for further research. J&A sends list to DEC (contact was made via e-mail, but no reply has been received). J&A contacts the WID website manager (<i>Siobhan Green</i>) by phone and e-mail. J&A also asks the WID web manager for the contact information for the DEC Webmaster--Roger Reynolds. The WID Website manager is on vacation till June 3. J&A sends her a list of documents produced by DevTech Systems, Inc. under the WID/TO 1 Short Term Technical Assistance and Training (2002-2007) with notes on the dead links. J&A asks the WID web manager to provide the stats on the docs available online including the following: most visited pages number of hits number of downloads J&A researches documents on website to establish number of hits/downloads of DevTech Systems, Inc. STTA&T documents					
J&A produces ~30-page draft report by June 30 th , 2008 (Annexes do not count against page limit) including analyses of document review and interviews; annotated bibliography w/ list of 66 STTA&T					
J&A produces final report upon review of draft by WID Office by mid-July.					

X. Figures and Tables

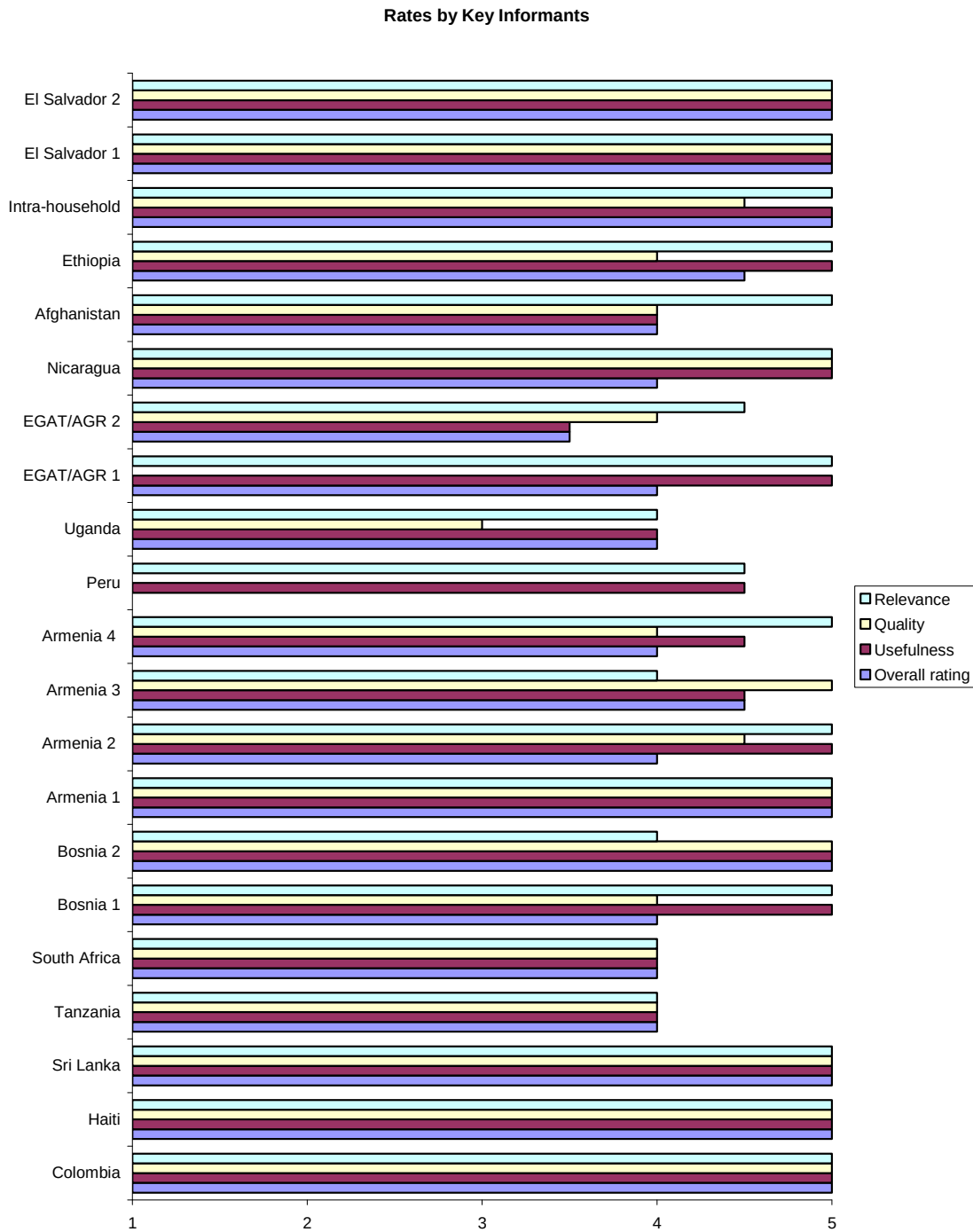


Figure X-1: Rates by Key Informants

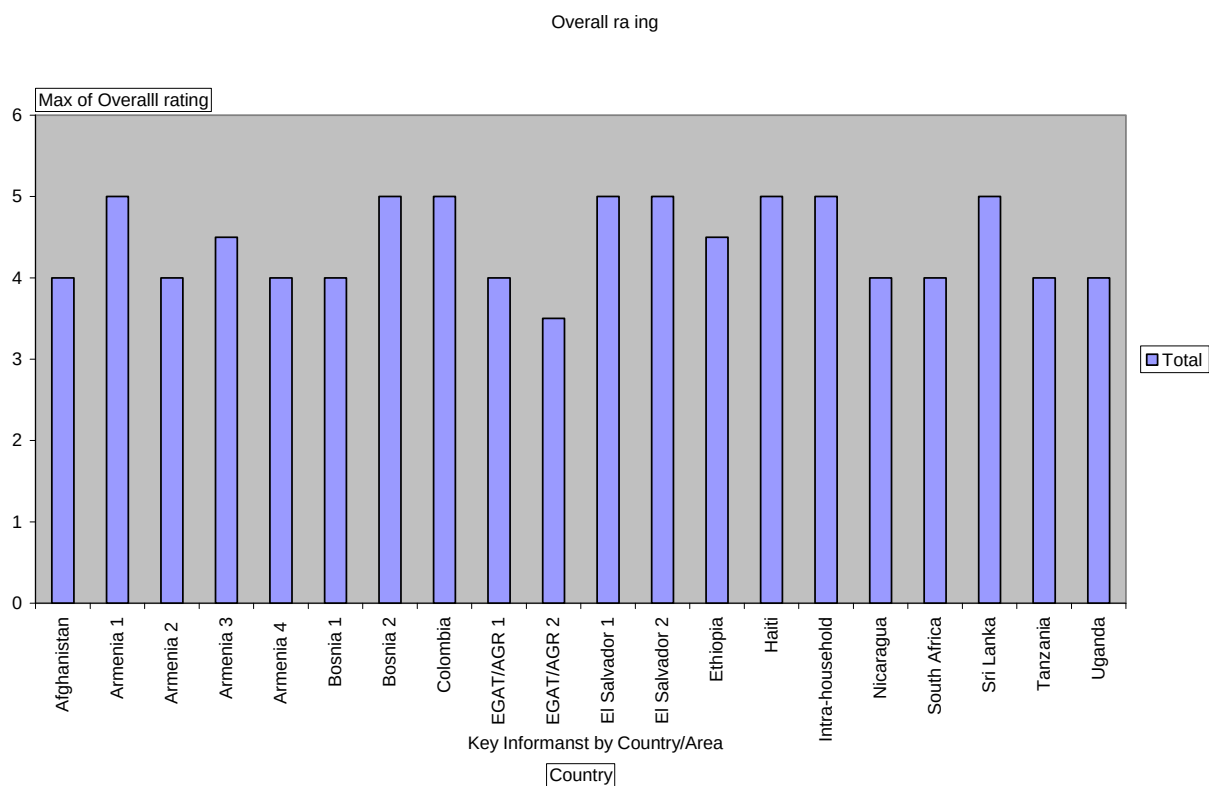


Figure X-2 Overall Rating of STTA&T Activities

Table X-1 STTA&T ratings by items and by key informants

Type	Key Informant Country/ Sector	Key Informant Position	Institution	Overall rating	Usefulness	Quality	Relevance
GE	Afghanistan	Deputy Country Representative for Liberia	USAID/OTI	4	4	4	5
GT	Armenia 1	Coordinator, Capacity Building and HIV/AIDS Prevention	Local NGO	5	5	5	5
