WORKSHOP ON

“GENDER AND RURAL DEVELOPMENT”

Training Manual

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Background and Vision

The Drylands Coordination Group (DCG) is a forum for cooperation that promotes the quality assurance of development projects dealing with food security and environmental rehabilitation in the drylands of Africa. DCG was established by the Norwegian NGOs responsible for running development projects previously funded under the Sahel-Sudan-Ethiopia (SSE) Programme.

The SSE Programme: In response to the catastrophic drought in the Sahel region in 1984-1985, the Norwegian Ministry of Foreign Affairs established the Sahel-Sudan-Ethiopia Programme (SSE). The main objectives of the programme were food security and environmental rehabilitation. The countries that have received support through the SSE Programme are Mali, Sudan, Ethiopia and Eritrea. The average annual funding during the last three years of the programme amounted to NOK 140 million, of which almost half was channelled through multilateral institutions (UN system), a small percentage through research activities, and more than half through NGOs. The SSE Programme was phased out in 1996, but the work of the NGOs continues through the Drylands Coordination Group (DCG).

The members of the DCG are ADRA Norge, CARE Norge, Norwegian Church Aid, Norwegian People’s Aid, Strømmen Foundation and the Development Fund. Noragric, Centre for International Environment and Development Studies, Agricultural University of Norway, functions as the group’s secretariat and technical advisor. The DCG activities are funded by NORAD. The DCG’s overall objective is to improve the livelihood security of vulnerable households in drought-prone and marginal areas, especially in Africa. The DCG believes that Norway through the SSE experience has developed special competence within development assistance in drought-prone countries and that this competence should be fostered and advanced.

The DCG will:
- Contribute to assuring the quality of Norwegian development assistance in the drylands
- Contribute to the fulfilment of Norwegian responsibilities to the Convention to Combat Desertification
- Assist NORAD in its increased efforts in sustainable agriculture and natural resource management
- Promote the effectiveness of Norwegian development cooperation.
- Promote cooperation with partner institutions working with dryland management issues

The Drylands Coordination Group and Noragric

Noragric provides the DCG with the following services:
- Quality assurance and technical assistance to individual projects, planning, reviews and special assignments
- Seminars and workshops
- Research and study reports
- Secretariat

A Sampling of DCG’s Activities

- Seminar on sustainable agricultural development and natural resource management in the drylands
- Case studies in gender issues in agricultural and natural resource management projects
- Study of decentralisation, institution building and phasing out of Norwegian project involvement
- Study on Integrated Plant Nutrition Management
INTRODUCTION

Worldwide women are often denied equal rights with men to land, properties, education and employment. Most women have fewer opportunities than men to influence, participate and benefit from development activities. Generally, development programs and projects that ignore gender-specific barriers to resources, opportunities, and benefits exclude a large proportion of the targeted population. Development affects women and men differently, and often specific steps are needed to make sure women are included and benefit in efforts to increase the welfare in all sectors in many countries.

Experience from development assistance, research and analyses have contributed to the understanding of how important equal status between women and men is in creating sustainable development. Consequently, the Norwegian Development Assistance emphasizes the need to promote equal rights and opportunities for women and men in all sectors of a society.

The SSE program was initiated as a result of the drought disaster in 1983/84. Its objectives were to improve food security, environmental rehabilitation as well as competence building of institutions involved in the program. Currently the SSE-projects implemented by Norwegian NGOs are organized within a new administrative structure called the Drylands Coordination Group (DCG). DCG consists of the following NGOs: CARE- Norge, The Development Fund, Norwegian People’s Aid, Norwegian Church Aid, the Strømme Foundation and ADRA. NORAGRIC is DCG’s technical advisor.

JUSTIFICATION

The organization of this workshop is a response to two of DCG’s main concerns:

- DCG members have expressed the need for increased awareness and knowledge of how to improve the integration of gender and social issues in their development activities,

- The 1998 Study that reviewed the gender aspects of DCG activities found several weaknesses concerning the integration of gender and social issues, and, consequently, recommended increased gender awareness of staff of the NGOs involved in DCG’s activities.
WORKSHOP OBJECTIVES

a) In terms of attitude:

By the end of the workshop, the participants will have:
- Shared and analyzed their own experiences concerning gender aspects in project implementation; and
- Been sensitized to the advantages and the importance of using social and gender analyses in the different phases in development projects

b) In terms of knowledge:

By the end of the workshop, the participants will have strengthened their understanding of the gender concept by:
- Using case studies to both analyze projects’ and project areas’ gender and social relationships and project participation by different social actors; and
- Different workshop sessions that will discuss social and gender issues related to Ethiopia, to various projects and project areas covered by DCG, and to institutions implementing these projects

c) In terms of skills:

By the end of the workshop, the participants will be able to:
- Explain the importance of/urgent need for a gender approach in project and program planning and implementation
- Explain the necessary factors/variables to take into consideration and the steps/approach to adopt in order to integrate gender in the project cycle.
- Elaborate action plans to integrate social and gender aspects in their projects/programs and implementing agencies
KEY GENDER NOTIONS

Objectives of this session:

By the end of this training session, the participants should be able to:

• Understand that the main differences between women and men are related to the biological differences, the rest are differences assigned by the various societies

• Explain the key notions of equality / equity; sexual / social division of labor; production / reproduction; the participation, access to and control over resources; social transformation / change; positive discrimination; influence factors and resistance / opposition

• Define and explain the difference between WID and GAD (gender mainstreaming)

• Explain the importance of adopting gender analyses in development activities

Group Work

1. Group A (only women) and Group B (only men):

• Prepare a list of at least 10 female and 10 male roles in the rural sector in Ethiopia and Sudan

Group C (only women) and Group D (only men):

• Prepare a list of social stereotypes and proverbs related to Ethiopian and/ or Sudanese men and women

2. Presentation and Discussion of Group Work
Key Gender Notions

Equality / Equity

The concept equality refers to the fact that individuals are different, but not unequal. The biological difference between men and women does not imply an intrinsic superiority or inferiority that would characterize men in relation to women or vice versa. Men and women are human beings and are equal but not identical, thus they have the same right to life and to well being. Equality introduces the notion of equality to entitlements (to be entitled to a job, to have the right to an education etc.) or protection under the law. In addition, the concept implies the same obligations, the same aptitude/ability to face the same responsibilities.

Equity does not exclude equality between men and women; equity implies treating men and women in an equitable manner in all situations while at the same time to consider the specificities of each one in order to assure equality in the outcome/results. A strive for equity can imply measures that will privilege one or another in order to compensate for the imbalance. What is pursued is better/improved justice in various actions.

Social Division of Labor

The gender analysis demonstrates that sexual division of labor is a simple division based, no longer on the sex (men or women), but on social factors that try to legitimize the division by pretending it to be a biological necessity. Actually, the sexual division of labor results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person’s sex. The specific tasks and activities were attributed to men and to women according to the socio-economic and cultural context. In most societies, due to a sexual discrimination that favors men, women generally carry out the least profitable activities (in particular domestic activities); and their contribution to the (local, regional, and national) production is not valued and not recognized at its proper value (national and other statistics often underestimate the importance of women’s production – both inside and outside the domestic sphere).

Access to and Control of Resources

The social (sexual) division of labor that attributes subordinate roles to women reduces at the same time their access to and benefits of resources. It often occurs that women have access to a specific resource, and at the same time they do not have any control over its use. Often women benefit from having access to resources, however, the women are limited to only use the resources of which they do not own and over which they cannot - in any way - exert control (i.e. control of agricultural land) or have any decision-making power. Actually, the control consists in taking decision(s) on the use of the resources and to have the opportunity to impose the choice on others.

The achievement of equal control to resources is one of the most important objectives in the gender approach, because the power in taking decisions will guarantee the access to the resource as well as its benefits. That is why it is essential to focus on women’s strategic interests in order to guarantee their empowerment.
Positive Discrimination

The social situation of women can in certain areas create imbalance and iniquity in relation to the social situation of men. Frequently, in development activities/actions and in the fight against sexual discrimination, some **preferential measures are taken concerning women to reduce injustice in their situation and to contribute to a better socioeconomic and cultural balance.** This attitude/approach is called positive discrimination. Positive discrimination makes it possible for women to get be given first priority to certain development activities or to obtain certain professional positions, which would, under “normal circumstances”, be impossible because of the invisibility of the women – while at the same time - a special focus is not given to the specificity of their situation.

Influence Factors

Factors of different orders, called influence factors have an important impact in the socioeconomic and cultural situation of individuals. These factors are divided in two categories;

- Specific influence factors: ethnicity, social class, age group, civil status, type of family organization, demographic situation (birth rate, mortality, migration, etc.)
- General influence factors: economy, politics, environment, culture, religion, etc.

These influence factors decide/influence the range of possible or potential changes.

In the analysis of the social relations between women and men, in order to plan development actions that are socially acceptable, it is essential to consider all these factors.

Resistance / (Opposition)

Resistance is linked to socio-cultural and psychological mechanisms that can be **expressed in stereotypes and prejudices** (serve as a vehicle through culture, langue etc.) sees to it that individuals give value-judgments on the other sex. Men and women, each of them tries to play the role that the society expects (from them). During the course of the socialization process, they try to be similar to the best of the feminine or the masculine role models.

For this reason the inequalities and the imbalance in the relations between women / men are not perceived (consciously or unconsciously) as an injustice but rather as something totally natural. This conformity leads to a strong resistance to an objective total analysis of the social relations that would focus on the possible and desirable changes for a better social being.

