

PN-ABK-529

757 56

# **Gender Resources in African Agricultural Systems AID Workshop**



**Held  
September 24 - 26, 1987  
Nairobi, Kenya**

DRAFT

SUMMARY REPORT

GENDER RESOURCES IN AFRICAN AGRICULTURAL SYSTEMS

A WORKSHOP HELD IN NAIROBI, KENYA

24 - 26 SEPTEMBER 1987

WORKSHOP GOAL:

Institutionalize the process of addressing gender issues in A.I.D.'s programming process

WORKSHOP OBJECTIVES:

1) To provide mission personnel with information, tools and guidelines for utilizing and incorporating gender considerations into agricultural development programs and projects

2--To gain input from participants through both dialogue and discussion as well as more structured activities. Workshop participants to help develop these tools and guidelines and expand and refine this information

UNIQUE ASPECTS:

The workshop was a pilot effort, developmental, participatory; part of an iterative process seeking to tap the skills and experience of workshop participants

It attempted to integrate the tools and guidelines into the existing "way of doing business" to avoid dramatic or excessive increases in mission workloads

It sought to involve participants in the on-going development of the "grammar and syntax" of the gender issues language without being rigid or dogmatic; without compromising essential creativity needed to adjust and adapt to specific countries and regions

PARTICIPANTS:

First-day registration of 83 people. Forty-three were from USAIDs, AID/W or REDSO/E. Others represented PVOs, host country personnel and other agencies and organizations. Many were ADOs, RDOs and PDOs. AID/W bureaus represented included PPC, AFR, S&T.

fx

MAJOR STRONG POINTS:

Effective process of posing gender-relevant questions at major stages of A.I.D.'s programming process

Linking questions to assessment of information needed to refine the questioning and to design strategies for addressing gender concerns

Gaining very strong input from participants to carry forward the refinement of both the gender issues framework and the training methodology

Trainers/workshop facilitators

The opening slide presentation on cross-cutting gender issues in agricultural production; the Policy Inventory technique; the process of introducing gender sensitization to project and programming procedures using small working groups

MAJOR WEAKNESSES:

Tried to address too many issues for the time allowed

Not enough time for discussion and debate, application of concepts and principles

Presentation and form need to be improved to go along with the process of addressing gender issues to create greater training effectiveness. Materials were complex, voluminous

Scheduling this workshop directly following a previous workshop, moving it into a Saturday morning session and holding it right before another week long meeting created problems

Heterogeneous group of participants made ability to respond to everyone's needs difficult. Some knew the A.I.D. programming process, others did not. Those who work with that process also had diverse needs

Some confusion existed between the course's first and second objectives. Meeting both created a real training challenge

MAJOR RECOMMENDATIONS: Keep up the training in Gender Issues. Make it more relevant to specific groups such as new hires, various levels of in-service, interns, and so on. Build it into core training

Missions need clear directions from Washington on WID policy and the means of implementing it. Commitments need to be made in Washington and in the Missions and the responsibility and authority for implementing policy need to be clarified and specified. Put "teeth" into the Agency's capability to deal with gender issues

Emphasis should be placed on gathering gender disaggregated data and information

The Agency should adopt a "client" perspective or focus in designing, implementing, monitoring and evaluating its activities so that it will be able to address gender more effectively.

PPC/WID:RGrosz:03/03/88:73992:7246W

SUMMARY OF  
PARTICIPANT PROBLEM IDENTIFICATION  
EXERCISE ON DAY 1

ed

## ATTACHMENT 1

PARTICIPANT PROBLEM IDENTIFICATION

		NUMBER	%
I. LACK OF INFORMATION & TECHNIQUES		45	31
A. LACK OF DATA & INFORMATION	20	.	
B. LACK OF UNDERSTANDING OF GENDER	15		
C. LACK OF TECHNIQUES & APPROACHES FOR ANALYSIS AND IMPLEMENTATION	10		
II. DONOR RELATED PROBLEMS		32	22
A. AID & PVO--TA SKILLS & ATTITUDES	20		
B. LACK OF DOLLARS FOR WID FUNDING	6		
C. WID ATTITUDES AND POLICIES	6		
III. HOST GOVERNMENT		23	16
A. ATTITUDES & POLICY	14		
B. TRAINING & PERSONNEL	9		
IV. SOCIO CULTURAL		24	16
A. GENERAL	20		
B. LAND TENURE	4		
V. WOMEN'S RESOURCES		18	12
A. LACK OF RESOURCES INCLUDING TIME	14		
B. MARGINALITY OF WOMEN	4		
VI. ATTEMPTS AT HUMOR AND ILLEGIBLE		5	3
	TOTAL	147	100

SUMMARY OF  
PARTICIPANT RECOMMENDATIONS,  
SUGGESTIONS AND OBSERVATION DURING  
NAIROBI WORKSHOP

## ATTACHMENT 2.1

## PARTICIPANTS' RECOMMENDATIONS, SUGGESTION, OBSERVATIONS

-ON THE WORKSHOP TOOLS/GUIDELINES-

## LIKE

- RAISED LEVEL OF CONSCIOUSNESS
- HELPED DETERMINE WHERE GENDER INTERVENES/STRATEGIES
- IT WORKED
- CHANNELED THOUGHTS
- GOOD GUIDE FOR LARGE DESIGN TEAMS
- CDSS IS MOST APPROPRIATE PLACE TO DISCUSS GENDER IN OPEN, FRANK WAY
- ASKS CDSS TO PROVIDE STRATEGY FOR ALL PROJECT DESIGN
- QUESTIONS ARE GOOD
- PP STAGE QUESTIONS ARE GOOD

## IMPROVE/CHANGE

- SOME QUESTIONS TOO VAGUE
- QUESTIONS DIDN'T FLOW ACROSS OTHER COLUMNS HORIZONTALLY/LOGICALLY
- DANGER OF BECOMING A CHECK LIST
- TOO MUCH INFORMATION IS NEEDED
- LEVEL OF EFFORT IN ANALYSIS SHOULD BE MORE CONSISTENT WITH STAGE OF DESIGN EFFORT
- USE THE LOGFRAME, RETURN "BENEFICIARIES" SECTION TO IT. DON'T NEED SOMETHING NEW
- CHANGE COLUME HEADING FROM "INFORMATION NEEDS" TO "DESIGN CONSIDERATIONS"
- SIMPLIFY
- CLARIFY LOGIC. MOVE FROM \*IS GENDER AN ISSUE? TO \*EXTENT IT IS AN ISSUE TO \*IMPLICATIONS FOR ANALYSIS, INFO NEEDS, STRATEGIES
- NEED GENERAL GUIDANCE ON GENDER ANALYSIS AT DIFFERENT LEVELS FOR DIFFERENT AGENCY PRODUCTS (CDSS, PID, PP, NON-PROJECT)
- DO NOT ASSUME ADDITIONAL INFO IS ACTUALLY REQUIRED. CHECK WHAT'S AVAILABLE FIRST
- FOCUS ON GENDER DIFFERENCES, NOT ONLY ON WOMEN
- ADDRESS CHANGES OVER TIME
- PP MATRIX SHOULD BE BROKEN INTO CROP, ANIMAL, ETC.
- INCLUDE A MEANS FOR DETERMINING IF GENDER IS IMPORTANT BEFORE BEGIN REST IF ANALYSIS
- STRESS THAT PROCESS IS MORE CRITICAL THAN FORMAT
- CLARIFY USE IN DESIGN VS. ADAPTATION
- DO NOT NEED ALL THE INFO UP FRONT. DEPENDS ON WHERE ONE IS
- GET JARGON OUT
- INCLUDE IMPLICATIONS FOR BOTH MEN AND WOMEN
- ADD MORE QUESTIONS TO CDSS STAGE