GT	Armenia 2	Gender Advisor and Assistant to Facilitator	Project NOVA	4	5	4.5	5
GT	Armenia 3	Director of Program Development, Former COP of Project NOVA in Armenia	IntraHealth International, Inc.	4.5	4.5	5	4
GT	Armenia 4	Senior Advisor Health/Social Protection, Democracy & Social Reform	USAID/Armenia	4	4.5	4	5
GA	Bosnia 1	USAID Project Management Specialist	USAID/Bosnia	4	5	4	5
GA	Bosnia 2	Program Management Specialist – Manager of the Civil Society Program	USAID/Bosnia	5	5	5	4
GA	Colombia	Program Development Specialist	USAID/Colombia	5	5	5	5
GT	EGAT/AGR 1	Company Director	Women Owned for Profit Business	4	5	n/a	5
GT	EGAT/AGR 2	Rural Development Advisor	USAID/ Washington, DC	3.5	3.5	4	4.5
SB	El Salvador 1	Gender Coordinator/Program Development Specialist/Mission Officer	USAID/EL Salvador	5	5	5	5
SB	El Salvador 2	Program Specialist and Mission Evaluation Officer	USAID/EL Salvador	5	5	5	5
GE	Ethiopia	Senior Gender Expert	African Development Bank/Tunis	4.5	5	4	5
GA	Haiti	Senior Program Advisor	USAID/ Haiti	5	5	5	5
SB	Intra-household	Senior Knowledge Management Advisor	USAID Micro-enterprise Development	5	5	4.5	5
GT	Nicaragua	Program Development Specialist (Education)	USAID/ Nicaragua	4	5	5	5
GT	Peru	USAID/Gender and Policy Advisor	USAID/ Washington, DC	n/a	4.5	n/a	4.5
GA	South Africa	Project Development Specialist and Gender Focal Point in the Nam bia PEPFAR Office	USAID/Namibia formerly USAID/South Africa	4	4	4	4
GA	Sri Lanka	Senior Development Officer and Gender Advisor	Canadian International Development Agency	5	5	5	5
GA	Tanzania	Program Specialist	USAID/Tanzania	4	4	4	4
GT	Uganda	Program Manager Specialist	USAID/Uganda	4	4	3	4