For this reason, the gender approach is confronted with opposition from persons who refuse to objectively question the social relations and to reconsider their personal opinion. When considering the relations women / men, frequently women are more resistant (and conservative) then men.
Social Transformation / Change

The often subordinate position that are assigned to women assumes that a balanced development goes through a social change / transformation by targeted actions that go beyond only considering the practical needs. In particular, it aims at carrying out profound positive changes in the living conditions and the position(s) of the most disadvantaged, in this case, women. This is the concept that meets most opposition from people that, in particular, see/ perceive this as an inference in national domestic matters. Consequently, nationals should be in charge of social transformation - change.

A gender approach has real difficulties in elaborating program activities, which, in fact, is not the case for WID that only deal with aspects that aim at improving the living conditions of women.

### Differences related to Sex and to Gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological concept</td>
<td>Sociological concept</td>
</tr>
<tr>
<td>Biological differences</td>
<td>Social differences</td>
</tr>
<tr>
<td>Universal and invariable differences</td>
<td>Differences set by each society</td>
</tr>
<tr>
<td>Non modifiable differences</td>
<td>Differences subject to social change</td>
</tr>
</tbody>
</table>

Source: DDA, Femmes et Développement (FED)
# Practical Needs and Strategic Interests

## A. Practical Needs
- Tend to be immediate, short-term
- Specific to certain women
- Related to daily needs: food, housing, income, children’s health, etc.
- Easily identifiable by women
- Can be satisfied by accurate/precise elements: food, hand pumps, clinics

## B. Strategic Interests
- Tend to be long-term
- Common for all women
- Are related to a subordinate position: lack of resources and of education and training, vulnerability to poverty and violence, etc.
- The foundation that explains the subordination as well as the potential for change is not always easily identifiable by women
- Can be satisfied by confidence building, improved self-confidence, political mobilization, strengthening of women’s organizations, etc.

### The satisfaction of practical needs
- Tend to make the women beneficiaries and sometimes participants
- Can improve women’s living conditions
- Generally, does not change the traditional roles and social relations

### The satisfaction of strategic interests
- Tend to make the women agent of change or empower them to become agents
- Can improve the situation the women has in the society
- Can give more power to women and transform the social relations
<table>
<thead>
<tr>
<th>Cause of the problems</th>
<th>Welfare</th>
<th>Anti-poverty</th>
<th>Efficiency</th>
<th>Equity</th>
<th>Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumstances that are beyond control</td>
<td>Lack of resources, causing low standard of living</td>
<td>Failure by development planners to recognize women’s key role in production and necessity to involve women</td>
<td>Patriarchy, exploitation, subordination, and oppression of women by men</td>
<td>Women’s subordination not only by men but as aspect of colonial and neo-colonial oppression</td>
<td></td>
</tr>
<tr>
<td>Goals or purpose</td>
<td>To support motherhood as the most important role for women in society. To relieve suffering</td>
<td>To raise production to ensure poor women increase their productivity. To integrate women into development</td>
<td>To ensure that development is more efficient and more effective. “Feed the nation”</td>
<td>To gain equity for women in development by grafting gender into the development process</td>
<td>To empower women through greater self-reliance. Building new political, economic and social structures. To challenge / overcome exploitative structures</td>
</tr>
<tr>
<td>Service programs</td>
<td>Famine relief programs, family planning, nutrition (improving family health, especially of children through maternal health care). Activities to meet Practical Gender Needs</td>
<td>Training women in technical skills. Small-scale income generating activities to meet basic needs</td>
<td>Programs that meet practical needs in the context of declining social services. Rely on all 3 roles of women and elasticity of time</td>
<td>Organize to reform structures. To meet strategic needs in term of Triple Role</td>
<td>Programs that address themselves to SGN in terms of Triple Role – through bottom-up mobilization around PGNs to confront oppression.</td>
</tr>
<tr>
<td>Type of change</td>
<td>FUNCTIONAL CHANGE (Non-challenging)</td>
<td>FUNCTIONAL CHANGE (Non-challenging)</td>
<td>FUNCTIONAL CHANGE</td>
<td>STRUCTURAL CHANGE (Challenging) Equal Rights</td>
<td>STRUCTURAL CHANGE (Challenging)</td>
</tr>
<tr>
<td>Type of leadership</td>
<td>Strong reliance on authority (patriarchal in nature) – residual model of social welfare with the modernization ideology with roots in colonialism</td>
<td>Consultative – ideological reproduction of values that reinforce patriarchy and women’s subordination.</td>
<td>Authoritarian / consultative i.e. Women seen as resource</td>
<td>Participatory to reform structures. Top-down state intervention to reduce inequality</td>
<td>Enabling, participatory, build solidarity, overcome fear (alternative m-f balanced structures) “Bottom-up”</td>
</tr>
<tr>
<td>Type of</td>
<td>WELFARE – Assuming</td>
<td>ANTI-POVERTY</td>
<td>EFFICIENCY –</td>
<td>EQUITY –</td>
<td>EMPOWERMENT</td>
</tr>
</tbody>
</table>

1 Source: Oxfam 1994 : Adapted from C.O.N. Moser 1989
<table>
<thead>
<tr>
<th>service</th>
<th>women are passive beneficiaries of development</th>
<th>Development (integrating women into development). Poor women isolated as a category. Recognition of the productive role of women</th>
<th>Policies of economic stabilization and adjustment rely on women’s involvement</th>
<th>Reforming liberating. Women seen as active participants in development</th>
<th>Transformation, liberation. Largely unsupported by Government or agencies. Slow steady growth of under-financed voluntary organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most popular period</td>
<td>1950 – 70, but still widely used</td>
<td>1970’s onwards. Still limited popularity</td>
<td>Post 1980’s – Now most popular approach (i.e. in ODA; USAID )</td>
<td>1975-85 – Attempts to adopt during Women’s Decade</td>
<td>1975 onwards, accelerated 1980s. Still limited popularity</td>
</tr>
</tbody>
</table>
## From WID to GAD

<table>
<thead>
<tr>
<th>Women in Development (WID)</th>
<th>Gender and Development (GAD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Approach</strong></td>
<td></td>
</tr>
<tr>
<td>Approach that considers women being the problem</td>
<td>A development approach</td>
</tr>
<tr>
<td><strong>2. Focus of interest</strong></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>The relations women / men</td>
</tr>
<tr>
<td><strong>3. Problem</strong></td>
<td></td>
</tr>
<tr>
<td>Exclusion of women (who Represents half of the resource potentials in production) in the development process</td>
<td>Unequal power relations (rich and poor, men and women) that constrain a fair/ equitable development and the full participation of women</td>
</tr>
<tr>
<td><strong>4. Objective</strong></td>
<td></td>
</tr>
<tr>
<td>A more efficient and effective Development</td>
<td>A more fair and sustainable development where both women and men are decision makers</td>
</tr>
<tr>
<td><strong>5. Solution</strong></td>
<td></td>
</tr>
<tr>
<td>Integrate women in the development Process</td>
<td>Increase the power of women and impoverished / marginal groups</td>
</tr>
<tr>
<td><strong>6. Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>Women projects</td>
<td>Identify/ consider the practical needs determined by women and men in order to improve their living conditions</td>
</tr>
<tr>
<td>Women components</td>
<td>At the same deal with women’s strategic interests in order to increase their position in the society</td>
</tr>
<tr>
<td>Integrated projects</td>
<td>Face the strategic interests of the most marginal/disadvantaged groups</td>
</tr>
<tr>
<td>Increase women’s income</td>
<td></td>
</tr>
<tr>
<td>Increase women’s capacities</td>
<td></td>
</tr>
<tr>
<td>Carry out traditional tasks</td>
<td></td>
</tr>
<tr>
<td>Associated with women’s traditional Roles</td>
<td></td>
</tr>
<tr>
<td><strong>7. Actions</strong></td>
<td></td>
</tr>
<tr>
<td>Small-scale credit activities targeting women</td>
<td>Training of women in areas / activities traditionally occupied by men and vice versa</td>
</tr>
<tr>
<td>Animal fattening</td>
<td>Equal access to information (e.g. on entitlements etc.)</td>
</tr>
<tr>
<td>Improved cook stoves</td>
<td></td>
</tr>
<tr>
<td>Training/education in nutrition</td>
<td></td>
</tr>
<tr>
<td><strong>8. Role of women</strong></td>
<td></td>
</tr>
<tr>
<td>Beneficiaries and sometimes participants of various actions / development activities</td>
<td>Agents of and actors in their own development</td>
</tr>
</tbody>
</table>
### Gender is (not)

<table>
<thead>
<tr>
<th>Gender is not</th>
<th>Gender is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic</td>
<td>Awareness</td>
</tr>
<tr>
<td>Not defensive</td>
<td>Desideologize for new common values</td>
</tr>
<tr>
<td>Not against men</td>
<td>Favorizes the partnership men / women</td>
</tr>
<tr>
<td>Nothing for the strengthening of the masculine order</td>
<td>Transforms the relation of domination and subordination</td>
</tr>
<tr>
<td>Not for a mechanical transposition in /of (en) actions</td>
<td>Internalize and accept before actions</td>
</tr>
<tr>
<td>Not a paternalistic gift/donation/fund</td>
<td>Strengthens women’s capacities to become independent</td>
</tr>
</tbody>
</table>