## ATTACHMENT 2.2

## PARTICIPANTS' RECOMMENDATIONS, SUGGESTION, OBSERVATIONS

-ON THE TRAINING EFFORT-

LIKE	IMPROVE/CHANGE
<ul style="list-style-type: none"> <li>-RAISED LEVEL OF CONSCIOUSNESS</li> <li>-HELPED DETERMINE WHERE GENDER INTERVENES/STRATEGY</li> <li>-IT WORKED</li> <li>-CHANELLED THOUGHTS</li> <li>-POLICY ASSESSMENT GOOD WAY TO COVER ISSUES</li> <li>-DEALING WITH GENDER NOT AS COMPLEX AS THOUGHT</li> <li>-HAD TIME TO FINALLY FOCUS ON GENDER. WE'RE AWARE BUT OVERWORKED</li> <li>-USE OF BRAINSTORMING GOOD</li> <li>-LIKED HAVING SOMEONE IN WORK GROUP WHO KNEW THE COUNTRY</li> <li>-SLIDE PRESENTATION EXCELLENT-- GRABBED ATTENTION--KEY TO SETTING THE STAGE</li> <li>-POLICY ASSESSMENT SESSION WAS EXCELLENT</li> <li>-SLIDE SHOW HAD EXCELLENT EXAMPLES OF GENDER ISSUES, EG. IVORY COAST EXAMPLE</li> <li>-COURSE CONTENT WAS GOOD BUT FORMAT WAS NOT</li> <li>-NEED MORE SLIDES/EXAMPLES</li> <li>-NEEDED WHOLE FRAMEWORK AND WORKSHEETS TO HELP FOCUS ON THE ISSUES</li> <li>-LIKED THE PROCESS-IT HELPED</li> </ul>	<ul style="list-style-type: none"> <li>-STRESS MORE THAT THIS IS NOT A CHECKLIST</li> <li>-CLARIFY IF TASK IS FOR DESIGN OR REDESIGN</li> <li>-STRESS USING EXISTING DATA SOURCES</li> <li>-ENCOURAGE CREATIVITY IN USE OF THE FRAMEWORK</li> <li>-ADDRESS CHANGE OVER TIME, VARIABILITY</li> <li>-GET HANDLE ON *IS GENDER AN ISSUE?-- THEN MOVE ON</li> <li>-STRESS PROCESS, NOT FORMAT (IE., WORKSHEETS TO FILL OUT ON THE JOB)</li> <li>-DON'T NEED ALL THE INFO UP FRONT FOR EVERYONE. DEPENDS ON WHERE ONE IS.</li> <li>-GIVE MORE TIME TO GO DEEPLY INTO A SINGLE DOCUMENT, TO REALLY WORK IT OUT</li> <li>-BEST TO GO OVER THE PROCESS IN A DRY RUN BEFORE GO INTO SMALL GROUPS--TO SAVE TIME IN SMALL GROUP SESSIONS</li> <li>-FEAR REFERENCES TO HANDBOOK III--DO NOT NEED MORE IN THERE</li> <li>-KEEP TRAINING SEPARATE FROM WHAT THE CONTENT OF THE TRAINING IS</li> <li>-CLARIFY OBJECTIVES MORE</li> <li>-CLARIFY AID WID POLICY AND PLANS FOR IMPLEMENTING IT</li> <li>-ADD WID TO PAIPs, PAADs (PROGRAM ASSISTANCE)</li> <li>-TRAIN SEPARATELY <ul style="list-style-type: none"> <li>A) NEW ENTRIES</li> <li>B) 1 DAY FOR PDOS</li> <li>C) 1/2 DAY FOR MISSION DIR.</li> <li>D) 1 DAY FOR ADOS</li> </ul> </li> <li>-POLICY ASSESSMENT SECTION TOO LONG</li> <li>-SAMPLE OTHER SECTORS</li> <li>-HIT ON EXISTING AGENCY POLICIES--THEY'RE ON THE BOOKS, JUST NOT IMPLEMENTING THEM</li> <li>-PROCESS: GO FROM *EXISTING POLICY TO *GENDER ISSUES TO *CONSTRAINT/ STRATEGY LINKAGE TO *USE GENDER MANUAL SERIES/AG TO *CASE EXERCISE (REAL OR NOT)</li> <li>-DO NOT DO PP IN THIS WORKSHOP. DO PAP, PID, CDSS ONLY</li> <li>-USE MORE CASE MATERIALS. MUCH EXISTS (SUCH AS SEEDS)</li> <li>-BUILD UP MORE POWERFUL EXAMPLES LIKE IVORY COAST SLIDE SET</li> <li>-FORMAT OF MATERIALS NOT GOOD</li> <li>-USE OF FLOW CHART (ARROWS) OF PROCESS WOULD HELP (IE., PROBLEM--SYMPTOM-- CAUSE--INFO GAP--ETC)</li> </ul>

## ATTACHMENT 2.2 (CONTINUED)

## IMPROVE/CHANGE

- PUT MORE EFFORT INTO VISUALS AS SLIDE PRESENTATIONS
- GET RID OF JARGON
- CHANGE OR COLLAPSE THE WORKSHEETS
- WORKSHEET II SUFFICIENT
- CUT DOWN ON AMOUNT OF MATERIALS
- TRAINING MATERIAL AND THE "FULL TREATMENT" NEED TO BE KEPT SEPARATE
- STRESS THIS IS NOT A WHOLE NEW PROCESS. WORKSHOP MADE IT SEEM THAT IT WAS NEW

## ATTACHMENT 2.3

## PARTICIPANTS' RECOMMENDATIONS, SUGGESTIONS, OBSERVATIONS

-FOR THE AGENCY-

- NEED CLEAR DIRECTIONS FROM WASHINGTON RE WID POLICY AND IMPLEMENTATION OF IT
- CREATE AN AGENCY/MISSION NETWORK
- PUSH FOR LEGISLATION
- NEED TO MAKE LEGISLATION MORE EFFECTIVE
  - \*PERCENT OF RESOURCES TARGETED FOR WOMEN
  - \*PERCENT OF PARTICIPATION SET FOR WOMEN ACROSS THE BOARD
  - \*PERCENTAGES BASED ON
    - i. COUNTRY PROFILE
    - ii. HOST COUNTRY DIALOGUE
- MISSION WID OFFICER SHOULD BE INVOLVED BUT ALSO THE MISSION DIRECTOR OR DEPUTY. WID OFFICERS ARE FREQUENTLY LOW-RANKING AND HAVE NO INFLUENCE TO EFFECT CHANGE. FURTHER, TO POSITION THEM IN OPPOSITION TO THEIR COLLEAGUES ON A CONSISTENT BASIS OVER GENDER ISSUES WOULD POSSIBLY HAVE A NEGATIVE IMPACT ON WID ISSUES IN THE LONG RUN
- AID STAFF TRAINING NEEDED WHICH IS APPROPRIATE FOR TRAINEE GROUP TARGETED
  - \*IDI
  - \*STARTING HIRES
  - \*IN SERVICE
  - \*WID OFFICERS
  - \*INVOLVED SUB-GROUPS (MISSION DIRECTORS, PDOs, ADOs, ETC)
- AID SHOULD ESTABLISH AN ON-GOING PROGRAM OF TRAINING IN GENDER ANALYSIS FOR PROJECT DESIGN. THIS COULD BE DONE BY INCLUDING GENDER ANALYSIS WORKSHOPS AT EXISTING ANNUAL CONFERENCES, TRAINING SEMINARS AND WID TECHNICAL SEMINARS
- KEEP THE POT STIRRED FOR BOTH USAIDS AND CONTRACTORS
- EMPHASIZE DISAGGREGATING ALL DATA. MORE COST EFFECTIVE. CAN ALWAYS RE-AGGREGATE IF NOT NEEDED BUT CAN NOT GO OTHER WAY AROUND
- RETURN "BENEFICIARY" SECTION TO THE LOGICAL FRAMEWORK. IT WAS IN THERE BUT WAS TAKEN OUT SOME TIME AGO
- AGENCY NEEDS A WID INTERN PROGRAM FOR THE MISSIONS
- TRAIN ALL NEW TECHNICIANS
- NEED TO SENSITIZE HOST COUNTRY STRUCTURE, PVOs, ETC.

## ATTACHMENT 2.3 (CONTINUED)

- SPONSOR WOMEN IN AGRICULTURE
- AID'S DESIGN PROCESS NEEDS TO BE COLLABORATIVE
- BUILD GENDER ISSUES INTO CORE TRAINING
- ADD ONE OR TWO SUCCINCT QUESTIONS TO GUIDANCE CABLES, REQUIRE GENDER BECOME MAINSTREAM IN THE TEXT OF CDSS, ACTION PLAN, AGS, ETC.
- CDSS IS MOST APPROPRIATE PLACE FOR FRANK, OPEN DISCUSSION OF GENDER ISSUES AND SHOULD PROVIDE INFORMATION AS WELL AS STRATEGY FOR ALL PROJECT DESIGN ACTIVITIES
- MUST HAVE SOME PLACE IN AID/W THAT DOES ALL THE REVIEW TO SAY THIS DOCUMENT/ACTIVITY DOES/DOES NOT MEET AGENCY POLICY
- ADDRESSING GENDER IS ON THE BOOKS--IT'S NOT NEW. IT'S JUST NOT BEING DONE
- MAKE SURE NON-PROJECT ASSISTANCE ADDRESSES GENDER ISSUES
- DEVELOP AND USE WELL DONE VISUALS (EG., SLIDE PRESENTATION) TO SET DIALOGUE FRAMEWORK TO BE USED WITH HOST COUNTRY PEOPLE
- PUT GENDER INTO HANDBOOK 3 AS "ELEMENTS TO BE CONSIDERED"
- MISSIONS MUST MAKE A COMMITMENT, NO MATTER WHAT FORM THE SPECIFIC GUIDELINES MIGHT TAKE, TO ADDRESS GENDER ISSUES
- MUST HAVE TRAINED, CAPABLE PEOPLE TO ASSIST MISSIONS EFFECTIVELY ADDRESS GENDER ISSUES. NEED GOOD SUPPORT
- COMMITMENT IS NEEDED BUT ALSO NEED AGREED-TO TOOLS TO DEAL WITH THE COMMITMENT
- MOVE AWAY FROM GENDER BLIND TO GENDER SENSITIVE RESEARCH AND INFORMATION GATHERING
- MUST PUT "TEETH" INTO A MISSION'S CAPABILITY TO DEAL WITH GENDER ISSUES. SUGGEST ONE WAY IS TO REQUIRE REVIEW AND CLEARANCE IN ORDER TO GO TO FUNDING
- AID WILL DEAL WITH GENDER ISSUES EFFECTIVELY IF IT USES A "CLIENT" FOCUS IN DESIGNING ITS DEVELOPMENT ACTIVITIES
- AID SHOULD INSIST ON GOOD DATA, GOOD ANALYSIS AND GOOD LEADERSHIP. THEN IT WILL GET WOMEN FULLY INTO ITS ACTIVITIES

WORKSHOP SPONSORS,  
GUESTS, ORGANIZERS AND PARTICIPANTS

GENDER RESOURCES IN AFRICAN AGRICULTURAL SYSTEMS WORKSHOP  
NAIROBI, KENYA SEPTEMBER 24, 1987

SPONSORS

BUREAU FOR AFRICA, Carol Peasley, Director, AFR/PD  
BUREAU FOR PROGRAM & POLICY COORDINATION, Kay Davies, Director, PPC/WID

INVITED GUESTS

Robert Bell, Director, REDSO/E  
Steve Sinding, Director, USAID/Nairobi  
Mary Okelo, Senior Advisor to the President, African Development Bank

WORKSHOP ORGANIZERS

Neil Halliday, Vice President, Omega Group, Inc.  
Clark Horvath, Director, Omega Group, Inc.  
Melinda Keenan, Consultant, Omega Group, Inc.  
Christina Roach, Consultant, Omega Group, Inc.  
Ellen Fenneglio, Consultant, Omega Group, Inc.