GA – Gender Assessment

GT -- Gender Training

GE – Gender Evaluation

SA – Sectoral Based

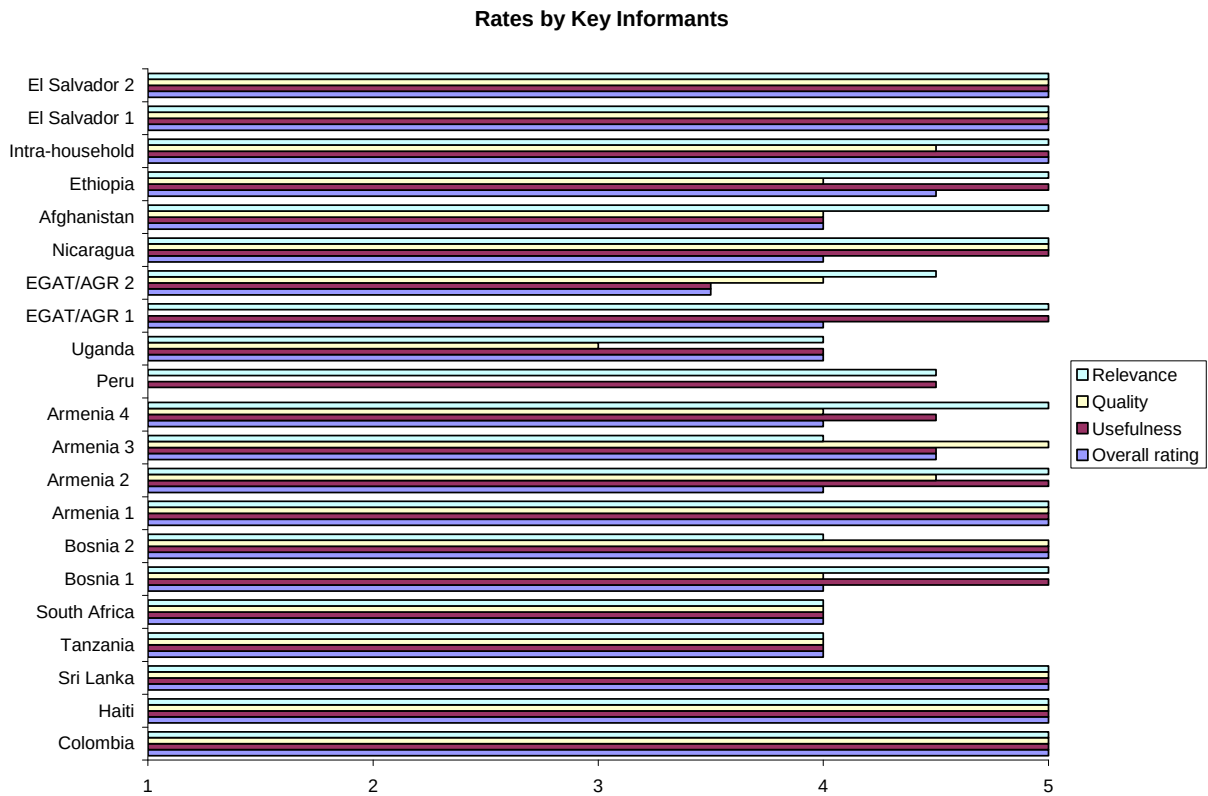


Figure X-3 Ratings by Key Informants

Table X-2 USAID Automated Directives System Requirements

ADS Reference **ADS Requirements**

201.3.7.1	A Strategic Objective must incorporate (a) the findings of mandatory technical analyses, and (b) actions to overcome identified significant obstacles to SO results.
201.3.8.4 Effective Date: 01/31/2003	Strategic Plans must reflect attention to gender concerns. The gender analysis is mandatory. Strategic Plans must reflect attention to gender concerns. Unlike other technical analyses, gender is not a separate topic to be analyzed and reported on in isolation. Instead, USAID's gender mainstreaming approach requires that appropriate gender analysis be applied to the range of technical issues that are considered in the development of a given Strategic Plan.
201.3.12	Activity Planning. 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.
201.3.12.15	Activity Approval Document (AAD) 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.
203.2.4.3	Performance management systems at SO and IR levels must include gender sensitive indicators and sex-disaggregated data in accordance with the gender analysis.
302.5.14	Incorporating Gender Considerations into Evaluation Criteria for Competitive Solicitations
303.5	Evaluation Criteria for Grants and CAs
201.3.6.1 201.3.6.1 Effective Date: 01/31/2003	Summary of for Assistance and the Overall Environment for Assistance This mandatory section could review analytical findings about any cross-cutting issues or themes, such as gender. Such themes should be reflected in the development and description of each SO, and the influence of the theme should be apparent in the structure of the SO. In most cases, Operating Units should not create a separate SO or SpO to address cross-cutting themes.
201.3.7.1	At the time of approval, the Strategic Objective must incorporate the findings of mandatory technical analyses (gender, environment and conflict mitigation, as appropriate) and incorporate actions that will overcome any identified, significant obstacles to achieving desired results under the SO.