### GAD (Gender and Development) is a new vision of women’s and men’s roles and values in the society

### Seven Frequent Pitfalls in Design

<table>
<thead>
<tr>
<th>Pitfall</th>
<th>Escape</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adding gender will make the project into a Christmas tree</td>
<td>Gender is not an add-on, but a mode of analysis to ensure that responsiveness, sustainability, and beneficiary ownership of the project</td>
</tr>
<tr>
<td>2. Funds are too tight or time to short to allow a gender expert on the project</td>
<td>Removing constraints to women’s productivity can be a good investment, and attention to gender can improve project sustainability at low cost</td>
</tr>
<tr>
<td>3. A woman on the project team assures attention to gender</td>
<td>All women are not experts on gender analysis. A woman on the team will often facilitate access to women but will not ensure gender expertise unless special steps are taken to do so</td>
</tr>
<tr>
<td>4. Working with NGOs or in a participatory approach ensures that women’s views are heard.</td>
<td>Participation or work with NGOs will not necessarily include the participation of women unless special steps are taken to do so</td>
</tr>
<tr>
<td>5. The husbands speak for the whole family, so the women’s views have already been</td>
<td>Many women don’t have husbands. Husbands are often poorly informed about</td>
</tr>
<tr>
<td>taken into account</td>
<td>women’s choices and preferences, and agreement within the household is not automatic</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Women are already taken care of by the home economics department</td>
<td>Home economics usually excludes women’s economic roles as agricultural producers</td>
</tr>
<tr>
<td>7. Women have no interest in project activities, because they don’t come to the meetings or make themselves heard.</td>
<td>Timing and location of meetings may preclude women’s participation: social custom usually prevents them from disagreement with men in public.</td>
</tr>
</tbody>
</table>

## Elements for Defining Gender Analysis

A gender analysis is based on the system that governs / decides the roles, activities and responsibilities assigned to women and men; the regulation / adjustment of this system is not determined by biology, but rather on the social, cultural, political, legal and economic context. The gender roles are handed down / passed on / transmitted by the society and can be modified in time and space. The gender analysis underlines the imbalances in the access and control of resources, and the power-imbalances between women and men. Consequently, it is through this type of analysis that one can understand the possibilities and the need for change in a given social system.

### The Gender Concept is a Social Phenomenon

1. Gender is neither causal nor deterministic. It relates to the relations between groups of men and women.

2. Gender relations are neither statistic, nor removed from history. Gender relations are dynamic and they change over time.

3. There exist clear hierarchies and priorities concerning the importance of different phenomena in determining the gender dynamic. For example, in certain societies, the adoption of a law has not an impact on opposing social and cultural norms.

4. The larger social dynamic exerts a determining impact on gender, for example the impact of urbanization.

5. Strictly speaking, gender and development (GAD) does not concern women but the social construction of gender and the attribution of roles, responsibilities and specific potentialities / possibilities to women and men.
### Conceptual Framework for a Gender and Development Analysis

<table>
<thead>
<tr>
<th>Development Strategies</th>
<th>Theoretical framework</th>
<th>Factors in planning and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower men and women to enable them to collectively to determine their own development</td>
<td><strong>Tool no. 1</strong> &lt;br&gt; <strong>Sexual Division of Labor</strong></td>
<td>Type of work &lt;br&gt; Role of M / F &lt;br&gt; Activities: &lt;br&gt; - Production &lt;br&gt; - Reproduction &lt;br&gt; - Communal</td>
</tr>
<tr>
<td>Increase women’s and men’s access and control of resources and benefits</td>
<td><strong>Tool no. 2</strong> &lt;br&gt; <strong>Production / Reproduction</strong></td>
<td>Resources / Benefits &lt;br&gt; Economic: &lt;br&gt; Land, capital, equipment, tools, labor (essential needs) &lt;br&gt; be fed, dressed, lodged, have income, and sex</td>
</tr>
<tr>
<td>Promote women and men’s participation in decision making / in development</td>
<td><strong>Tool no. 3</strong> &lt;br&gt; <strong>Participation</strong></td>
<td>Level of participation &lt;br&gt; Beneficiaries &lt;br&gt; Executers &lt;br&gt; To be Consulted &lt;br&gt; Agents – actors of development</td>
</tr>
<tr>
<td>Transform / change the social gender relations</td>
<td><strong>Tool no. 4</strong> &lt;br&gt; <strong>Social Transformation</strong></td>
<td>Practical needs: &lt;br&gt; M / F conditions &lt;br&gt; Strategic interests: &lt;br&gt; M / F positions</td>
</tr>
<tr>
<td>Achieve balance in the repercussion of development benefits</td>
<td><strong>Tool no. 5</strong> &lt;br&gt; <strong>Equality / Equity</strong></td>
<td>Political influence factors, economic, socio-cultural, legal, environmental, religious, international.</td>
</tr>
</tbody>
</table>

Source: DDA, Femmes et Développement

Gender Analysis is an approach that allows the consideration of the differences of men and women in the cycle of development programming. The analysis enables / permits the identification of gender differences in order to design a balanced action plan.

The analysis often uses five tools in examining the social and economic context of a project. The tools are described in the Harvard method’s checklist.

- Tool 1: division of labor according to gender (type of activity and role)
- Tool 2: production / reproduction (resources and benefits)
- Tool 3: participation (level of participation / involvement in the decision-making process)
- Tool 4: Social change / transformation (practical needs and strategic interests)
- Tool 5: Equality and equity
1. SEXUAL DIVISION OF LABOR

(or division of labor based on sex or division of labor based on gender)

Development strategy: Increase women and men’s power to enable them to collectively determine their proper development

The questioning will always be around the distribution of activities carried out in the environment like as much as productive activities: agricultural, livestock activities, crafts, fishing, natural resources management (NRM) than those concerning reproductive activities, management of family/household income, domestic activities, maintenance and education of children etc.

Main Questions

- How is labor organized in the various groups affected by the project?
- The type of work remunerate - or not - women (taking into consideration the various social groups) carry out
- The type of work – remunerate of not – men (different groups) carry out?
- What are the areas of cooperation?
- What are the interchangeable tasks
- What are the work loads (time and energy)
- How does factors such as age groups or social status influence the work / activities?
- What kind of repercussions does the division of labor have on the realization of project objectives?
- Will the project strengthen – or question – the existing division of labor?
- Will the project have an impact on women’s or men’s work tasks (reproductive, productive, or communal) and what kind of impact will the project have on the sexual division of labor?
Proposal for thoughts / reflections

The selection of questions should be based on the type of actions / activities and the its progress

- **Work Tasks/ Labor Related to Human and Social Reproduction**
  - Processing and preparation of food;
  - Care and support of children
  - Care of family health;
  - Supply of water for domestic use;
  - Maintenance of food storage and houses;
  - Hygiene of the family surroundings
  - Errands (markets, food mills, etc.)

- The (work) task in question is carried out by which category of women or men (variable age, social status, position within household) and what is the time assigned to the task?
- What is the social perception of each of these tasks?
- What kind of social implications?

- Often when questioning women about their work, in responding, they will often underestimate their actual tasks and responsibilities. This is often due to the invisibility of domestic work and the low social value given to these kinds of tasks.

- This work category is often reserved for women, and the men only intervene for tasks that require a lot of physical force. But this of course depends on the social, economic and cultural context. This is also the area where sexual discrimination and resistance / opposition remain strong.
Production Related Work

- Family labor force (production, cleaning, different kind of reparation, storage of harvest, sale)
- Other remunerated work tasks

The analysis should be done on the basis of i.e. the cropping and livestock system, know who does what, according to seasonal differences. It is also important to collect information about the participation of the various social groups and women and men at the level of the various cropping systems (for example the nursery production, ploughing, sowing, application of fertilizer and pesticides, weeding, harvesting etc.) which perception of the different tasks? What kind of social value is given to these tasks.

- In this work category, women often participate like as much and often more then men. Their participation in production activities is added to all the activities related to reproduction and reduce their availability for tasks that has more personal interest or even spare time.

Community (Related) Work

- Communal organization of social services;
- Improvement of living conditions (i.e. collection of household waste /refuse)
- Organization of social activities (ceremonies such as baptism, weddings etc.);
- Participation in local political activities,
- Participation in groups related to projects and in village organizations.

- In this category women often do not take part in the decision-making and are generally not assigned leadership positions. Generally, their activities do not reach the public sphere except for social ceremonies that they organize or activities that only concern women.
2. PRODUCTION AND REPRODUCTION

Development strategy: Increase women’s and men’s access and control of resources

- Main Questions

Access to Resources
- Women have access to which production-related resources?
- Men have access to which production-related resources?
- Which production related resources do men control and which production related resources do women control?
- What kind of impact / repercussion will this have on project / program activities?
- How can the program / project give a better access to and control over resources to marginal / disadvantaged groups?

Access to the Benefits of Various Resources
- What kind of benefits does women and what kind of benefits does men get from reproductive, productive and communal work?
- What kind of impact / repercussion will this have on project / program activities?
- How to increase the access of disadvantaged groups to the benefits and control over benefits.

- Proposal for Thoughts / Reflections

The most important resources to consider are mainly:
- Economic resources such as land (production, use, ownership) capital (money, credit, equipment, competence, etc.) and work (paid or un-paid labor etc.)
- Political resources: leadership, education, training, information, credibility, influence,
- Time: a resource that is particularly important and limited for women.