PARTICIPANTS

BOTSWANA

1. Paul Daly, ADO

CAMEROON

2. John Balis, Chief RDO

CHAD

3. Kurt Fuller, ADO

GAMBIA

4. Thomas Hobgood, ADO
5. Harvey Metz

GHANA

6. Wisdom Nutakor, WID Officer

KENYA

7. Maria Mullel, AG Program Specialist
8. Derek Singer, HRD/WID Office
9. Ann Fleuret, HRD Consultant
10. Judith Mbula, HRD Consultant
12. Laurence Hausman, DEP DIR
13. Annie Lutton, Procurement Specialist
14. Peter Leifert, PDO

LESOTHO

- 15. Graftenreid, PDO
- 16. B.H. Hill, ADO

LIBERIA

- 17. J. Beebe

MADAGASCAR

- 18. Donna Stauffer, PDO

MALAWI

- 19. Arnold Radi, ADO

MALI

- 20. Tracy Atwood, SR. ADO

MAURITANIA

- 21. Mark Lynham, Chief of Party, Agres II

NIGER

- 22. Ernest Gibson, ADO
- 23. Frank Casey, Rep of Ag
- 24. Albert Sollod

P/ADRA

- 25. Benjamin Njeru, Matching Grant Coordinator

P/Catholic Relief Service

- 26. Susan Igras, Assoc Dir Health

P/International Center for Research on Women

- 27. Michael Paolisso

P/MEALS FOR MILLIONS

- 28. Waiyigo Gikonyo, Nutritionist

P/PEACE CORPS/KENYA

- 29. Isabella Gitau

P/PEACE CORPS/BOTSWANA

- 30. Binkie Ramaologa, AOCD

P/TECHNOSERVE

31. Mukami Njena, Project Advisor

P/US DEPARTMENT OF AGRICULTURE

32. Robert Wilson, Afr Prog

33. Janet Poley/OICD

34. Linda Spink/OICD

REDSO/E

35. Robert Armstrong, Chief Ag

36. Bill Jeffers, PDO

37. Carolyn Barnes, Social Science ADV

38. Pat Fleuret, Behavioral Science ADV

39. Jack Royer, FFP Officer

40. Monica Sinding, Chief Pro Dev Div

41. Deborah Prindle, PDO

42. David McCloud, PDO

43. Robert McColaugh, ADO

44. Frederick Guymont, ENGR.

RWANDA

45. Michael Fuchs-Carsch, ADO

46. Andrew Sisson, PDO

SENEGAL

47. Wayne Nilsestuen

SOMALIA

48. W. P. Warren, ADO

SUDAN

49. Sharon Fee, ADO

SWAZILAND

50. Joan C. Johnson, Prog Officer

TANZANIA

51. Hedwiga Mbuya, WID Officer

52. Joel Strauss, Food & AG

UGANDA

53. Ken Lyvers, ADO

WASHINGTON D.C./AID

54. Paul Carlson, PPC/WID
55. Donald G. McClelland, Econ Prog Policy Coor
56. Paula Goddard, PPC/CDIE
57. Dee Ann Smith, Special Asst to the Acting Administrator
58. Minnie Sebsibe, AFR/Prog Analyst
59. Norman Sheldon, AFR/AG/TR
60. Kenneth Prussner, AFR/TR/ARD
61. Abdul Wahab, AFR/TR/ARD
62. Jerry Cashion, S&T/FNR
63. Carl Gallegos
64. John Grayzel, S&T/RD/RRD
65. Greg Booth, AFR/TR/ARD/PA

ZAIRES

66. Cherly McCarthy, PDO
67. Don Brown, ADO

ADDITIONAL ATTENDEES

68. Carolyn Mutamba
69. John Maina
70. Robert Wilson/HAITI/RD
71. Dr. Thelma Leifert
72. Claire Robertson
73. Wai Yigo
74. Saml Carlson
75. Lynda McGinnis
76. Julie Butterman
77. Sanath Reddy

4

GENDER INFORMATION FRAMEWORK  
OVERVIEW AND REDRAFTS BASED ON  
WORKSHOP INPUT AND OTHER REVIEWS

GENDER INFORMATION FRAMEWORK  
A Brief Overview

Enclosed are four draft sections of the Gender Information Framework which represent the current end of a long and tortuous development spectrum. A great deal of hard work and creative thinking have gone into the development of the framework. Even more work is called for before we reach something like a "final" version--thought one tends to think "final" is not an appropriate goal for something that applies to a development process. Let's say we're working toward a more useable, appropriate, widely applicable technology called a Gender Information Framework.

The framework has evolved from what was at first a specific matrix or spread-sheet to what is now viewed as a "process" for addressing gender in AID's agriculture and natural resource policy, program and project activities. This on-going refinement reflects the input of many people--and, as with the development of any appropriate technology, one is hard pressed to say exactly where the process started.

There are strong links with the efforts that went into the "Gender Issues in Latin America and the Caribbean" document done for AID by K. White, M. Otero, M. Lycette and M. Buvinic, the "Women in Development: A.I.D.'s Experience, 1973-1985 Vol. 1 Synthesis Paper" by A. S. Carloni, the Harvard Institute of International Development's case studies and workshops, the "A.I.D. Policy Paper, Women in Development", among others. Actually, it's much easier to say where the process is than where it started.

An early framework, as we're using the term here, was referred to simply as "the analytical framework." It was constructed at the start of the procedure of developing materials in preparation for the Gender Resources in African Agricultural Systems workshop held in Nairobi in September 1987. As September drew near, the framework became the "Gender Framework"--fondly called the "Genfram" by the "lead" framework construction engineer (Tim Frankenberger) and the other core co-trainers (Ginny Caye and Ron Grosz). By this time it was becoming, not a single matrix, but a set of "information, tools and guidelines for utilizing and incorporating gender considerations into agricultural programs and projects." (quoted from workshop's participant workbook)

The Nairobi workshop was designed, in part, to gain input from workshop participants in order to develop the tools and guidelines and expand and refine the information presented.

After the workshop, the framework was defined even more explicitly as a "process" for addressing gender issues rather than as a specific matrix or a single tool. One facet or part of that process is the set of probing questions (dubbed "probes" at the Nairobi workshop). They are designed to stimulate creative thinking and to ask that basic question--

#### IS GENDER AN ISSUE?

And, if it is, is there sufficient information available to determine, specifically, the nature of the issue?

These questions were refined using input from the Nairobi workshop, the FSR Symposium (where only the questions were presented and discussed), as well as from peer review by WID experts. They were put into the present format, directly linked to sections in AID's Handbook 3 (for writing various Agency documents). The framework is currently being called the Gender Information Framework--perhaps a less confrontational appellation and broader in scope. Calling it the Gender Information Framework emphasizes the need for developing information and using it at the appropriate level in the development process.

The questions are only part of the framework and are meant to initiate the process. The bottom line for using it is to design appropriate strategies for addressing gender when it is an issue. Therefore, once the probes have been used, the next step is to come up with ways of dealing with the constraints or of tapping opportunities. The Constraint/Strategy matrix, found after the questions in the PID and PP sections, is a way of organizing and logging-in examples of specific "how-tos". The examples from the matrix are part of a data base (now about 10 pages long) that could be developed for two major reasons--

1--to provide developmentalists with thought-stimulating examples of how to address gender issues. These strategies might be adaptable to the users' specific development activity.

2--to begin to document the range of strategies tried in the real world.

The C/S Matrix is probably the least developed part of the framework and has not, yet, been carefully reviewed, edited or refined.

As can be seen, much work remains to be done--but much has already been accomplished toward creating a problem-solving process for addressing issues for certain aspects of AID's development activities. Other parts of the framework involve macro-economic and policy-dialogue levels which are not included here.

## Gender Information Framework

### Country Development Strategy Statement

#### Introduction

The Gender Information Framework is a series of tools and guidelines to assist development practitioners incorporate gender issues into their program planning, implementation, monitoring and evaluation. Recent studies have concluded that addressing gender issues in development programming increases both the achievement of project purposes and also the likelihood of attaining long-term project goals.

The CDSS should provide the information for analysis of important gender variables at the national level needed to plan program strategy and to inform the project development process. Using the Gender Information Framework, planners can identify what information is important and its implications for programming in the agriculture and natural resource management sectors.

The Framework tool for the CDSS is a series of probing questions or "probes" to be considered during the country assessment and portfolio planning process. The probes focus on key issues and represent the primary areas where gender is likely to be a significant factor in programming success. The major emphasis is on the disaggregation of data by gender within the CDSS. Without this, planners operate from an incomplete perspective which impedes effective planning.

The probes are not intended to be a checklist to be completed before, during, or after the CDSS. Rather, they are suggested as a mechanism for addressing gender issues during the CDSS development process. To facilitate their utilization, the probes are organized according to the CDSS format as outlined in AID's Handbook 3.

Some of the information required to address the issues raised by the probes may require additional data collection and gender analysis of that data. A suggested format for gender analysis is found in the Gender Information Framework - PID and PP sections, Appendix.

Handbook 3 HeadingProbesDescription/  
DiagnosisGeneral:

What is the labor force participation of men and women?

How do men and women differ in education level, skills, income?

In what areas are men's and women's off-farm employment concentrated?