201.3.8.4 Effective Date: 01/31/2003	Gender Analysis MANDATORY. Strategic Plans must reflect attention to gender concerns. Unlike other technical analyses described in this section, gender is not a separate topic to be analyzed and reported on in isolation. Instead, USAID's gender mainstreaming approach requires that appropriate gender analysis be applied to the range of technical issues that are considered in the development of a given Strategic Plan. Analytical work performed in the planning and development of SOs and IRs must address at least two questions: a. How will gender relations affect the achievement of sustainable results? and b. How will proposed results affect the relative status of men and women? Addressing these questions involves taking into account not only the different roles of men and women, but also the relationship and balance between them and the institutional structures that support them. For technical assistance and additional guidance, consult the Operating Unit or Bureau gender specialist or the Office for Women in Development (WID) in the Bureau for Economic Growth, Agriculture and Trade (EGAT).
201.3.12.6 Effective Date: 01/31/2003	Activity Planning Step 2: Conduct Activity-level Analyses as Needed Much of the analytical work needed to plan activities is normally conducted as part of preparing the Strategic Plan. Operating Units should review past Agency and development partner experience, including Agency policy documents, alternative development approaches, best practices, evaluations, and other development literature in designing activities. Gender Analysis. MANDATORY. Activities designed following approval of the Strategic Plan must address gender issues in a manner consistent with the findings of the analytical work performed during Strategic Plan development (201.3.8.4). Findings from gender analysis, such as any actions identified for overcoming potential obstacles to SO achievement, may help to determine how gender needs to be addressed in the activity. Before approving an activity, Operating Units should ensure that those who will implement that activity are capable of addressing the gender concerns identified during strategic and activity planning. For contracts and grants/cooperative agreements that are issued following a competitive process, this is accomplished by signaling in solicitation documents USAID's expectations regarding gender expertise and capacity, tasking offerors with proposing meaningful approaches to address identified gender issues, and placing appropriate emphasis on gender-related elements of technical evaluation criteria. Note: ADS 203.3.12 requires Operating Units to submit the final, approved Strategic Plan with its Strategic Objectives and any subsequent revisions (such as the addition of a new SO in a later year) to the Development Experience Clearinghouse.

