



GENDER INTEGRATION STRATEGIES FOR TRADE (GIST) TABLES

Donors have developed an array of innovative programs for removing or mitigating gender-specific barriers to economic growth. Yet, moving from theory to action still remains a challenge for many program managers. USAID program managers must contend with time and resource constraints, manage existing activities, respond to immediate requests, develop new project procurements, and design new activities. It is not surprising that project managers may be stymied when the time comes to move from analyzing gender constraints to remedying them.

The tables that follow describe illustrative Gender Integration Strategies for Trade (GIST) and present possible gender constraints, mitigating strategies, and indicators.

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

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

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

	<p>trade policymaking.</p> <p>Develop administrative policy to expand the ministries involved in developing trade policy to include women, labor, health, and education ministries.</p>	
<p>How are civil society and NGO actors engaged in working with the government to craft trade policy positions? How are women's groups engaged within this sphere?</p>	<p>Analysis of how civil society engages with the government on trade policy formulation.</p> <p>Analysis of how gender concerns are articulated within the civil society sphere.</p> <p>Development of civil society–government dialogue on trade policy.</p>	<p>Increased involvement of gender-concerned civil society groups in trade dialogue with the government.</p> <p>Number of gender-related civil society concerns included in the government's trade deliberations.</p>

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

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

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

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

<p>Is web content available in local languages?</p>	<p>business information, advocacy networking, etc.).</p> <p>Train poor citizens using low-literacy techniques in using the Internet to advance their own interests and in other useful applications.</p> <p>Conduct Participatory Rural Appraisal (PRA) or other stakeholder analysis on community ICT needs and develop content accordingly.</p>	<p>disaggregated by sex.</p> <p>Number of new e-networks created, disaggregated by sex of users.</p> <p>Number of users of market information, disaggregated by sex.</p> <p>Change in income for users of market information, disaggregated by sex.</p>
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GIST TABLE 3: TRADE FACILITATION: B. EXPORT PROMOTION

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

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Are trainings held in locations and at times that enable women to attend and balance their work and domestic responsibilities?</p>	<p>Hold trainings and courses at times and in locations that account for women's security concerns and their need to balance paid and domestic responsibilities (e.g., hold accessible locations that can be reached by public transport or hold trainings on evenings or weekends so that women can balance training with other responsibilities).</p>	<p>Number of training participants, disaggregated by sex.</p>
<p>What clusters present opportunities for women entrepreneurs and workers?</p>	<p>Conduct value chain analysis of emerging and potential sectors to gauge opportunities for women to enter emerging and value-added sectors.</p> <p>Establish workforce development training and other activities to move women to higher-skilled, higher-waged employment positions.</p> <p>Develop female value chains or "female clusters" so women interact with other women throughout the sector.</p>	<p>Number of exporters entering new clusters, disaggregated by sex.</p> <p>Average sales of women- and men-owned export businesses by sector and size of business.</p> <p>Number of workers employed in different sectors per year, disaggregated by sex.</p> <p>Salaries of workers employed per year, disaggregated by sector, sex, and job category (after workforce development activity).</p> <p>Number of female value chains developed, by sector.</p> <p>Change in income of women engaged in female value chains measured annually.</p>
<p>Do women face particular barriers to exporting products?</p> <p>Do women face particular barriers to marketing products, accessing market information, or linking to exporters?</p>	<p>Analyze gendered barriers to export.</p> <p>Use ICT to provide women with access to pricing, market information, product development, market research, and financial management tools.</p> <p>Use ICT to develop web portals for women to connect to others in a value chain.</p> <p>Establish links with fair trade organizations that can promote women's products.</p> <p>Establish links with other entrepreneurs who can use women's goods for their products (e.g., cashews for cashew butter</p>	<p>Number of men and women trained in ICT to gain market information.</p> <p>Marketing practices adopted by enterprises as evidenced by business plans, reorganization, product design, pricing, and strategic linkages with other firms or sub-sectors, disaggregated by size of enterprise and sex of owner.</p> <p>Number of women entrepreneurs involved in</p>

	<p>makers). Help women establish contracts for their goods.</p> <p>Foster linkages with large chains that can contract with women exporters and provide guaranteed market and distribution channels.</p>	<p>creation of web portals.</p> <p>Number of links established with fair trade organizations for women's goods. Annual sales from fair trade contracts.</p> <p>Number of links/contracts established with other entrepreneurs to form a women's goods cluster. Annual sales from this link.</p> <p>Annual sales for women artisans via web (e-commerce), in person, etc.</p> <p>Annual sales from contracts with supermarkets, disaggregated by sex of exporter.</p>
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GIST TABLE 4: TRADE FACILITATION: C. BUSINESS SERVICES AND TRAINING