It is important to understand the conditions related to the access to resources and the benefits from the resources, which are:
- Material: food, clothing, accommodation, money, ownership to goods,
- Status, political power, prestige, existence of a social potential.

**The questions (related to i.e. income)**

- What are the most important sources of revenue for men, and for women in the household?
- What is the amount obtained for each activity?
- How do they commercialize the goods and services?
- How is the income used / spent?
- Who manages what and the distribution is based on what (kind of logic?)
- What are the financial responsibilities of men and women?
- What kind of logic is this based on?
- In relation to their role / position in the household, what is the contribution to each, and for what part of his / her income (income invested in the household / total revenue)
- What are the seasonal variations in the household’s income
- How do they use credit, i.e. to increase productivity
- How are men and how are women’s saving activities?
### 3. PARTICIPATION AND LEVEL OF PARTICIPATION

**Development strategy:** Promotion of the participation of women and of men in decision making that is related to their own development.

The participation / involvement in decision-making is the factor that can most effectively implicate the least advantaged groups to an increased equity in the access to, and benefits over resources.

It is important to understand the different levels of decision-making (in the family, in the community etc.) and to make a typology of decisions, and of the roles of the different parties involved.

- **Main Questions**
  - What is the type of participation of women and men in the project and in the institutions?
  - What is the nature of the benefits that men and women receive?
  - To which extent are women (and men) active participants in the various phases of the project / program?

Example of questions for a farm:

- What are the different roles played by men and women and age groups in the decision-making?
- How are the decisions being expressed?
- What are the various levels of decision-making?
- Does there exist centers of opposition? What kind of roles do they play?
- To assure the implementation of various project activities, who should be involved in the decision-making process?
- Who are the project beneficiaries, and what kind of role do they play?
- Who are the executants, and do they play other roles?
- Who are the real agents / partners?
Participation in development (activities) assumes that the woman is considered an equal partner. The participation should be equal in the substance and form (the women often participate in the decision making in a tacit and hidden way) the women should take part in a more visible manner.

It is important to be able to determine the constraints that hamper women’s participation in participating in and benefiting from a development program / project. What kind of measures can reduce these constraints? What kind of possible consequences exist?

4. SOCIAL TRANSFORMATION

Development strategy: Transform the social gender relations

It concerns the collection and understanding of the constraints and the potentials in terms of opportunities for a social transformation. This work is particularly difficult since the women themselves do not always discover / detect the constraints and possibilities. The work requires participative research that allows to address inequalities and to achieve a more harmonious development.

Due to a society’s evolution (as a result of internal dynamics and historical and economic circumstances) there are constant changes in all areas of the society, but the changes are often incontrollable and can sometimes be negative. In the context of gender analysis, it is important to observe objectively the possible and wanted changes / transformations in a well-defined context and to direct them towards a balanced and sustainable development.

- Fundamental questions
  - In what way do the program activities and the political organizations take into consideration the practical needs and the strategic interests of women and of men?
  - In what way do the program activities and the political organizations take into consideration the practical needs and the strategic interests of the community in general and the women in particular?
  - How will the program contribute to a change in the relations between men and women?
  - How will the program contribute to a change in the relations between the most well to do and the most disadvantaged groups?
5. EQUALITY AND EQUITY

Development strategy: Achieve equity in the impact that development benefits have

This can only follow from an awareness of the imbalance in the men / women relations. It is important to act on the influence factors that determine this imbalance.

Women’s associations, human rights organizations are often very effective in handling / acting at this level (legal factors, political etc.) and it is important to have a commitment by women in such institutions. In a gender perspective, it is about how to improve the targeting of the evolution of the influence factors (political, legal, economic etc.) as well as their impact on women’s position, and to anticipate which activities to start in the future.

- **Fundamental Questions**
  - What kind of past and existing factors has repercussions on the gender relations and modifies the work relations, access to, and control over these resources?
  - What kind of constraints and possibilities do these factors impose on the promotion of gender equality and the power to women (or to men)?
  - How and in which way will the program and the organizations contribute to an improvement of women’s position in the society?

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GROUP WORK

A. Each group should carry out a Social and Gender Analysis in Case Study Area, the analysis should be based on available documentation (i.e. the project summary prepared for the workshop) and information from members of the group familiar with the project and/or project area (approx. 45 minutes)

B. Presentation of results by each group.

(Does the project activities reflect the actual roles and responsibilities of men and women, young and old, and rich and poor? Will the project activities affect existing gender roles? Etc.)
GROUP WORK

Suggestion for another group work, time permitting………

Statements and Policy Approaches
Duration: 1.5 – 2 hours
Objectives:
1. To start discussion about different approaches to gender and development
2. To introduce the topic of policies

Method:

Part 1 - Statements: Introduce this activity (by i.e. explaining the various policy approaches) and stress that it is not a test. Go through instructions on Handout B (can make flip chart for this). Make clear that the top of the diamond is “agree most strongly” and the bottom of the diamond is “disagree most strongly”. This does not represent total agreement or disagreement with the statements.

2. Ask each person to sort 15 cards, with statements from A to O (Handout A) and organize their answers in a diamond

3. Ask participants to form small groups for discussion. Each group has to try to reach agreement, and write the group answer on a “diamond” flip chart. Also give each person a copy of handout C to reflect on.

4. Reconvene the whole group for discussion. Write up answers on flip chart for each group

Questions: Was it an easy exercise? Were there wide variations? Look at similarities and differences in “agree” and “disagree”

Points for discussions: The statements are examples of real statements. They have been chose to reflect particular policy approaches. They are over-generalizations

Part 2: Policy Approaches: Explain that this part will relate the statements from part 1 to policies that exist about gender and development.

2. Show prepared flip chart/overhead – Handout C – with five major policy approaches and important points noted.

3. Ask participants to indicate which statements reflect each of the different policy approaches, and fill these in on the flip chart. Ask about other statements with no policy approaches. Ask about statement M. What does it represent?

Distribute Handout C on policy approaches - Handout D has the “correct” answers…. 

---

2 Source: The Oxfam Gender Training Manual, Oxfam UK and Ireland 1994:
A good development project will benefit the whole community which will automatically include women.

We aim to help the poorest of the poor. Poor women are particularly disadvantaged, so they should be specially helped.

I agree that Southern women have a hard time, but it’s not up to us to change their culture.

Women (in any society) often find it difficult to speak in the company of men. Therefore it is important to devise ways of enabling their voices to be heard.

Women do the main farming work. Therefore women must be involved in any agricultural project if it is to succeed.

There should be some aspect of income-generation in all schemes for women. The aim should be that such schemes should be self-financing.

True development for women would enable them to have the power to make meaningful choices and changes in their lives.

Equal Opportunities policy and practice in Northern NGOs should be directly relevant to, and can provide guidelines for, the projects we support in Southern countries.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td><strong>J</strong></td>
</tr>
<tr>
<td>When the situation is serious you can’t afford the time to stop and think about gender issue</td>
<td>If a community is involved in a national liberation or class struggle, then this has to be the priority for both men and women. To focus on women’s specific needs is divisive and disruptive</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td>Women as wives and mothers are responsible for the health and well-being of the whole family. Therefore we should help them to help the whole family.</td>
<td>All aspects of development will affect women and men differently, Therefore we need to look at everything for its different impact on men and women</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>Within each culture, women are subordinate to men. The aim should be to eliminate this inequality and subordination</td>
<td>If women had more education, they could catch up with men to become more economically self-sufficient.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td></td>
</tr>
<tr>
<td>The important thing is to help the people most in need, not just the women.</td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT B: STATEMENTS ABOUT GENDER AND DEVELOPMENT – DIAMOND RANKING

Please read the statements carefully and judge them on how much you agree or disagree with them.

Then please sort them into order, in seven levels from level 1 (Agree most strongly) through level 7 (Disagree most strongly). Please sort them so that they form a “diamond shape” as indicated below.

(Facilitators: Draw a diamond here)

1. Agree most strongly: 1 card
2. Agree moderately: 2 cards
3. Agree slightly: 3 cards
4. Neither agree nor disagree: 3 cards
5. Disagree slightly: 3 cards
6. Disagree moderately: 2 cards
7. Disagree most strongly: 1 card
HANDOUT C:

Policy Approaches to Women’s Involvement in Development

(see former table from Module)
### HANDOUT D: “CORRECT” ANSWERS

<table>
<thead>
<tr>
<th>A: STATEMENT</th>
<th>B: WELFARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good development project will benefit the whole community which will automatically include women</td>
<td>We aim to help the poorest of the poor. Poor women are particularly disadvantaged, so they should be specially helped</td>
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<tr>
<th>C: STATEMENT</th>
<th>D: EMPOWERMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I agree that Southern women have a hard time, but it’s not up to us to change their culture</td>
<td>Women (in any society) often find it difficult to speak in the company of men. Therefore it is important to devise ways of enabling their voices to be heard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E: EFFICIENCY</th>
<th>F: ANTI-POVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women do the main farming work. Therefore women must be involved in any agricultural project if it is to succeed.</td>
<td>There should be some aspect of income-generation in all schemes for women. The aim should be that such schemes should be self-financing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G: EMPOWERMENT (Often chosen as the card “strongly agree”)</th>
<th>H - EQUITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>True development for women would enable them to have the power to make meaningful choices and changes in their lives</td>
<td>Equal Opportunities policy and practice in Northern NGOs should be directly relevant to, and can provide guidelines for, the projects we support in Southern countries</td>
</tr>
<tr>
<td><strong>I - STATEMENT</strong></td>
<td><strong>J - STATEMENT</strong></td>
</tr>
<tr>
<td>-------------------</td>
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<td>When the situation is serious you can’t afford the time to stop and think about gender issue</td>
<td>If a community is involved in a national liberation or class struggle, then this has to be the priority for both men and women. To focus on women’s specific needs is divisive and disruptive</td>
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<thead>
<tr>
<th><strong>K - WELFARE</strong></th>
<th><strong>L – GENDER ANALYSIS</strong></th>
</tr>
</thead>
<tbody>
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<td>Women as wives and mothers are responsible for the health and well-being of the whole family. Therefore we should help them to help the whole family.</td>
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<tr>
<th><strong>M -EQUITY</strong></th>
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<tbody>
<tr>
<td>Within each culture, women are subordinate to men. The aim should be to eliminate this inequality and subordination</td>
<td>If women had more education, they could catch up with men to become more economically self-sufficient.</td>
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<th><strong>O - STATEMENT</strong></th>
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</thead>
<tbody>
<tr>
<td>The important thing is to help the people most in need, not just the women.</td>
<td></td>
</tr>
</tbody>
</table>

Gender analysis (represented by statement L) is a necessary starting point for putting any of these strategies into practice. It does not indicate which approach to adopt.
The group work on the sexual / social division of labor (roles of men and women in rural sector) and the stereotypes illustrates that:

- On the basis of the biological differences between men and women, the society has created/assigned roles that it legitimizes and attributes as being either natural masculine or natural feminine roles.

- The social relations between two equal, but different groups of human beings (men and women) will, through the culture and by the use of stereotypes and language, make one group inferior to the other.

- Gender differences have a tendency to make the reproductive role of women, even when it comes to procreation, inferior to men’s reproductive role (i.e. a proverb in Bambara (Mali) which says that the woman has a stomach and that the man has given the stomach to the woman…). This should be verified during group work and presentation.

Different approaches to women and development, such as Women in Development (WID) and Gender and Development (GAD) have been presented. The presentation showed that GAD implies: social analysis; a consideration of not only men’s and women’s practical but also strategic interests; as well as a greater implication of women and men as actors and partners in development with the aim of achieving a more equitable and fair development.

The Harvard Method’s checklist provides tools for integrating gender aspects in the various phases of a project.
During the last two decades, many studies have been carried out on gender related issues in the agricultural sector in Sub-Saharan Africa (SSA). The extensive literature has contributed to a growing understanding among donors and policy makers of women’s roles in crop and livestock production as main providers for household food production. Important contributors to the literature include UN agencies such as FAO, UNDP and UNIFEM; some of the CGIAR research centers, in particular IFPRI; several bilateral donors, in particular the Dutch and Nordic bilateral agencies, CIDA and USAID; several NGOs and the World Bank. Most of the literature focuses on women’s role in food security. However, some studies, in particular by FAO and the World Bank, documents gender related issues in the fields of agricultural research and extension. A document that gives a good overview of women’s role in agriculture production is the 1994 World Bank discussion paper (#230) on “Raising the Productivity of Women Farmers in Sub-Saharan Africa”. The report documents and summarizes women’s current roles in agricultural production in SSA, identifies and evaluates the key constraints they face in attempting to raise their productivity, and recommends measures, in terms of agricultural technology, extension, and financial services, to relieve these constraints. The report was based on the findings of a UNDP-funded/World Bank-executed project, and was based primarily on four country studies – Burkina Faso, Kenya, Nigeria, and Zambia.

Key findings and recommendations of the UNDP/World Bank report on “Raising the Productivity of Women Farmers in SSA” are:

- **The gender-specific nature of African farming is disappearing** as women are growing crops (such as coffee and other cash crops), taking on tasks (such as land clearing) traditionally performed by men, and making decisions other than daily management of the farm and household. This is due to changes in the African rural household as well as the break-down of traditional farming systems.

- **Women compromise the majority of smallholder households in many SSA countries.** They have often become the de facto managers of the rural household, and *female-headed households are becoming increasingly common in SSA.*

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3 In Nigeria, the pilot activities of the Women in Agriculture (WIA) Program (see the Nigeria WIA case study) was based on the findings of the Nigeria country study.
• Rural women work considerably longer hours than men on both agricultural and other tasks - on average, fifty percent more hours per day than men\(^4\). Consequently, policy makers must recognize that any strategy to improve agricultural productivity that increases the demand for labor, especially female labor, must take the consequent opportunity costs fully into account.

• Potential agricultural output is reduced because of rural women’s disadvantaged access to inputs and to support services. In example, although the mean gross value of output per hectare from male-managed plots in Kenya was 8 percent higher than from female-managed plots, if women were to apply the same volume and quality of inputs as men, their gross value of output would increase by around 22 percent.

• A potential productivity gain can only be realized by substantially improving women’s access to inputs and support services such as land, labor, technology, extension and credit.

• Women’s land rights have been further weakened and women are managing even smaller plots due to growing population pressure and because agricultural land has become more scarce.

• Women are particularly disadvantaged compared to men in the size of the plots they farm. In addition, given existing farming technologies, smallholders seem to be faced with a situation where available family labor and insufficient income to hire labor constrains the productive use of additional land. Because smallholder technology is labor-intensive, and because of acute seasonal shortages, more land, even if available, would not be a solution. Consequently, smallholders, especially female, must gain access to more inputs and better technology so that the returns to the land they have is increased – in short – their productivity is raised.

• Labor productivity is generally low, and reflects smallholders, especially female farmers, limited access to information and resources that would enable them to adopt different technologies, and increase labor productivity. With low average and marginal returns to labor, male family members in particular seek off-farm employment opportunities. This reduces family labor supply and highlights the lack of cash or credit with which to hire labor. As a result, households adjust cropping patterns and farming systems to fit labor availability. They do this by limiting the area cultivated and planted, the amount of weeding and fertilizer applied, or by growing less labor-intensive corps such as cassava, and thus reducing labor value added. The solution lies in raising output by generating and employing superior technology.

• Labor- and energy-saving technologies are women farmers’ greatest needs in agricultural technology. They also need production technologies for their commodities, constraints and objectives, – which are not always exactly the same as those of male farmers. If gender-related problems are allowed to constrain adoption, women farmers will be further disadvantaged and efforts to increase national agricultural output and productivity will be compromised.

\(^4\) Result from the econometric analysis of the study’s household surveys in Burkina Faso, Kenya, Nigeria and Zambia.
• **Agricultural research and extension must focus more on the needs of the majority of farmers – women – by concentrating on farming and household system, by increasing participatory research with male and particularly female farmers, and by improving feedback from gender sensitive extension agents and systems.**

• **Contact with extension significantly and positively affects the gross value of male farmers’ output, but not female farmers’ output.** First, the diagnosis of gender differences in agricultural activities and constraints should be improved, and extension messages and delivery modified accordingly. Monitoring and evaluation should routinely be on gender–desegregated data.

• **African smallholder farmers – both women and men, critically need cost–effective and sustainable financial services.** The country studied showed that they are presently inadequate, and that availability of inputs and technologies is to no avail unless the farmers have the means to obtain or use them, and the seasonal surpluses of agricultural income may not be invested to full advantage.

### Good Practices

In the region, there are some “good practice case studies” in how to mainstream gender in agricultural services programs. They include the Sahel study on women and agricultural extension that resulted in improved access to agricultural extension to women farmers in the sub-region, and the Nigeria “Women in Agriculture”(WIA) program that was successful in targeting women in agricultural services activities, and in particular in retraining female home economists and to redeploy them as agricultural field agents (see case studies for details).

The 1995 Sahel Sector Study (Rural Women in the Sahel and their Access to Agricultural Extension) was carried out in Burkina Faso, Mali, Mauritania, Senegal and The Gambia, and reviewed gender roles in agricultural production, and gender issues in the countries’ agricultural extension programs. Draft country studies were discussed in each country with wide representation of stakeholders, and national action plans, with targeted and quantifiable interventions were then prepared. In Mali and Burkina, the results of the gender actions include: improvement of extension services capabilities to intervene; development of more gender sensitive M&E systems; significant increase of women producers’ participation in demonstrations of technical themes; substantial increase in number of women participating in training activities; and improvements in women’s access to other agricultural services and income-making activities.

The 1985 launching of the Nigeria WIA Program resulted from a UNDP financed/World Bank managed survey that revealed that the country’s rural women provided about 70 percent of the agricultural production and that the same women had almost no access to agricultural services. Within a two year period, with the help of a locally recruited women agronomist/”gender champion”, the program was established in all the states of Nigeria. From 1985 to 1996, the main results of the program’s actions were: increase of women contact farmers from 30,000 to 600,000; increase of number of women contact and credit groups from 200 informal savings mobilization groups to almost 18,000 formal and informal groups, totaling more than 3 million rural women; and more than quadrupling of female agricultural agents -with a current number of 1500 WIA staff.
21. Lessons learned from 1995 Sahel Sector Study and the Nigeria WIA program in successfully targeting rural women in extension activities include:

- Gender analyses and gender studies assist agricultural development program in identifying gender issues in agricultural production, and can address these issues in practical ways;

- National action plans, with targeted and quantifiable interventions, as instruments for the implementation of gender actions;

- Strong commitment from the World Bank and from the Borrower,

- Need for mobilizing adequate financial, staff and logistical resources;

- Need for sufficient and continues gender input from professionals during project preparation and implementation, and closely monitoring of the gender actions by the project and by the World Bank;

- Training and redeployment of women home economists as WIA staff.