201.3.12.15 Effective Date: 01/31/2003	Activity Planning Step 11: Prepare Activity Approval Document (AAD) At a minimum, Activity Approval Documents must Outline the most significant gender issues that need to be considered during activity implementation, and describe what outcomes are expected by considering these issues or, if the Operating Unit determines that there are no significant gender issues, provide a brief rationale to that effect.
203.3.3.1 Effective Date: 01/31/2003	Contents of a Complete PMP To be considered complete, a Performance Management Plan (PMP) must define at least one performance indicator that will be used to measure progress towards the Strategic Objective, and at least one performance indicator to measure progress towards each Intermediate Result in the Results Framework. Performance indicators should be disaggregated by gender to the maximum extent possible.
203.3.4.3 Effective Date: 01/31/2003	MANDATORY. Performance management systems and evaluations at the SO and IR levels must include gender-sensitive indicators and sex-disaggregated data when the technical analyses supporting the Strategic Objective, the Intermediate Results, or the activities to be undertaken under the SO demonstrate that • The activities or their anticipated results involve or affect women and men differently; and • If so, this difference would be an important factor in managing for sustainable program impact. • Operating Units should be aware that their activities may have significantly different effects on different social groups, and should ensure that neither women nor men are disproportionately affected, either positively or negatively. • Operating Units should look for unexpected effects that may need to be addressed. When gender technical expertise is not present in an Operating Unit, technical assistance is available from the Office of Women in Development in the Bureau for Economic Growth, Agriculture, and Trade (EGAT).
203.3.6.1 203.3.6.1 Effective Date: 03/19/2004	When Is an Evaluation Appropriate? *The Agency recommends that SO Teams conduct at least one evaluation aimed at assessing results achievement and lessons learned during the life of each SO. Situations that should require an evaluation include • Performance information indicates an unexpected result (positive or negative) that should be explained (such as gender differential results);
203.3.6.2 Effective Date: 01/31/2003	Planning Evaluations Plan for data collection and analysis, including gender considerations, as provided in 203.3.4.3
302.3.5.15 Effective Date: 04/20/2006	Incorporating Gender Considerations into Evaluation Criteria To ensure that competitive contract solicitations comply with the policy contained in the bullet item “Gender Analysis” in ADS 201.3.12.6, Contracting Officers must - Incorporate into the Request For Proposal (RFP) the statement outlining gender issues or confirm that the Strategic Objective Team (SOT) completed the rationale for not specifying gender issues as part of the activity approval; AND - Include in the RFP an appropriately weighted technical evaluation criterion addressing the gender considerations specified in the statement, if applicable.
303.3.6.3 Effective Date: 06/01/2006	Gender issues. USAID must address gender issues in all USAID-funded activities (see ADS 201.3.12.6). USAID must include a statement outlining gender issues or a rationale for not including such a statement in the competitive RFA or APS, in accordance with ADS 201.3.12.6. The Approving Official (see ADS 201.3.12.16) determines the appropriateness of the statement or the rationale as part of the pre-obligation requirements. If the SO team decides that it should not incorporate gender issues, it must document the decision. When USAID directs applicants to incorporate gender issues into the activity, the RFA or APS must state the requirement. When developing specific criteria for evaluating an applicant’s plan to incorporate gender issues, the SO team must consult, to the extent necessary, with the Bureau for Economic Growth, Agriculture and Trade, Office of Women in Development (EGAT/WID). EGAT/WID will provide the SO team with guidance on structuring the criteria to evaluate the plan’s positive impacts on the socio-economic status of women, varying impacts on men and women, and methods for measuring these impacts.
Source: http://www.usaid.gov/policy/ads/	