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

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

	counseling and post-investment follow-up as part of overall service.	Number of clients that receive pre- and post-investment counseling.
What clusters present opportunities for women entrepreneurs and workers?	<p>Carry out value chain analysis of current, emerging, and potential sectors to gauge opportunities for women to enter emerging or growing sectors.</p> <p>Carry out workforce development training and other activities to move women to higher-skilled, higher-waged employment positions.</p>	<p>Number of clusters developed that present opportunities for women owners and workers.</p> <p>Number of workers employed per year, disaggregated by sex.</p> <p>Salaries of workers employed in cluster, disaggregated by sex and job category.</p>
Do women operating or working in a business face any challenges balancing work and domestic responsibilities?	<p>Support provision of daycare for owners and employees.</p> <p>Support daycare providers.</p>	Number of daycare facilities provided on site.

GIST TABLE 5: PHYSICAL INFRASTRUCTURE DEVELOPMENT

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

Gender Issues	Project Design and Implementation Approaches	Indicators
<p>Are there differences in time and distance traveled between women and men as it relates to work or household duties?</p> <p>Do men and women use water, telecoms, and power in different ways?</p>	<p>Analyze men's and women's roles and the distances traveled.</p> <p>Develop education initiatives regarding the time and energy women spend on certain household responsibilities, such as collecting fuel or water.</p> <p>Implement labor-saving devices within project to decrease women's time allocation and task burden.</p>	<p>Number of hours spent on collecting fuel or water before and after project initiated, disaggregated by sex.</p> <p>Quantitative change in hours of household labor by time and task allocation, disaggregated by sex.</p>
<p>What are the main economic, time, and cultural constraints on women's access to transport, water, energy, and telecoms?</p>	<p>Analyze economic, time, and cultural constraints on women's travel.</p> <p>Include upgrading of non-motorized transport tracks, often used by women, in transport projects.</p> <p>Focus water and energy projects on providing village-level initiatives rather than simply large-scale initiatives.</p> <p>Implement policy initiatives, including measures to increase access for the poor by charging lower rates for initial energy and water usage, and then increase rates as consumption increases.</p>	<p>Number of women who report increased mobility after project launched.</p> <p>Number of users of water and energy, disaggregated by sex.</p>
<p>Are men and women involved in selecting and designing infrastructure (transport, water, energy, and telecoms) projects?</p>	<p>Use participatory methods to interview men and women together and separately during the design phase of the project.</p> <p>Develop community councils to be involved in the project—could have separate women's and men's councils or a set percentage of seats on the council for men and women.</p>	<p>Number and percentage of local women and men involved in decision making during project design, disaggregated by income and age.</p> <p>Number of local men and women involved in project-related councils, disaggregated by income and age.</p>
<p>Do men and women differ in their willingness to pay for transport, water, energy, and telecoms? How does this</p>	<p>Implement policies to defray the usage costs for low-income residents through cost-reallocation,</p>	<p>Number of gender-sensitive policy measures implemented or passed that reduce costs for low-income</p>

affect their availability?	tax incentives, etc.	residents.
Are men and women employed in construction and implementation of infrastructure projects?	<p>Train and hire male and female workers for the project.</p> <p>Create women-only sections or work crews if male-female interaction is culturally inappropriate.</p>	Number of workers trained and hired, disaggregated by sex and job category.

GIST TABLE 6: TRADE-RELATED AGRICULTURE

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

Gender Issues	Project Design and Implementation Approaches	Indicators
Will the strategy reach low-income women and poor women?	Target sectors and crops with a high concentration of low-income women as farmers or paid laborers.	Percent of farmers and paid laborers in the selected sector who are women.
Is the overall strategy aligned with low-income women's income-generating and asset development goals?	<p>Conduct analysis of target population's livelihood strategies and identify effective women's livelihood strategies.</p> <p>Target markets and related productivity enhancements toward low-income women's goals—for example, risk diversification or higher returns per hour of labor rather than labor and resource intensification.</p>	<p>Establish targets according to identified strategies.</p> <p>Consider indicators such as improved labor productivity (not just increased output).</p>
Have the roles and responsibilities of women and men in agriculture been identified?	<p>Conduct a value-chain analysis in agricultural export projects to determine where women and men are located throughout the production, processing, and sale of the commodity.</p> <p>Include activities to increase women's participation at higher levels of the value chain, such as training for supervisory and managerial positions.</p> <p>Set aside incentives for contracting with small women's businesses and training women for non-traditional work within the sector.</p> <p>Conduct a study to investigate the benefits of establishing Agricultural Export Zones (AEZs), which would provide incentives to private sector companies that enter contract-farming arrangements with producers.</p> <p>If deemed positive, reform policies to establish AEZs.</p>	<p>Map of male and female roles within the agricultural sector.</p> <p>Number of project activities directed at moving women up a sector's value chain (trainings, increased access to credit).</p> <p>Number of women who move into a higher part of the value chain.</p>
Are women active in producing subsistence and/or cash crops?	Develop cash crops for cultivation that would be considered appropriate for women to cultivate	Number and percentage of participants cultivating cash crops, disaggregated by sex.