Agriculture Sector -- Production:

In which crops are men's and women's activities concentrated?

Within agricultural subsectors, how do men's and women's activities differ (size of land holding used, access to resources, market participation, technology, land ownership, farm management, division of labor, access to information)?

Agriculture-Macro Economics and Policy:

Has the performance of the economy affected men's and women's agricultural production differentially?

How do current agricultural policies affect men's and women's crops?

Do pricing or other policies favor cash crops over food crops? How do they affect the different family members' ability to provide food and/or income for their families?

What are the agricultural training opportunities for men and women?

Past USAID  
Involvement

What are the gender role differences in agricultural subsectors identified by AID as priorities for assistance? What are the implications of gender differences for AID programming?

Handbook 3 HeadingProbes

---

Issues to be  
Addressed

Are there gender-specific constraints to increased agricultural production and income? How do these affect AID strategies and the what are the implications for project design?

How does the AID assistance strategy address these constraints?

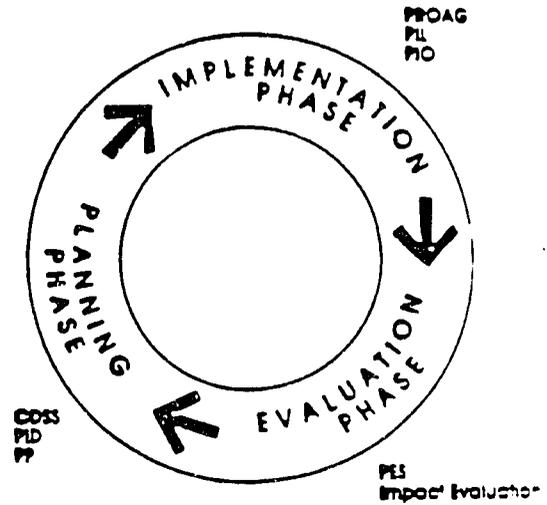
Project Portfolio

Which projects will directly affect women's economic (including subsistence agriculture) activities and how will this impact take place?

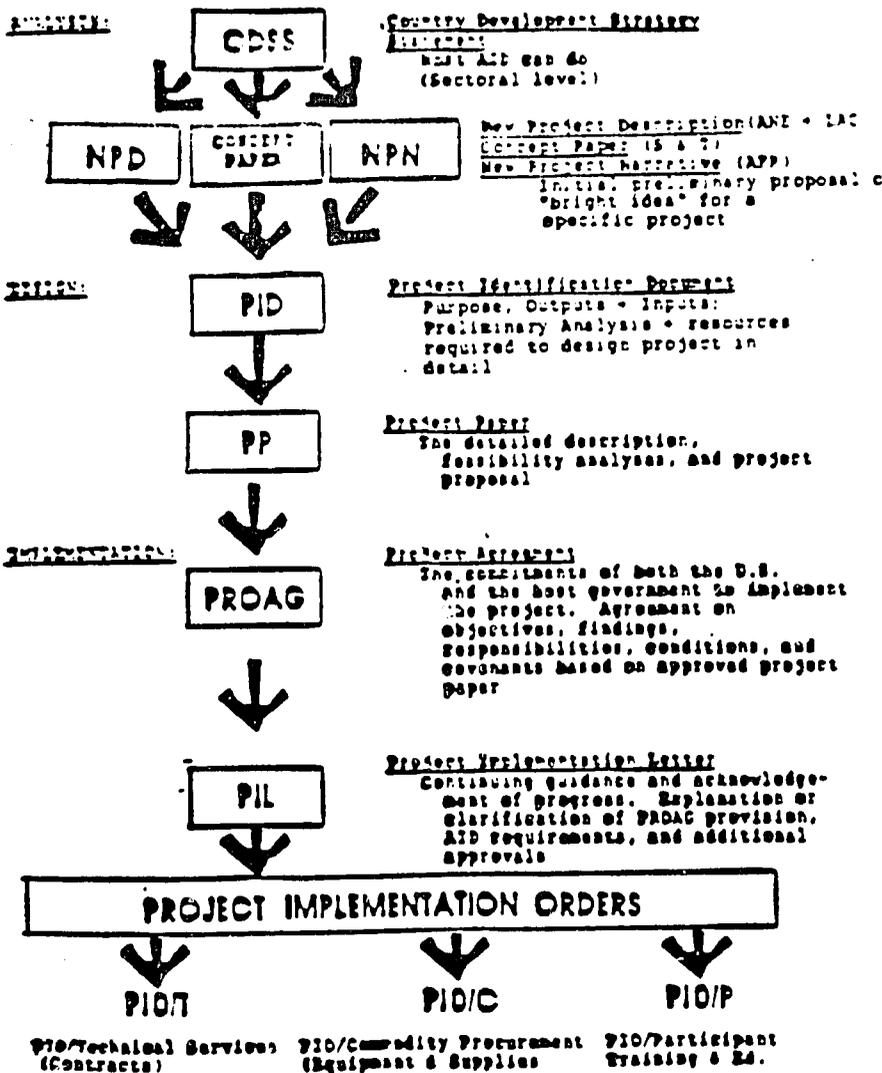
What is the balance in the portfolio among projects that help women raise their earnings, those that provide services to women, and those that affect women only indirectly?

**Project Cycle**

AID's Project Cycle exists within a national Policy Environment, especially during a project's implementation.



THE AID PROJECT DOCUMENTATION SYSTEM FOR PROJECT IMPLEMENTATION



## Gender Information Framework

### Project Identification Document

#### Introduction

The Gender Information Framework was designed to assist development practitioners incorporate gender issues into their program and project planning, implementation, monitoring and evaluation. Recent studies have concluded that addressing gender issues in program design increases both the achievement of project purposes and also the likelihood of attaining long-term project goals. At the PID or project conceptualization stage, it is important to have an appropriate "fit" between the project idea and the reality of the men and women it will affect.

The Gender Information Framework is a tool to be used by planners to achieve this "fit" for interventions in the agriculture and natural resource management sectors. The Framework represents a two-component process. The first is a gender analysis to clarify gender roles and resources. It is a pre-PID activity to assist in project conceptualization. The information needed to make this analysis can be drawn from the CDSS, other mission documents, or pre-PID studies. Cost should not be an obstacle because studies show that resources spent on understanding the baseline situation have a direct payoff in project effectiveness. Information for and conclusions from much of the analysis can be included in the written PID document section, "Factors Affecting Project Design and Further Development".

The gender analysis is followed by a series of probing questions or "probes" to be considered during the project identification process. The probes focus on key issues and represent the primary areas where gender is likely to be a significant factor in project success.

The probes are not intended to be a checklist to be completed before, during, or after the PID. Rather, they are suggested as a mechanism for addressing gender issues during project design. To facilitate their utilization, the probes are organized according to the PID format as outlined in AID's Handbook 3. The only exception is that the beneficiary description has been moved to the "Project Description" section.

## Component I. Gender Analysis

The gender analysis is to be used for project planning and will yield baseline data needed to indicate if gender is an issue and where gender might intervene in project related activities.

At the PID stage, this analysis should be in fairly broad terms, providing the general background information needed to inform the project identification process.

Using the format of worksheets in the appendix as a guide, the following three steps are recommended:

Step 1: Clarify gender roles and their implications for project strategies. Specifically,

- what activities are likely to be affected by proposed project strategies?
- what is the existing division of labor in these activities?

Step 2: Identify access and control of key resources by gender in activities to be affected by the proposed project (e.g., access/control of land, labor, capital).

Step 3: Identify gender-specific constraints to project participation (e.g., lack of access to credit, extension advice).

Where possible, available gender-disaggregated farm management data should be used to explore the economic value by gender of the activities the proposed project will affect. This data will help identify the activity areas in which program interventions will yield the greatest returns.

Where information for the situation analysis is not available, it can be suggested in the design strategy as a pre-PP study or an area of exploration by the project design team.

## Component II: Probes

As noted earlier, the following probes are not intended to be a checklist. Their purpose is to determine if gender is an issue and to identify where gender might intervene in a project. They are organized according to the outline headings in Handbook 3.

Handbook 3 HeadingProbes

## PROJECT DESCRIPTION

Perceived Problem

Does gender affect the perception of the problem? Is the problem the same for men and women?

Project Goal and  
purpose

Beneficiaries

Are beneficiaries/target population appropriate according to what is known about the division of labor and organization of activities the project will affect?

Expectations and  
Achievements/  
Accomplishments

How will the participation or exclusion of men or women affect anticipated project achievements?

Project Outline

Are project components and implementation plan consistent with the gender division of labor and time allocations?

FACTORS AFFECTING  
PROJECT SELECTION  
AND FURTHER  
DEVELOPMENT

Handbook 3 HeadingProbesSocial  
Considerations

## Baseline Data

What information is available and what is needed regarding key socio-cultural factors such as division labor, access to resources, access to project benefits, key constraints?

What farm management data is needed to assess the economic values of labor/yields/benefits of male and female agricultural activities?

## Participation

Eligibility to  
receive project  
inputs

Given the division of labor, which household member should receive intended project inputs?

## Prerequisites

Are there gender specific constraints or prerequisites to project participation or access to project inputs?

Access to  
benefits

Will benefits proportional to any additional work required accrue to both male and female household members?

Project  
Monitoring

How will local men and women participate in selecting, testing evaluating technologies?

## Technical Issues

Will technical packages, technologies, information/methods be applicable and available to households on all economic levels?

How will technical packages, technologies, information/methods affect the gender division of labor, access to resources? Will such changes affect the ability of household members to earn incomes, feed their families?