- Development of strategies to help men agents to provide extension to women farmers
Group work

Given the constraints of rural women in Ethiopia (and Sudan),

Identify specific actions in a specific region in Ethiopia or in Sudan (to be chosen by the facilitators) that will reduce one specific constraint (to be identified by facilitators).

Notes: prior to session, choose one specific constraint (i.e. time, land rights, credit etc.) and one specific region for each group. A total of 4 working groups should be OK.

Duration: approx. 1 hour incl. presentation and discussion.
GENDER ANALYSIS IN THE PROJECT CYCLE

Objectives of this session

By the end of this training session, the participants should be able to:

- Know the gender planning tools for the various phases of a project cycle (in the rural development sector), such as during the design and preparation stage, the implementing stage, during monitoring and evaluation, and completion.

- Analyze and correct -if need be - the gender considerations taken in their own projects / case studies.

5 Source: World Bank, 1996, Toolkit on Gender in Agriculture. Gender Toolkit Series No. 1
I. INTRODUCTION

Development programs and projects that ignore gender-specific barriers to resources, opportunities, and benefits, for example concerning:

- Access to resources
- Potentials of project activities, and
- Benefits of project interventions

risk excluding a large proportion of farmers and the farming community as participants and/or beneficiaries of the various interventions The neglect of gender aspects can even have a negative impact, such as imposing new time-consuming tasks for women farmers who are already overburdened with work, reduce their income, or hamper their autonomy.

At which stage should a gender perspective be included?

It is never too early to include a gender perspective. The earlier possible, the greater will be the benefits, and the project will have better chances to achieve its objectives.

However, no point exists in the project cycle when it is too late considering gender issues. Even at project completion, gender analysis can help explain reasons for success or failure, and draw useful lessons for future interventions.

In practice, gender considerations are not incorporated before during project execution. For example, when one is aware that the interventions have not had the planned impact and sometimes even negative impact. However, during project execution, human resources, budgetary and/or logistics problems will often hamper a project restructuring. I.e. often the budgetary allocations are already made during project preparation, or the executing agency is not able to adequately target more women since they only have male staff. Unfortunately, these gender actions designed during project execution risk, because of lack of favorable conditions, not be adopted by the executing agency, and consequently by the project.

The design and preparation stages are the key project phases to consider gender aspects.
II. PROJECT DESIGN AND PREPARATION

The aim of ensuring attention to gender when designing a project and choosing interventions is to promote project objectives and increase efficiency.

The key ingredient for successful project preparation is understanding men’s, women’s and various social groups’ roles in rural development, their needs, and how these needs can best be satisfied.

Gender related project interventions could serve as mechanisms of achieving different outcomes, such as, to:

- Increase project efficiency
- Increase community ownership of project
- Overcome gender-based constraints that hamper productivity
- Increase gender equity in income or income-earning opportunities
- Reduce the time or energy women spend on labor-intensive tasks, i.e. rural infrastructure
- Promote more gender-balanced access to project activities or factors of production
- Promote men’s, women’s and marginalized groups’ participation and decision-making at the community level
- Strengthen institutions and increase gender awareness
- Collect background data and information

A. STRATEGIES FOR INCREASED GENDER CONSIDERATIONS IN PROJECT DESIGN

- Clearly integrate gender-related objectives with overall project objectives

- Ensure that project design will:
  - Reflect the best information available on gender needs and issues. Find ways to involve men and women, as well as disadvantaged groups, as participants.
  - Address past experiences on gender issues in the country, in the region, the sector or sub-sector (i.e. by reviewing former gender studies), and remedies previous limitations.

- Start with a pilot phase if it is the first or if it is an innovative design, and assure that the project has a certain flexibility (i.e. concerning budgetary allocations) to incorporate gender activities in the project during project implementation.

- Include a gender specialist during project preparation and design, especially if:
  - Information on gender roles and the roles of the community’s various social groups is lacking
  - The project design contains many problems related to disadvantaged groups and gender roles
  - A special impact on women and/or disadvantaged groups required
B. PROJECT DESIGN: MAINSTREAMING GENDER COMPARED WITH FREESTANDING COMPONENTS/PROJECTS

Different project designs can be used to incorporate gender issues. These include:

- **General or mainstream projects** that are intended to give equal opportunities to men and women as participants and beneficiaries.

- **Mainstreaming with identified budget and reporting lines** by gender.

- **Self-standing WID (Women in Development) projects or self-standing gender components in larger projects**. These are advisable to stimulate women’s participation where social norms normally constrain their participation.

The table below describes the potential strengths and potential weaknesses of each design strategy. Implementation, supervision, and monitoring are extremely important, especially for the potentially weak areas of mainstreamed projects.

Gender related project actions, including special actions for women, must be congruent and integrated with the project’s overall objectives. For example, if a project activity were likely to increase the labor demand on women, then actions for women would include labor-saving technologies. Targeting is a strategy that can be used in many ways: targeting women participants by persuasion or quotas, employing more women agents, or focusing on women’s activities.

Special activities for women to increase gender equity have a smaller constituency than projects with broader development goals. Many efforts to reach women, based on advocacy for gender equality, have had a limited response, in part because the number of stakeholders has been limited by this focus.
# Mainstreaming compared with gender components

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Potential strengths</th>
<th>Potential weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mainstreaming</strong></td>
<td>• Draws on resources of all project components</td>
<td>• Gender has low visibility</td>
</tr>
<tr>
<td></td>
<td>• More likely to be sustainable</td>
<td>• Women can be marginalized</td>
</tr>
<tr>
<td></td>
<td>• Capacity building</td>
<td>• Difficult to monitor gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can remain limited to defining women only as recipients of services</td>
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<tr>
<td></td>
<td></td>
<td><strong>Identifiable budget and reporting structure</strong></td>
</tr>
<tr>
<td></td>
<td>• Able to be monitored</td>
<td>• Low priority for gender in non-specific budgets</td>
</tr>
<tr>
<td></td>
<td>• Visible</td>
<td>• Low priority for gender if specific budgets are small</td>
</tr>
<tr>
<td></td>
<td>• Fine-tuned to women’s needs, i.e., eligibility criteria for credit and training</td>
<td>• Without adequate monitoring, budgets can be pirated for other purposes</td>
</tr>
<tr>
<td></td>
<td>• Linkage to mainstream</td>
<td><strong>Separate women’s components</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine-tuned to women’s needs, i.e., eligibility criteria for credit and training</td>
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<tr>
<td></td>
<td></td>
<td>• Linkage to mainstream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Able to use other resources</td>
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<tr>
<td></td>
<td></td>
<td>• Able to be monitored</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guarantee access to project benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Free-standing WID project</strong></td>
</tr>
<tr>
<td></td>
<td>• Fine-tuned to women’s needs</td>
<td>• Difficult to tap line ministry resources</td>
</tr>
<tr>
<td></td>
<td>• Visible</td>
<td>• Institutionalization of activities may never occur</td>
</tr>
<tr>
<td></td>
<td>• Capacity building</td>
<td>• Small scale</td>
</tr>
<tr>
<td></td>
<td>• Benefits more women</td>
<td>• Focus on welfare rather than empowerment</td>
</tr>
<tr>
<td>Information needed / questions to ask</td>
<td>Benefits of gender analysis</td>
<td></td>
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<td>--------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Clarify gender roles and their implications for project strategies:</strong>&lt;br&gt;  - What are the gender roles and existing gender division of labor? What are their implications for project strategies?</td>
<td>Main actors can be identified and targeted. Labor constraints within the household will be recognized. Components and interventions to further the project goals can be reliably identified.</td>
<td></td>
</tr>
<tr>
<td><strong>Analyze eligibility to receive project inputs and services and to participate in project activities:</strong>&lt;br&gt;  - Are there gender differences in eligibility to receive project inputs and services and to participate in project activities or benefits</td>
<td>Credit, inputs, and extension can be made available for those doing the activity being promoted. Incentives increase when the person doing the work benefits from the revenue.</td>
<td></td>
</tr>
<tr>
<td><strong>Examine outreach capabilities:</strong>&lt;br&gt;  - Do institutions and services have direct contact with men and women</td>
<td>Research will be informed by the technology needs of all farmers, i.e., drugs can be developed and made available for small ruminants and poultry, kept by women.</td>
<td></td>
</tr>
<tr>
<td><strong>Assess the appropriateness of proposed technical packages, messages and technologies</strong>&lt;br&gt;  - Are they appropriate for both women and men?</td>
<td>Greater acceptance of technical packages and activities will help realize the project’s full potential.</td>
<td></td>
</tr>
<tr>
<td><strong>Examine the distribution of benefits and its effect on incentives</strong>&lt;br&gt;  - Will both women and men receive benefits and incentives from the project?</td>
<td>Women will be more likely to support the project if they benefit, for example, by gaining and independent source of income</td>
<td></td>
</tr>
<tr>
<td><strong>Consider the reliability of feedback mechanisms:</strong>&lt;br&gt;  - Will reporting and monitoring be gender-disaggregated?&lt;br&gt;  - How reliable are feedback mechanisms?</td>
<td>Project planners need to know if the proposed interventions are acceptable to men and women. Technologies will be more suitable and adoptable where local women participate in selecting and testing technologies and in evaluating results. Project managers will know project benefits to men and women. Project objectives can be better served.</td>
<td></td>
</tr>
<tr>
<td><strong>Anticipate changes in the gender roles and link these to expected project impact</strong>&lt;br&gt;  - How will men and women farm differently?&lt;br&gt;  - How will their access to resources differ?&lt;br&gt;  - Will work loads increase?&lt;br&gt;  - What affect will the project have on women’s and men’s independent income, status, food security, household cash flow, family health</td>
<td>Project planner will know the likely effect of the project on all members of the rural community.</td>
<td></td>
</tr>
</tbody>
</table>
III. PROJECT IMPLEMENTATION

Strategies for addressing gender issues in project implementation need to be flexible so that mid-course corrections can be made in response to new and better information about gender or patterns of agricultural production. Projects should build in the ability to expand successful strategies tried in pilot programs.