	and enable them to balance household and production responsibilities.	<p>Number and percentage of women who adopt new cash crops.</p> <p>Change in income for producers of new crops, disaggregated by sex.</p> <p>Change in household nutritional status.</p> <p>Change in women's or household's income and consumption.</p>
Do extension strategies take into account women's time and mobility constraints?	<p>Include activities women can carry out near their homes, which may have the added benefit of enabling women to balance work and domestic responsibilities.</p> <p>Conduct training for extension agents on gender concerns within agriculture.</p> <p>Hire women to be extension agents.</p>	<p>Number of economic activities developed that are home-based.</p> <p>Number of women who become engaged in home-based economic activities.</p> <p>Change in women's or household's income.</p> <p>Number and percentage of new extension agents hired, disaggregated by sex.</p>
<p>Will the project increase the time spent by women or men in agriculture-related activities?</p> <p>How will participation in the food and cash crop production affect women's and men's other responsibilities (e.g., food and cash crop production, family health and nutrition, etc.)?</p>	<p>Carry out time-use surveys of women and men prior to and after agricultural project initiatives.</p> <p>Carry out focus group or Participatory Rural Assessment (PRA)-type interviews with women regarding how participation will affect their other responsibilities.</p>	<p>Analysis of time-use by rural producers, disaggregated by sex.</p>

<p>Do men and women have equal access to microfinance, credit, and agricultural technology?</p>	<p>Place special emphasis on ensuring women's access to credit (particularly credit above the micro-level) if women lack access to credit.</p> <p>Train credit officers on gender issues in credit and banking loans.</p> <p>Hire women credit officers.</p> <p>Ensure that projects that use extension agents recruit and retain female agents.</p> <p>Place special emphasis on distributing new agricultural technology to women and training them on its uses.</p> <p>Implement policies to make credit more accessible to women (e.g., changes in lending, collateral, etc.).</p>	<p>Number and value of loans dispensed to small producers, disaggregated by sex.</p> <p>Analysis of agricultural technology, disaggregated by sex.</p> <p>Number of extension agents, disaggregated by sex.</p> <p>Number of gender-sensitive policy reforms implemented or passed to make credit more available to women.</p>
<p>Is the training and technology compatible with women's other household and waged responsibilities? Do women have access to the training and new agricultural technology?</p>	<p>Make the technology affordable for both women and men via loans, defraying costs, etc.</p> <p>Ensure that trainings take into account women's domestic roles and are planned in a way that women can attend (e.g., provide childcare throughout the training and transport if security is an issue).</p>	<p>Number of users of technology, disaggregated by sex.</p> <p>Number of training participants, disaggregated by sex.</p>
<p>Will the introduction of new techniques or production activities displace women from their current positions in the sector?</p>	<p>If new technology will impinge on women's livelihoods, the project should place special emphasis on training women in the new technology so they can maintain their current position in the sector, albeit with improved techniques.</p> <p>Alternately, if a project is going to displace women, the project should incorporate alternate livelihood strategies for displaced women in the sector.</p>	<p>Number of trained people adopting new technology, disaggregated by sex.</p> <p>Number of trained displaced workers hired for new jobs in the sector, disaggregated by sex.</p> <p>Levels of participant satisfaction with training, disaggregated by sex.</p> <p>Wages for work in the new positions (post-training) compared with the old ones.</p>
<p>Will women's or men's traditional markets or trading activities be affected by project activities? For example, will women face more competition</p>	<p>Analyze increased competition and potential effect of price changes on rural producers, disaggregated by sex.</p> <p>Analyze alternative income-</p>	<p>Number of women who gained or retained traditional position within the sector.</p> <p>Analysis of increased</p>

in their traditional market crop? ¹	<p>generation opportunities for producers to enter to replace lost income.</p> <p>Train displaced workers for alternative livelihoods.</p>	<p>competition on prices</p> <p>Number of new livelihood opportunities developed, disaggregated by sex.</p>
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¹ Sections of the agricultural issues in this table were adapted from AusAID, <http://www.Ausaid.gov.au>, 1997.