Handbook 3 HeadingProbesPROPOSED IMPLEMENT-  
ING AGENCYChoice of  
implementing  
agencyWhen gender analysis indicates gender-  
based division of labor in activities to be  
affected by project:does the proposed implementing agency have  
contact with both men and women farmers?

## DESIGN STRATEGY

Pre-PP studies

Do proposed pre-PP studies reflect gender  
analysis needs?

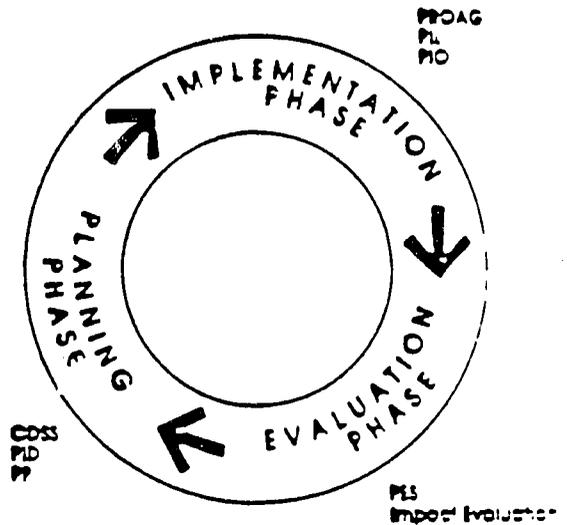
Selection of team

Do design team members reflect information/  
expertise needs of the project?Scopes of Work for  
project design  
team?How is gender expertise considered in the  
scopes of work of design team members?

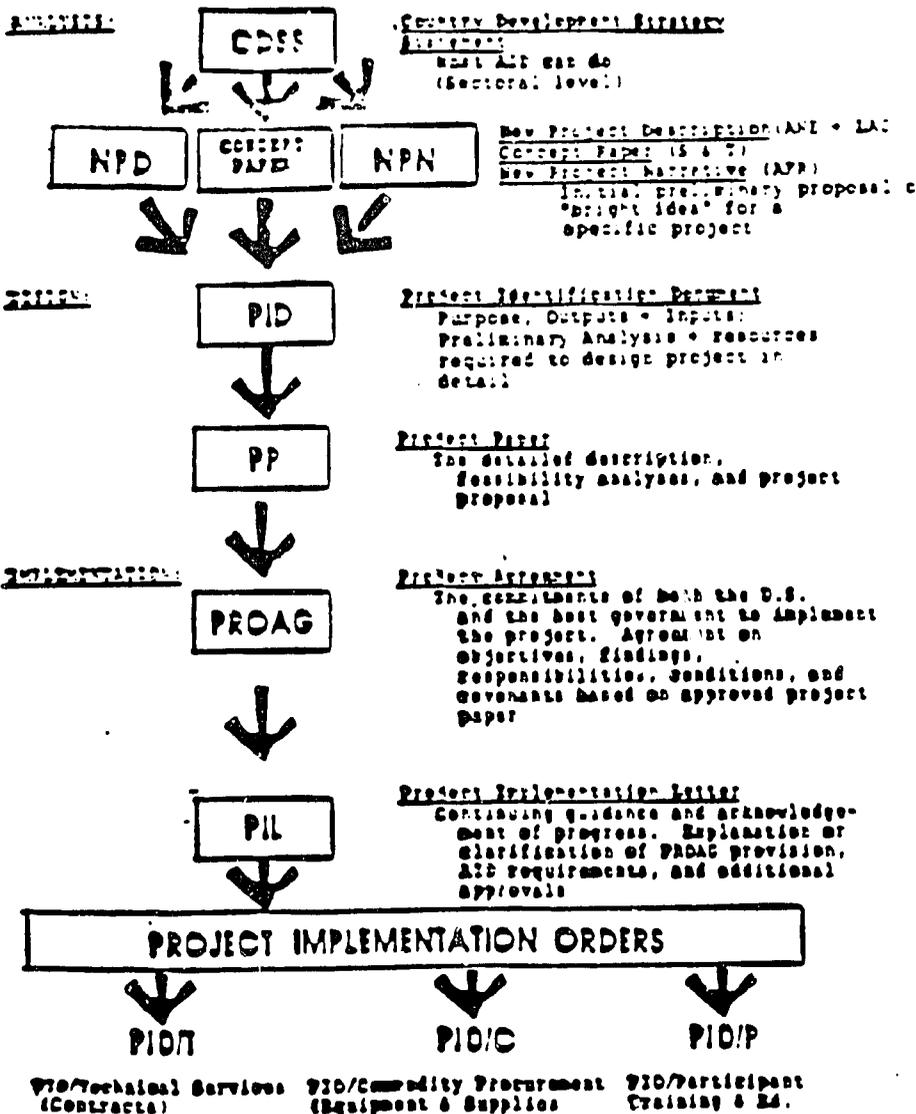
7

Project Cycle

AID's Project Cycle exists within a national Policy Environment, especially during a project's implementation.



THE AID PROJECT DOCUMENTATION SYSTEM



BUILDING A DATA BASE -- LINKING  
CONSTRAINTS AND STRATEGIES

Example of a way to link constraints to strategies for resolving them.

ATTACHMENT 2  
DRAFT CONSTRAINT/STRATEGY MATRIX

DRAFT C/S

GENDER CONSTRAINT	EFFECT OF CONSTRAINT	STRATEGY	RATIONALE	CONSTRAINT CATEGORY/TYPE
Women are not intergrated into livestock/dairying cooperatives	Project increases means men's income, women lose income, esp from dairying. Women's income is reduced and family nutrition may suffer	Integrate women as active participants in cooperatives or develop women's producers co-ops		Benefits; Econ Base
Women are more comfortable speaking to women forestry extension workers, thus may be ignored by male agents	Women do not receive agro-forestry information when their are male agents. Project loses women's participation	Recruit women extension agents; train male agents to integrate women into project concerns		Benefits; Extension
LACK OF INTEGRATION OF WOMEN INTO VILLAGE GROUP ACTIVITIES	LACK OF WOMEN'S INPUT/INVOLVEMENT	ASSUME THE CONTINUOUS PRESENCE OF A WOMAN'S ADVISOR	ABSENCE OF A LONG TERM WOMEN'S ADVISOR RESULTS IN PROJECT DISCONTINUITY AND A GENERAL LACK OF DIRECTION	DECISION MAKING
Due to a lack of information concerning total family labor availability and allocation, the importance of women's integral role is overlooked	Farm and farm family are not viewed as a total entity, as interdependent parts of a system. Women are left out	Conduct intra-household studies of farm families and address consumption, savings and investment activities. Study land, labor, cap and management input	New information allows design of appropriate intervention strategies that include division of labor within the family unit/family	Decision Making
Women-headed households are undercounted and not viewed as independent decision-makers	Needs of women-headed households are ignored	Specify types of women-headed households in area and direct benefits to them according to their land and labor resources	Direct input (their motives, goals etc) of women	Decision Making
WOMEN DID NOT APPEAR TO BENEFIT FROM THE CHANGE IN AG PROD BECAUSE THEY DID NOT CONTROL LAND OR DECISIONS CONCERNING WHAT CROPS TO HARVEST/PRODUCE		BUILD INTO PROJECT A LINE OF CREDIT FOR WOMEN TO ACQUIRE LAND AS A FACTOR OF PRODUCTION		DECISION MAKING
A WOMAN DOES NOT HAVE SUFFICIENT COLLATERAL OR FINANCIAL HISTORY TO OBTAIN AG CREDIT		CONSIDER THE "SUPPORT GROUP" CONCEPT IN WHICH THE PERCEIVED RISK TO A LENDER IS SHARED BY A SUPPORT GROUP		ECON BASE-CAPITAL
"Off-farm employment" is biased toward the formal labor market and toward male activity	The term "off-farm employment" does not take into account the off-farm earnings/employment of women	Look at income sources rather than formal employment	Offers possible solution to a complex problem that has important, indirect implications for key decision points w/in the farming system	Econ Base-Labor
Women are undercounted in agricultural surveys	Women's agricultural work is undervalued	During design stage, conduct gender disag. surveys to find women's ag contrib. to home/work collect data at peak hrvt sesh include ag work of girls 10-15		Econ Base-Labor