A. STRATEGIES FOR INCREASED GENDER CONSIDERATIONS IN PROJECT IMPLEMENTATION.

- Establish clear, explicit, and manageable objectives for gender actions within the context of the project:
  - Elaborate an implementation plan with gender-disaggregated performance indicators at set periods
  - Include gender issues in TORs of field visits
  - Assess progress on gender-related actions during mid-term evaluation
  - Include gender-differentiated results in the lessons learned in the final report.

- Include a gender specialist on missions, in particular if: (a) information on gender roles is lacking; (b) the project design contains many problems related to gender roles, or (c) a special impact on women is required. The interest and ability of the person to work on gender issues is important, whereas their sex is not. A woman on the team cannot automatically be expected to take responsibility for gender aspects as she may be untrained.

- Build flexibility into projects, particularly when not enough is known at preparation, so project actions can be modified during the project cycle to take advantage of new information or opportunities.

- Include safeguards such as timed implementation targets or mandatory reporting – to ensure that attention to gender issues continues during the remainder of the project period.

B. MODIFICATIONS DURING THE PROJECT CYCLE

For many institutions, acknowledging gender issues is relatively new in the design of projects, consequently, it is often necessary to modify or adapt existing projects or components. Projects need the flexibility to make mid-course corrections in response to:

- Changes in agricultural production patterns,
- Deficiencies in the original design, and
- A better understanding of gender issues than was available at preparation.
IV. MONITORING AND EVALUATION (M & E)

In monitoring and evaluation of rural development projects, gender disaggregated evaluation and monitoring indicators are essential.

Attention to gender during supervision, i.e. during field visits, not only ensures that gender objectives are on track, but can also identify deficiencies in the original project design.

A. STRATEGIES FOR INCREASED GENDER PERSPECTIVE DURING MONITORING AND EVALUATION.

- Establish monitoring and evaluation mechanisms that will record and track gender differences.
- Measure benefits and adverse effects on men and women separately whenever appropriate.
- Make specific and adequately detailed references to gender in reports.
- Report any gender differences even when no mention was made of gender in project objectives.

B. SELECTION CRITERIA FOR KEY INDICATORS

Indicators need to be adapted to each project and should as far as possible be based on:

- Objectives and main key indicators of the project. A gender analysis carried out during project preparation should include the benchmark data for these indicators.
- Data that are already being collected (units of measurement should be the same)
- Equity of needs (including what women and men want) rather than on equality of numbers
- Realistic, time-bound targets tied to the implementation plan
- Percentage of women among participants or staff, in particular if the number of women affords no comparison with the number of men.
C. EXAMPLES OF GENDER-DISAGGREGATED INDICATORS

- Percentage of participants or beneficiaries in project activities who are women. Examples are women as percentage of:
  - Participants of extension activities (meetings, visits, radio groups, and demonstrations) diagnosis, extension planning, and evaluation (of farmers satisfaction)
  - Members, committee members, or managers of cooperatives or other associations
  - Participants in research / farmer consultations, users of land where on farm tests and trials are located, or participants in evaluation of results
  - Recipients of credit (with mean amounts and repayment rates), inputs (with mean amount), irrigated plots (with mean area).
  - Recipients of training activities (with type of training).
  - Those who adopt recommendations
The percentage of female farmers of household heads who participate will only be useful if compared to the percentage of men farmers.

- Average production (or revenue) from and distribution of activities targeted by the project by men and women project participants.

- Average number, type and distribution of animals owned by men and women participating in the project

- Average number and distribution of revenue from processing animal products of women targeted by the project

- Views of men and women participants on the impact of the project components on their families’ revenue and well-being
GROUP WORK

Theme: Given the project cycle and your project / case study

A. Identify the various phases and the elements to consider in order to integrate gender and social aspects in your project / case study

B. In the actual phase of your project, identify the strengths and weaknesses concerning social and gender aspects

C. Come up with possible solutions (to the project’s weaknesses) in a detailed gender and social action plan, including measures for monitoring and evaluation

D. Evaluate the executing agency’s capacity in implementing the action plan and – if need be – new additional measures.

Time:

Group Work:

Group Presentation

Group A:

Group B:

Group C:

(For the facilitators: decide prior to workshop if some of the group work activities should be carried out during the session on technical aspects)
I. FORESTRY

In many societies men and women use different forest, tree and wood products in different ways:

- Women typically gather forest products for fuel fencing, food for the family and fodder for livestock, medicine, and raw materials for income-generating activities. Women are often the chief sources of information on the use and management of trees and other forest plants. Non-wood forest products gathered by women frequently hold a significant place in the household, local and regional economy.

- Men use many non-wood forest products but more often cut wood to sell or use for building materials.

The differentiation by gender has major implications for ownership and usufruct rights to the forest and its products, species chosen for new plantings, and management of the forest. In addition, land ownership does not necessarily imply ownership and control of the trees and different forest products.

ASPECTS OF GENDER ANALYSIS

a. *Community Consultation in Project Design and Implementation*

- Hold discussions with the community on the different needs of each section of the community, and ensure that all groups are included and heard.

- Present forest management alternatives and advise the community on their implications

- Organize groups in homogenous units based on tradition forest-use patterns and established boundaries and ensure representation of women in leadership of such groups

- Incorporate community control over forest protection and harvesting

---

B. Women’s Participation in Project Management

- Include village women in management training
- Encourage women to be full members and officeholders in village forest protection committees
- Establish women’s sub-committees to manage the processing of non-timber forest products

C. Women’s Participation in Project Activities

- Consult women and women’s groups on plans for credit, extension and tools and equipment
- Ensure that women as well as men are trained in managing new species
- Include women and women’s groups in various activities, including nursery production, seeding distribution, planting, credit and extension programs,
- Reduce constraints to women’s full participation due to lack of access or ownership of public and private land by i.e. assist women’s groups in gaining access to new land to build a nursery or wood lot for fuel
- Review legal and customary restrictions on women’s ownership of forest land
- Reduce constraints to participation posed by competing demands on women’s labor by planting nursery production around women’s time constraints.
II. IRRIGATION

Irrigated agriculture can have a gender-differentiated impact in several different ways. The introduction of irrigation frequently increases the demand for women’s unpaid labor in one or more of the following tasks, depending on the region:

- Bund and channel maintenance
- Water control at field level
- Weeding
- Pest control
- Harvesting
- Post harvest processing

Most of these tasks fall to women and consequently these new responsibilities compete with other demands on women’s labor on the farm and in the household. It is important to take into consideration the potential increased demand for women’s labor in irrigation and irrigation crop production. Projects will need to accommodate competing demands and ease women’s time constraints. These measures can also help maintain production in other areas, such as women’s dryland crop and livestock production.

ASPECTS OF GENDER ANALYSIS

Frequently irrigation development affects property relations and long-term security of tenure. Often projects give access to irrigation to men household heads. This can have the unintended effect of:

- Bestowing private water rights on men through mechanisms such as the payment of water charges and bypassing women’s claims.
- Improving the quality of land, productivity, and income only from land belonging to men alone and not the entire farming community
- Reinforcing pro-male bias in access to credit, inputs and extension service
- Enforcing men’s land ownership at women’s expense.