GIST TABLE 7: HUMAN RESOURCES AND LABOR STANDARDS

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

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

<p>Is work informalization increasing within some sectors? Are there sex-based differences in casual workers, home workers, and within the sectors?</p>	<p>Collect data on informal work, including the numbers of informal and home-based workers and wage incomes and working conditions in the sector and compared with formal work sectors.</p> <p>Carry out program to assist with formalizing networks of informal workers based on other women NGO models, such as SEWA, HOMEWORK, or WIEGO.</p> <p>Establish “pathway” center for informal workers to provide workforce development skills and job-matching; healthcare assistance; childcare assistance; and assistance with the provision of food and shelter.</p> <p>Conduct policy work to provide and/or extend social safety nets to informal workers, to count the uncounted, and “formalize the informal workforce.” This includes work on more secure contracts, benefits, and legal recognition.</p>	<p>Number of new networks created by and for informal workers.</p> <p>Number of members of new networks, disaggregated by sex.</p> <p>Number of gender-sensitive policy reforms passed or implemented to extend provisions to informal workers.</p> <p>Number and percentage of workers who seek assistance at a shelter, disaggregated by sex and reason for visit (legal, food, etc.).</p>
<p>Are workers paid a living wage?²</p>	<p>Collect data and analyze what would constitute a living wage.</p> <p>Work with advocates to develop a campaign to raise wages to the level of a living wage.</p> <p>Conduct policy work to mandate a living wage as the minimum wage.</p>	<p>Number of female and male leaders involved in campaign.</p> <p>Number of gender-sensitive policy reforms implemented regarding a living wage.</p> <p>Changes in knowledge, attitudes, and behavior related to living wage campaign.</p>
<p>What are the effects of the trade policy/project for workers? Do the effects differ for men and women?</p>	<p>Conduct labor impact assessment (LIA) of trade policy/project.</p> <p>Address any gender differences in benefits or adverse consequences.</p> <p>Promote policy reforms to require LIAs of trade policy/project.</p>	<p>Number of LIAs conducted for proposed policy and project.</p> <p>Number of gender-sensitive policy reforms implemented regarding LIAs.</p>

²A living wage is a wage that would provide basic living expenses (food, housing, electricity, water) for a family of four. Living wages vary from country to country.

GIST TABLE 8: ENVIRONMENTAL SECTOR TRADE AND STANDARDS

Assistance to establish environmental standard or to promote environmental technology.

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

environmental projects?	<p>phase of the project.</p> <p>Develop community council to be involved in the project (could have separate women's and men's councils or set aside a percentage of seats on the council for women).</p>	<p>and age.</p> <p>Number of beneficiaries on the community council, disaggregated by sex.</p> <p>Number of times and ways in which councils are involved in the projects.</p>
Do men and women differ in their willingness to pay for environmental innovations? How does this affect their availability?	<p>Conduct policy work to defray the usage costs for low-income residents through cost-reallocation, tax incentives, etc.</p>	<p>Changes in willingness to pay for environmental innovations, disaggregated by sex.</p> <p>Number of gender-sensitive policy measures implemented or passed that reduce costs for low-income residents.</p>
What are the effects of the trade policy/project for low-income community members? Do the effects differ for men and women?	<p>Conduct environmental impact assessment (EIA) of trade policy/project.</p> <p>Address any gender differences in benefits or adverse consequences.</p> <p>Promote policy reforms to require EIAs of trade policy/project.</p>	<p>Number of EIAs conducted.</p> <p>Number of projects/policies modified to address gender differences.</p> <p>Number of policy reforms implemented regarding EIAs.</p>

GIST TABLE 9: TOURISM SECTOR DEVELOPMENT

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

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

	training for workers to understand how to interact with single female travelers and/or travelers from different ethnic, racial, or religious backgrounds.	
Are men and women educated and trained for tourism jobs? Are men and women recruited in equal numbers? Are men and women trained for the same types of jobs?	<p>Analyze recruiting strategies for tourism jobs. Are recruiters targeting men and women? Are they recruiting in places women frequent?</p> <p>Design new recruitment strategies to increase number of female applicants.</p> <p>Recruit women and train them to become recruiters and trainers, which may make some women more comfortable applying for tourism jobs.</p>	<p>Number of women trained to become recruiters and trainers.</p> <p>Number of applicants for tourism jobs, disaggregated by sex (after more women staff-members are in place).</p>
Are there forward and backward linkages to other activities such as handicrafts?	Consciously link tourism project to handicrafts, small hotels, eco-tourism, and other traditional/cultural activities.	<p>Number of new jobs created from forward and backward linkages, disaggregated by sex.</p> <p>Annual sales of handicrafts before and after tourism plan.</p>
Are men and women trained in foreign languages, marketing, or other activities that could increase linkages?	Bring in private sector or nonprofit groups to train participants in ancillary tourism jobs, such as language skills, marketing, and other endeavors.	Number of training participants, disaggregated by sex.