DRAFT CONSTRAINT/STRATEGY MATRIX

GENDER CONSTRAINT	EFFECT OF CONSTRAINT	STRATEGY	RATIONALE	CONSTRAINT CATEGORY/TYPE
INCREASED AG PRODUCTION CAN WORK TO THE DETRIMENT OF WOMEN IF THERE IS NO COMPLEMENTARY CHANGE IN TECHNOLOGY	TOO MUCH LABOR AND TIME IS EXPECTED OF THE WOMEN	DESIGN INTO PROJECT THE INTRODUCTION OF SUCH LABOR SAVING DEVICES AS ANIMAL TRACTION, APPROPRIATE AG TECHNOLOGY, IMPROVED FARM TOOLS	INCREASED AG PRODUCTION WILL BENEFIT WOMEN, AS WELL AS MEN, IF THERE IS A COMPLEMENTARY CHANGE IN TECHNOLOGY	TIME/PACE; BENEFITS
Agro-forestry components may be introduced w/o assessment of women's time allocation patterns	Women may face time conflicts for participation in agro-forestry activities	Survey women's time allocation patterns to ascertain which project inputs are compatible with women's labor demands		Time/Pace; Other
MEN WERE GIVEN RESOURCES BUT WOMEN, UNINFORMED, WERE ALSO EXPECTED TO PARTICIPATE IN PROJECT AND CONTINUE SUBSISTENCE CULTIVATION	UNAVAILABILITY OF WOMEN'S LABOR, BECAUSE OF OTHER COMMITMENTS. THIS RESULTED IN LESS EXPANSION IN RICE PRODUCTION.	EXECUTE PRE-PROJECT ANALYSIS MORE CAREFULLY. OBTAIN A SYSTEM TO MAINTAIN BETTER COMMUNICATION BETWEEN MEN, WOMEN AND PROJECT MANAGEMENT.	WOMEN'S INPUT AT ALL STAGES OF A PROJECT HELPS DEFINE PROBLEMS AND POSSIBILITIES AND REDUCES THE RISK OF PROJECT FAILURE	TIME/PACE; TRAINING/Ed
UNAVAILABILITY OF WOMEN'S LABOR DURING THE RAINY SEASON.	LOW CROP PRODUCTION, HIGH MALNUTRITION RATES BECAUSE WOMEN NOT HAVE TIME TO DO AG WORK AND FOOD PREP.	INTRODUCE DROUGHT-RESISTANT CROP (EX. SESAME SEED) WHICH REQUIRES LOW LABOR INPUT LATER THAN THE PEAK DEMAND FOR LABOR AND PRODUCES STORABLE FOOD	CONSTRAINTS TO WOMEN'S PARTICIPATION ARE ADDRESSED. WOMEN'S SCHEDULING NEEDS HAVE BEEN TAKEN INTO ACCOUNT WITH INTRD OF USEABLE TECHNOLOGY.	TIME/PACE; USBL TECH
GENDER DIFFERENCES EXIST IN AG EDUCATION	WOMEN FARMERS ARE ILL-INFORMED AND PRODUCTION REMAINS LOW	TEACH/TRAIN GIRLS AND WOMEN ALL ASPECTS OF AG, NOT ONLY TRADITIONAL AG TASKS EX NYAGAHANGA AG GIRLS SCHOOL	EDUCATING GIRLS AND WOMEN IN ALL ASPECTS OF AG WILL INCREASE PRODUCTION	TRAINING/Ed
LACK OF RELEVANT TRAINING FOR WOMEN	CONTINUING LOW LEVELS OF LITERACY	ASSUME THE CONTINUOUS PRESENCE OF A WOMAN'S ADVISOR	ABSENCE OF A LONG TERM WOMEN'S ADVISOR RESULTS IN PROJECT DISCONTINUITY AND A GENERAL LACK OF DIRECTION	TRAINING/Ed
THE TRAINING AVAILABLE WAS OFFERED ONLY TO FARMERS WITH MANY ASSETS AS OPPOSED TO THE AVERAGE POOR FARMER WITH FEW ASSETS	THE INFORMATION WOULD NOT SPREAD TO THE AVERAGE SMALL FARMER, MOST OF WHOM ARE WOMEN	TRAIN LARGE SELF-HELP GROUPS (IN THIS PROJECT 80% OF THESE SELF-HELP GROUPS WERE FEMALE)	SELF-HELP GROUP TRAINING IMPROVES CONTACT WITH THE AVERAGE SMALL WOMAN FARMER. THROUGH WHICH IT IS ALSO POSSIBLE TO TRANSFER TECHNOLOGY	TRAINING/Ed
Cultural and religious constraints make it difficult for women to be trained by male extension agents	Male extension agents contact male farmers. Thus project fails to contact female farmers regarding assistance. Their productivity is thus hindered	Train female and male extension (ag) agents in collection of info on gender differences in work and in methods to provide services Train women agents		Training/Ed
WOMEN'S PARTICIPATION IN TRAINING FOR ON/OFF FARM EMPLOYMENT IS LOW		IT IS EASIER TO TRAIN WOMEN THAN EMPLOY THEM; BUILD INTO YOUR PROJECT CREDIT COMPONENT IF CAPITAL IS NEEDED TO GET STARTED AFTER TRAINING		TRAINING/Ed

## ATTACHMENT 3

PROGRAM/PROJECT GENDER CONSTRAINT  
MAJOR CATEGORIES/TYPES

<u>CATEGORY/TYPE</u>	<u>DESCRIPTION</u>
1. Access to the Economic Base	Access Land Access Labor Access Capital (Credit) and other inputs
2. Access to Decision Making	Decision Making at All Levels (family, community, local government, national policy)  Access to Information (where, how obtained)  Feedback Loops
3. Access to Benefits	Control of Income Once Earned  Family Benefits (economic nutritional)  Social benefits, (i.e. increased) status
4. Extension/Information	Access to Extension Information (both agricultural and home economics)  Number of Female Extension Agents  Access (culturally and logistically) to male extension personnel
5. Training/Education	Is Training available, is it relevant, timely - Does Educational System provide knowledge, capacity, baseline skills?
6. Time/Pace	Time Availability (do new tasks save time, any additional burden created)
7. Useable Technology	Technology Affordable  Technology Available  Technology Repairable  Socially/Culturally Appropriate
8. Economic/Social Integration	Marginalize, isolate women Does participation or lack of it create social conflicts
9. Infrastructure	Existance of and access to markets  Transportation System
10. Other	This is category that allows for on-going development and evolution of a realistic and useable list of key xactors

GUIDELINES FOR THOSE WHO WANT  
TO CONDUCT A GENDER ANALYSIS

## APPENDIX

The following worksheets are intended as "thought stimulators" and guidelines only. Their usefulness depends on the user and the task at hand.

They are from:

"Intra-household Dynamics and Farming Systems Research and Extension-Conceptual Framework and Worksheets", H.S. Feldstein with S.V. Poats, K. Cloud and R. Norem, March 1987.

WORKSHEET I A

FARMING SYSTEMS CALENDAR

MONTHS \_\_\_\_\_

CROP PRODUCTION

LIVESTOCK

HOUSEHOLD PRODUCTION

OFF FARM ACTIVITIES

24

## WORKSHEETS I A AND B: FARMING SYSTEMS CALENDAR AND ACTIVITY ANALYSIS

### EXAMPLES

Crop Production: food crops, cash crops, trees, home gardens, gathering of wild foods, medicines; land preparation, processing, storage, transport, marketing

Livestock: cattle, small ruminants, fowl, draft animals; hunting

Home Production: food preparation, child bearing and rearing, fuel, water, building maintenance; beer brewing, craft production, snack food production

Off Farm Activities: wage labor, marketing, sales, schooling

### GENERAL QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: What are the activities (task and time allocation) of members of the households by gender and age which contribute to agricultural and livestock production. What are the interactions associated with gender related segregation or sequencing of tasks? When are these tasks undertaken? How much time is involved? Does this vary with age or rank or position in the household? or by economic class of the household? Does the physical location of the task for women with small children or cultural limits on the mobility of women influence whether or not a woman may carry out a task? What time is allocated to other remunerative or obligatory activities, including household production (for sale or trade) and off-farm enterprises or wage labor? What time is allocated for household maintenance and family welfare including child care, food preparation, fuel and water supply, building maintenance, etc.? Is there cross-household labor mobilization, whether by individuals or groups, as for work parties? Is availability of labor for particular activities a constraint on current production?

(b) planning and design: What changes in labor allocation (time required, timing) are associated with/are desirable from technological improvements being tested? Whose labor is affected? Will there be increases or decreases in wage or exchange labor requirements and who will be affected?

(c) testing and evaluation: What changes in labor allocation, in time or task, are actually associated with on-farm experiments? Do these contribute to or detract from increases in productivity or income or decreases in risk for this enterprise? or for other enterprises or activities of the household? Do they fit what was predicted in the design?

(d) recommendations to farmers, researchers and policy makers: Have the changes in labor allocation (time and/or task, location, sex or age of the doer) related to the new technology been taken into account in assessing its success or in further adaptations? Is the new information required in using this technology being directed to those who are doing the work?

WORKSHEET I B  
ACTIVITIES ANALYSIS

MALES\*

FEMALES\*

CROP PRODUCTION

Crop/Field 1  
Task 1  
Task 2  
Task 3, etc.

Crop/Field 2  
Task 1  
Task 2  
Task 3

Crop/Field 3

LIVESTOCK

Animal 1  
Task 1  
Task 2  
Task 3

HOUSEHOLD PRODUCTION

OFF FARM PRODUCTION

\*Or other important categories: ethnic, class, age, position, etc.

WORKSHEET II

RESOURCES FOR FARM PRODUCTION: ACCESS AND CONTROL

	ACCESS	CONTROL	NOTES	IMPLICATIONS FOR FSR/E
LAND				
Who uses				
How to use				
WATER				
LABOR				
Own				
Family				
Hired				
CAPITAL GOODS				
INPUTS (Purchased or produced on farm)				
CASH				
AGRICULTURAL CREDIT				
KNOWLEDGE				
MARKETS/TRANSPORT				
EDUCATION				

21

## WORKSHEET II: RESOURCES FOR FARM PRODUCTION: ACCESS AND CONTROL

### EXAMPLES

Capital Goods: livestock for production, for draft; poultry, farm equipment, food, storage facilities, fencing, trees

Inputs: seed and seedlings, fertilizer, manure, fodder, insecticides

Knowledge: seed selection criteria, planting techniques, marker plants for soil fertility

Education: general, specialized courses

### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: What are the resources required for existing production practices? Who (men, women, children, position in household, or which households) have access to and/or control of these resources? Is access affected by exchange relationships? Is the absence of particular resources a constraint on current production? Is it a constraint for particular categories of farmers? To what extent are income and expenditure streams for men and women separate or joint? What are the income and expenditure streams for men and women including sources, uses, and timing?

(b) planning and design: What changes in kind of amount of resources will be required by each of the technological improvements being tested? Who has access to or control over these resources? Are technologies being tested which address resource 'gaps' of particular categories of people? Will the value of factors of production be affected by proposed changes?