To promote women’s participation in water users’ committees it can be useful to:

- Elicit information about women’s and men’s roles, labor constraints, problems, and preferred solutions on irrigation issues.
- Elicit information on non crop uses of irrigation water, such as household use, and the wastage and health risks associated with these uses
- Ensure user supports and ownership for operation and maintenance of activities through the participation of women farmers
The design and implementation of irrigation schemes can be improved through women’s participation. Some strategies to consider include:

- Consult and involve men and women, young and old, rich and poor, in project design, construction, operation and maintenance, and monitoring and evaluation

- Employ community organizers as facilitators to help form users associations, encourage wide participation, and provide advice to men and women farmers

- Promote a more equitable distribution of water and irrigated land among men and women by suggesting that the community considers:

  - Allocate irrigated plots to men and women in proportion to the allocation prior to irrigation

  - Allocate irrigated plots to women’s groups, and

  - Divide family land between husband and wife with individual titles

- Provide the rural infrastructure needed to alleviate increasing demands on women’s time, including household water supplies, wood lots, and fencing for livestock

- Include components that facilitate women’s other economic activities, such as:

  - Fodder production
  - Water for livestock rearing
  - Women’s access to rainfed plots
  - Technologies for rainfed areas and household vegetable plots

- Encourage women and men to serves on water users associations and include mechanisms to ensure that women and men are included in the membership, decision making committees, and paid staff

- Ensure women’s and men’s access to extension activities in proportion to their use of irrigated as well as non-irrigated plots through: a focus on the labor input of both men and women, particular attention to women’s crops, and hiring women extension agents.
<table>
<thead>
<tr>
<th>Information needed for irrigation projects</th>
<th>Possible sources</th>
<th>Actions or implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is the household division of labor for farming, livestock care, and other tasks:</td>
<td>• Studies and surveys discussions with focus groups extension staff</td>
<td>• Determine the effect of introducing irrigation on current farming practices</td>
</tr>
<tr>
<td>- Irrigated crops</td>
<td>• Irrigation schemes records, studies, surveys, discussions with scheme and extension staff, focus groups discussions</td>
<td>• Assess the effects on current divisions of labor</td>
</tr>
<tr>
<td>- The total farming system of the area</td>
<td></td>
<td>• Promote equitable access to irrigated land through:</td>
</tr>
<tr>
<td>- The population to be settled on irrigated land?</td>
<td></td>
<td>- Modify irrigation schemes at field level</td>
</tr>
<tr>
<td>• What percentage of irrigated plots do women own?</td>
<td></td>
<td>- Reassign plots</td>
</tr>
<tr>
<td>• What percentage do women manage?</td>
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<tr>
<td>Do these percentages conform to women’s importance and heads of households, or as farmers</td>
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<tr>
<td><strong>Effects of previous projects</strong></td>
<td></td>
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<tr>
<td>• What was the experience when other projects introduced irrigation?</td>
<td>• Reports of previous projects, discussions with staff and farmers in previous projects, studies and surveys</td>
<td>• Include training for women and men in health implications of irrigation scheme</td>
</tr>
<tr>
<td>- Did women loose control over traditional “women’s crops”?</td>
<td>• Discussions with staff members: studies and surveys</td>
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<tr>
<td>- Did women’s unpaid family labor input on agricultural production increase or decrease?</td>
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<tr>
<td>- What was the effect on men’s and women’s income?</td>
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<tr>
<td>• What were the effects of irrigation on land tenure and property ownership?</td>
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<tr>
<td>• What were the effects on community health?</td>
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<tr>
<td>Proposed project</td>
<td>Project proposals, discussions with the rural community, project staff discussions</td>
<td>Recruit community organizers to facilitate full community participation</td>
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<tr>
<td>- What are the criteria for distributing irrigated plots?</td>
<td>- Records of previous schemes and previous water users and other associations, discussion with staff, focus groups discussions</td>
<td>- Take steps to ensure that the proposed irrigation project or component actively involves all affected sections of the community.</td>
</tr>
<tr>
<td>- Will users organizations be organized so that both men and women can express opinions (on distribution of plots, on water management)</td>
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<tr>
<td>- Will charges be applied to individuals or families?</td>
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<tr>
<td>- Will men and women be employed by the irrigation system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are men and women members, officials and voters of water users and others associations in roughly the same proportion as women and managers of irrigated plots?</td>
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</tbody>
</table>
III. LIVESTOCK

In most African countries, men and women are engaged in livestock production. The division of labor, level of responsibility, and ownership varies widely among countries and societies. In general, men and women often:

- Own different animal species. Men tend to be responsible for cattle and larger animals and women for smaller animals, such as small ruminants and poultry.
- Have different responsibilities, regardless of who owns the animal. Women are often responsible for the care of young animals, for keeping stalls clean, or milking, and men for herding, breeding and slaughtering, or women may be responsible for daily care and men for management and administration.
- Use different animal products. In many African societies, women use animals for milk and dairy products whereas men use them for meat, hides, and traction.

Successful livestock interventions need to take steps to:

- Determine the division of labor and ownership of different livestock species.
- Assess the role of livestock in the household economy for both men and women, i.e. women may use livestock and livestock products for: Family food consumption, generating income, or as security economic or personal risk in the future. These strategies will affect their response to different project interventions.
- Take into account different uses of livestock in the local economy.
- Address processing as well as production of livestock.
- Include marketing of livestock as well as livestock products.

ASPECTS OF GENDER ANALYSIS

- Include species that belong to both men and women.
- Provide assistance to livestock that women manage on their own in extension, credit, and technology improvement activities (such as processing and marketing of animal products such as milk, cheese, wool, and leather).
- Provide livestock extension for both men and women.
- Actively promote women’s participation in livestock cooperative activities by determining targets for women’s membership in cooperatives or pastoral associations and/or establishing women-only groups of cooperatives, where women prefer not to participate in mixed organizations.
IV. NATURAL RESOURCES MANAGEMENT

Sustainable natural resources management (NRM) is community based and requires the support of the entire community: old and young, rich and poor, men and women, and boys and girls. Because many of these categories play a restricted or invisible role in the public affairs of many communities, special steps need to be taken to consult these on NRM. In addition, the various social categories use natural resources in different ways and at different rates and have different allocation and conservation measures. Consequently, NRM will require information, participation in decision-making, and management and commitment from the various social categories.

ASPECTS OF GENDER ANALYSIS

A. Information

- Conduct RRAs or similar activities with the main groups (women, men, and youth, social or ethnic groups, and various economic activity groups) to diagnose the activities and needs of each group.

B. Training

- Run gender awareness campaigns at field level on issues such as land and water use and land tenure
- Set separate targets for women’s participation in training sessions
- Provide specific training for women

C. Participation

- Set targets for women’s attendance at meetings
- Set targets for women’s membership in all committees, i.e. 30 percent in village associations and 20 percent in district committees
- Create sub-sectoral women’s groups for special activities
<table>
<thead>
<tr>
<th>Information</th>
<th>Possible sources</th>
<th>Actions or implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is information on gender analysis available on all rural activities within the project area</td>
<td>- Studies and surveys, discussions with NGOs, universities, other agencies and focus groups</td>
<td>- If not available, consider collecting information or conducting a RRA study</td>
</tr>
<tr>
<td>- Who makes what decisions on NRM</td>
<td></td>
<td>- Encourage full community participation</td>
</tr>
<tr>
<td>- Are the needs of the different sections of the community adequately taken into account?</td>
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<tr>
<td>- Are a significant number of households without permanent or seasonal working age men?</td>
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<tr>
<td>- How does this affect the achievement of project objectives? Will women head of households and members of households have the time, resources or authority to adopt the land improvement activities</td>
<td></td>
<td>- Target women for credit, extension and other support activities to alleviate their constraints</td>
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</tbody>
</table>
Generally, women have more limited access to formal rural and agricultural financial services than men. Factors that limit women’s access to credit and savings instruments include:

- Legal restriction on credit for women, i.e. giving women the legal status of minors, or requiring the husband’s signature (but not the wife’s) on loan applications
- Lack of information about credit availability
- Lack of security for loans in the form of land or fixed assets acceptable to lender
- Credit tied to crops or activities in which women do not participate, i.e. cereal production rather than small-scale livestock
- Women’s greater transaction costs (distance to lender, complex procedures, constraints on mobility, and lower educational level)
- Lack of small-scale savings institutions suited to women

**ASPECTS OF GENDER ANALYSIS**

- Remove legal restrictions on women’s borrowing
- Allow alternative forms of collateral, such as savings records, social collateral, crops, household assets etc.
- Target special groups that include the women
- Simplify borrowing procedures and application forms
- Build on women’s indigenous savings and credit associations
- Provide help to prepare and submit applications for individuals or groups
- Assistance with conducting feasibility assessments for women’s proposals.
- Monitor repayment rates by gender
VI. MARKETING

In many African countries, women play active roles in agricultural marketing. While men generally sell larger quantities of primary produce at formal markets and engage in long-distance trade, women sell smaller quantities of primary produce and processes products at these markets or they trade at informal markets. The reasons for this gender difference include:

- Household obligations often restrict women to using smaller local markets nearer their homes.
- Contracts for cash are usually made with men as heads of household.
- Men’s generally higher educational levels facilitate their contacts and ease in functioning in the commercial world.
- Men tend to own and control the means of transportation within the household.

In many countries, restrictions on women’s mobility limit their ability to market their agricultural produce, consequently, reducing their income. As a result women tend to have alternative, informal market arrangements such as:

- Marketing through an intermediary who will claim part of the revenue.
- Sale to producing marketing boards, which pay one household member for the produce of the entire family (usually the male household head) who then controls the income.
- Sale of commodities that are own or produced by women, such as cattle, but by tradition marketed by men.

Increasing women’s access to formal markets can have major benefits in increasing productivity. To address marketing constraints, interventions, therefore, need to address both formal and informal trading arrangements.

ASPECTS OF GENDER ANALYSIS

- Provide women and men with market information system covering informal and formal markets.
- Consult women’s groups to determine their needs for market infrastructure, stalls, and storage facilities.
- Support cooperatives or associations of small traders, particularly those with women members, by providing, for example, storage facilities and transport.
- Encourage cooperation between small traders and farmers at the village level for produce that women market.
• Establish a revolving credit scheme that provides small, short-term loans, targeted to women traders to ease their cash constraints

• Facilitate the development and introduction of small intermediate technology-based means of transport in rural areas.
List of Publications:


1 B. Synnevåg, G. and Halassy, S. 1998: “Food Security Indicators in Two Sites of Norwegian Church Aid’s Intervention Zone in Mali: Bambara Maoudé and N’Daki (Malian Gourma)”, Drylands Coordination Group and Noragric, Agricultural University of Norway.


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