(c) testing and evaluation: How and to whom have new resources been supplied? Who has/has not used them? What networks of relationship or exchange have been used to garner any additional resources needed? Can further constraints in access to resources by particular groups be identified as a result of the testing?

(d) recommendations to farmers, researchers, and policy makers: Has the access or control of resources necessary to the acceptance of new technologies been taken into account in determining its success? Are new or modified systems required to insure access to (new) resources for particular categories of farmers?

WORKSHEET III

BENEFITS AND INCENTIVES

Benefits and Obligations

1. Who Benefits: Access and Control of product or income from product
2. Uses and desirable characteristics of product including uses of all parts of the plant or animal.
  - a. consumption
  - b. storage for later (i) consumption, (ii) exchange, (iii) sale
  - c. other domestic use (e.g. fuel, building material)
  - d. exchange
  - e. sale
  - f. reinvestment in agricultural production (e.g. manure)
  - g. other

	ACCESS	CONTROL	USES/CHARACTERISTICS	IMPLICATIONS FOR FSR/F.
CROP PRODUCTION				
LIVESTOCK				
HOUSEHOLD PRODUCTION				
OFF-FARM ENTERPRISES				

12

### WORKSHEET III: BENEFITS AND INCENTIVES

#### EXAMPLES

Crop production: maize—cobs, stalks; cowpeas—grain (peas), leaves, stems;  
leucaena leucocephala—fuelwood, timber, shade, mulch, fodder, soil  
enrichment; medicinal herbs

Livestock: cattle—meat, milk, manure

Home Production: leather goods, beer, snack foods, baskets

#### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: Who (gender, age, position in household) benefits from the output of current production of each enterprise in terms of subsistence, income from sales, or other uses? What and under whose control are the important subsistence crops, particularly for periods of stress? Are there obligations associated with the output of particular production enterprises? What are the desirable improvements from the point of view of men, women, children? What non-agricultural enterprises are a source of income or other benefits to household members and how do they compare (profitability, reliability, seasonality) with farm production enterprises?

(b) planning and design: Do the changes in technology have the characteristics desired by farmers and users? Do they eliminate any desired/useful characteristics? Will the technological improvements lead to changes in the uses of the product and thus in the nature or locus of benefits? Will there be changes in the characteristics of the product which will affect its use pattern? What are the incentives for men, for women, or for those higher or lower in seniority to contribute additional time or resources necessary for improvements? or to change varieties or practices? What tradeoffs may have to be made?

(c) testing and evaluation: What incentives/disincentives are actually associated with the particular modifications being tested as indicated by observation or answers to questions? Are there incentives or disincentives associated with being a cooperating farmers? How do the technologies being tested affect individual income streams? How do users respond to any changes in product?

(d) recommendations to farmers, researchers, and policy makers: Has a shift in use of resources resulted in a shift of beneficiaries? Are increased labor demands for a particular enterprise matched by increased benefits for the individuals supplying the labor? Where there are increases in production are there outlets through increased consumption, adequate storage, or markets? Are these outlets equally accessible for all farmers?

WORKSHEET IV

PROCESS OF INCLUDING HOUSEHOLDS

STAGES OF FSR/E

WHO IS INCLUDED?

WHY INCLUDED?

HOW WERE THEY INCLUDED?

Which household members

Diagnosis

Planning and Design

Experimentation  
and Evaluation

Recommendations  
to researchers,  
to policy makers,  
to extension

Extension  
Information  
Inputs  
Credit  
Market Outlets

16

## WORKSHEET IV: PROCESS OF INCLUDING HOUSEHOLD MEMBERS

### EXAMPLES

Who is included: interviewed? consulted? as interviewer or enumerator? as decision maker? as cooperator? as beneficiary?

Why included: criteria? rationale?

How included: frequency of contact, location, rules and means of access, methodology for gathering information (formal and informal surveys, group meetings, focus groups, forced field analysis, observation, farm and household records)

### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnosis: Have women as well as men been included in formal or informal interviewing in each 'household' and in the community at large? Have any cultural or structural barriers to interviewing certain categories of people been anticipated and appropriate efforts made to reduce those barriers? Have government or non-government services which have field workers with particular access to women (e.g. home economics, community development, primary health centers) been included in the collecting of information during initial and subsequent surveys or in designating areas of concern?

(b) planning and design: How are women and men farmers as well as professional researchers included in determining research priorities and in the design of on-farm research? Are all categories of farmers for whom the technology might be useful represented among the collaborating farmers? Are designs explicit on how the views of all household members are to be included in assessing new technologies and on-farm trials? Are special efforts to be made to get the views of hard-to-reach farmers? (such as women with small children or any whose mobility is otherwise limited?)

(c) testing and evaluation: Are women as well as men included as cooperating farmers in on-farm research? For particular enterprises? fields? In the management of trials? in interviews evaluating the trials? Are there factors which inhibit the participation of particular categories of farmers?

(d) recommendations to farmers, researchers, and policy makers: Will the targeting and means used for dissemination encourage participation from all farmers? Will steps be taken to overcome barriers of some groups to receiving information on new practices or having access to new resources required?

## Gender Information Framework

### Project Paper

#### Introduction

The Gender Information Framework is a series of tools and guidelines to assist development practitioners incorporate gender issues into their program planning, implementation, monitoring and evaluation. Recent studies have concluded that addressing gender issues in program design increases both the achievement of project purposes and also the likelihood of attaining long-term project goals. This is due to the importance of an appropriate "fit" between project design and the reality of the men and women it will affect.

The Gender Information Framework tools can help planners achieve this "fit" for interventions in the agriculture and natural resource management sectors. The Framework represents a two-component process. The first is a gender analysis to clarify gender roles and resources. Ideally a general analysis should be carried out as a pre-PID exercise to inform the project conceptualization process, with the PID identifying additional information to be collected prior to or during project design. A more detailed gender analysis is then undertaken within the Project Paper.

Information for the analysis can be drawn from the CDSS, other mission documents, pre-PP studies, or data collection carried out as part of the project design. Cost should not be an obstacle because studies show that resources spent on understanding the baseline situation have a direct payoff in project effectiveness. Information for and conclusions from much of the analysis can be included in the PP analyses sections.

The gender analysis is followed by a series of probing questions or "probes" to be considered during the project design process. The probes focus on key issues and represent the primary areas where gender is likely to be a significant factor in project success.

The probes are not intended to be a checklist to be completed before, during, or after the PP. Rather, they are suggested as a mechanism for addressing gender issues during project design. To facilitate their utilization, the probes are organized according to the PP format as outlined in AID's Handbook 3. The only exception is that the beneficiary description has been moved to the "Project Description" section.

## Component I. Gender Analysis

The gender analysis is to be used for project planning and will yield baseline data needed to indicate if gender is an issue and where gender might intervene in project related activities. Using the format of worksheets in the appendix as a guide, the following four steps are recommended:

Step 1: Clarify gender roles and their implications for project strategies. Specifically,

- what activities will be affected by project strategies?
- what is the existing division of labor in these activities?

Step 2: Using farm management data, assess the economic value by gender of the activities the project will affect. Then, identify the activity areas in which program interventions will yield the greatest returns.

Step 3: Identify access and control of key resources by gender in activities to be affected by the proposed project (e.g., access/control of land, labor, capital).

Step 4: Identify gender-specific constraints to project participation (e.g., lack of access to credit, extension advice).

Where information for the situation analysis is not available, gathering it can be suggested in the Project Paper as a study to be undertaken prior to or at the outset of project implementation.

Analysis of this information should enable project planners and implementers to target resources to the most effective resource user and be able to justify decisions with hard data.

34

## Component II: Probes

As noted earlier, the following probes are not intended to be a checklist. Their purpose is to determine if gender is an issue and to identify where gender might intervene in a project. They are organized according to the outline headings in Handbook 3.

<u>Handbook 3 Heading</u>	<u>Probes</u>
PROJECT RATIONALE AND DESCRIPTION	Do men and women perceive the problem differently?
Objectives	Does the discussion of objectives disaggregate male and female participants?  Do outputs, purpose and goal take into account differences in men's and women's responsibilities in project-related activities?
Project Elements	How will the project affect men and women differently?
Input/actions	Are project inputs and activities consistent with the gender division of labor?
Participants	Will the participation or exclusion of men or women affect project outcome?  Do formal/informal prerequisites to project participation have a gender bias? What adjustments in prerequisites would be necessary to alleviate this bias?
Beneficiaries	Are beneficiaries/target population appropriate given the differences in men's and women's responsibilities in project-related activities?  Will benefits proportional to any additional work required accrue to both male and female household members?

Handbook 3 HeadingProbes

## IMPLEMENTATION PLAN

Is training for women extension agents needed to disseminate agricultural information?

Do criteria for participant training address gender biases in primary and secondary education?

## MONITORING PLAN

What provisions are made for local women's and men's participation in selecting and testing technical packages, technologies & information/methods?

Do monitoring and reporting systems distinguish male and female participants?

## SUMMARIES OF ANALYSES

Social and  
Economic  
Baseline Data

What is the division of labor/time by gender in productive activities in the the project area?

How does the division of labor affect the activities the project is trying to implement? How do gender-based time constraints and allocations affect the proposed project?

How does gender affect access to key resources (land, labor, capital, credit, education, information)?

Are there gender-related constraints to ancillary systems (marketing, distribution)?

What are the implications of gender-based resource constraints for project design? How does the project address these constraints?

Handbook 3 HeadingProbes

---

## Technical

Is the technical package (technology, information/methods) usable by all households or only those with necessary labor, cash, land or other resources? Given the sex-typing of tasks, will the technology increase labor differentially by gender?

How will the technical package technology or information/method affect the gender division of labor, access to resources?

How will changes from the technology affect both men's and women's ability to produce food, provide for their families, or affect domestic responsibilities?

Administrative  
(Institutional  
Capability)

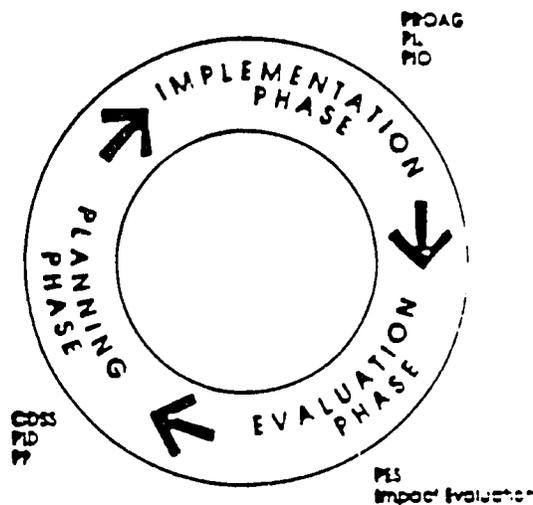
If analysis of the division of labor shows that a project related activity is women's responsibility, does the proposed implementing agency have contact with women -- as managers and laborers? If not, how will information be disseminated to women?

## Logframe

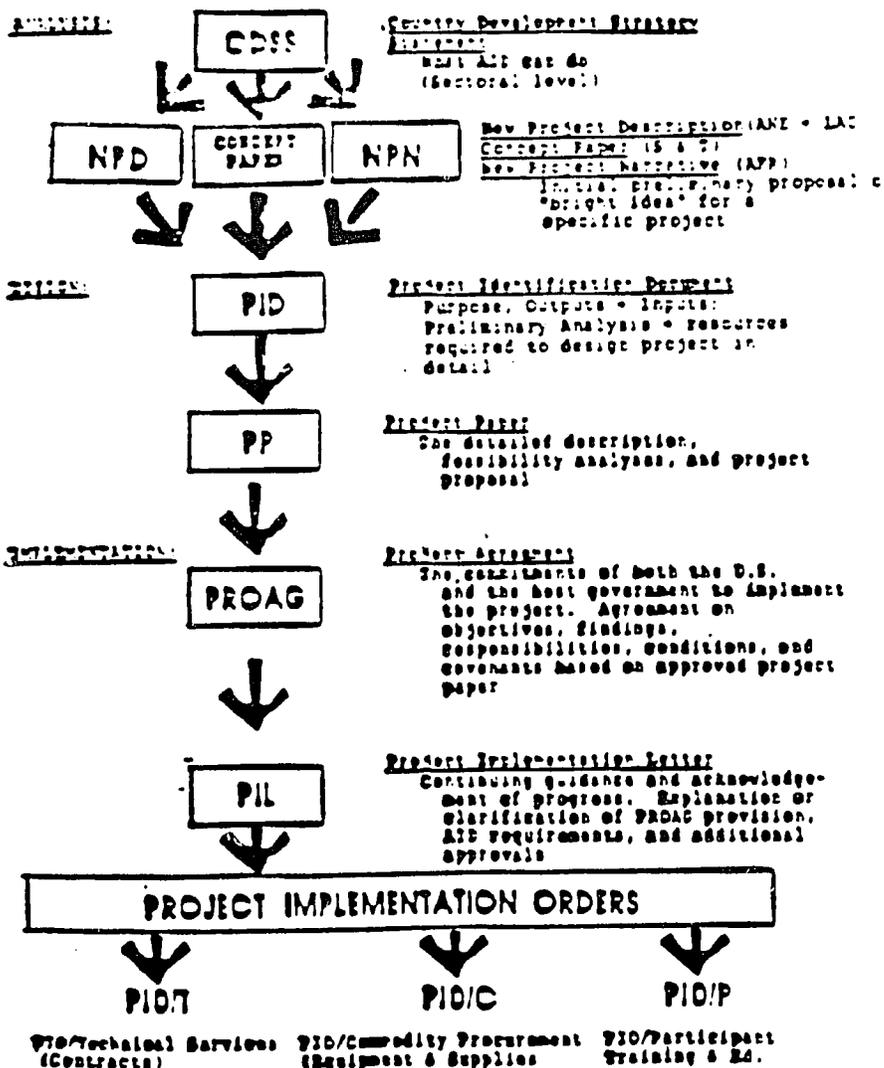
What gender related objectives, indicators are incorporated into the logframe?

AID's Project Cycle exists within a national Policy Environment, especially during a project's implementation.

**Project Cycle**



THE AID PROJECT DOCUMENTATION SYSTEM



35

BUILDING A DATA BASE -- LINKING  
CONSTRAINTS AND STRATEGIES

**ATTACHMENT 2**

DRAFT C/S

**Example of a way to link constraints to strategies for resolving them.**

**DRAFT CONSTRAINT/STRATEGY MATRIX**

<b>GENDER CONSTRAINT</b>	<b>EFFECT OF CONSTRAINT</b>	<b>STRATEGY</b>	<b>RATIONALE</b>	<b>CONSTRAINT CATEGORY/TYPE</b>
Women are not intergrated into livestock/dairying cooperatives	Project increases means men's income, women lose income, esp from dairying. Women's income is reduced and family nutrition may suffer	Integrate women as active participants in cooperatives or develop women's producers co-ops		Benefits; Econ Base
Women are more comfortable speaking to women forestry extension workers, thus may be ignored by male agents	Women do not receive agro-forestry information when their are male agents. Project loses women's participation	Recruit women extension agents; train male agents to integrate women into project concerns		Benefits; Extension
LACK OF INTEGRATION OF WOMEN INTO VILLAGE GROUP ACTIVITIES	LACK OF WOMEN'S INPUT/INVOLVEMENT	ASSUME THE CONTINUOUS PRESENCE OF A WOMAN'S ADVISOR	ABSENCE OF A LONG TERM WOMEN'S ADVISOR RESULTS IN PROJECT DISCONTINUITY AND A GENERAL LACK OF DIRECTION	DECISION MAKING
Due to a lack of information concerning total family labor availability and allocation, the importance of women's integral role is overlooked	Farm and farm family are not viewed as a total entity, as interdependent parts of a system. Women are left out	Conduct intra-household studies of farm families and address consumption, savings and investment activities. Study land, labor, cap and management input	New information allows design of appropriate intervention strategies that include division of labor within the family unit/family	Decision Making
Women-headed households are undercounted and not viewed as independent decision-makers	Needs of women-headed households are ignored	Specify types of women-headed households in area and direct benefits to them according to their land and labor resources	Direct input (their motives, goals etc) of women	Decision Making
WOMEN DID NOT APPEAR TO BENEFIT FROM THE CHANGE IN AG PROD BECAUSE THEY DID NOT CONTROL LAND OR DECISIONS CONCERNING WHAT CROPS TO HARVEST/PRODUCE		BUILD INTO PROJECT A LINE OF CREDIT FOR WOMEN TO ACQUIRE LAND AS A FACTOR OF PRODUCTION		DECISION MAKING
A WOMAN DOES NOT HAVE SUFFICIENT COLLATERAL OR FINANCIAL HISTORY TO OBTAIN AG CREDIT		CONSIDER THE "SUPPORT GROUP" CONCEPT IN WHICH THE PERCEIVED RISK TO A LENDER IS SHARED BY A SUPPORT GROUP		ECON BASE-CAPITAL
"Off-farm employment" is biased toward the formal labor market and toward male activity	The term "off-farm employment" does not take into account the off-farm earnings/employment of women	Look at income sources rather than formal employment	Offers possible solution to a complex problem that has important, indirect implications for key decision points w/in the farming system	Econ Base-Labor
Women are undercounted in agricultural surveys	Women's agricultural work is undervalued	During design stage, conduct gender disag. surveys to find women's ag contrib. to home/ork collect data at peak hrvtl sesn include ag work of girls 10-15		Econ Base-Labor

DRAFT CONSTRAINT/STRATEGY MATRIX

GENDER CONSTRAINT	EFFECT OF CONSTRAINT	STRATEGY	RATIONALE	CONSTRAINT CATEGORY/TYPE
INCREASED AG PRODUCTION CAN WORK TO THE DETRIMENT OF WOMEN IF THERE IS NO COMPLEMENTARY CHANGE IN TECHNOLOGY	TOO MUCH LABOR AND TIME IS EXPECTED OF THE WOMEN	DESIGN INTO PROJECT THE INTRODUCTION OF SUCH LABOR SAVING DEVICES AS ANIMAL TRACTION, APPROPRIATE AG TECHNOLOGY, IMPROVED FARM TOOLS	INCREASED AG PRODUCTION WILL BENEFIT WOMEN, AS WELL AS MEN, IF THERE IS A COMPLEMENTARY CHANGE IN TECHNOLOGY	TIME/PACE; BENEFITS
Agro-forestry components may be introduced w/o assessment of women's time allocation patterns	Women may face time conflicts for participation in agro-forestry activities	Survey women's time allocation patterns to ascertain which project inputs are compatible with women's labor demands		Time/Pace; Other
MEN WERE GIVEN RESOURCES BUT WOMEN, UNINFORMED, WERE ALSO EXPECTED TO PARTICIPATE IN PROJECT AND CONTINUE SUBSISTENCE CULTIVATION	UNAVAILABILITY OF WOMEN'S LABOR, BECAUSE OF OTHER COMMITMENTS. THIS RESULTED IN LESS EXPANSION IN RICE PRODUCTION.	EXECUTE PRE-PROJECT ANALYSIS MORE CAREFULLY. OBTAIN A SYSTEM TO MAINTAIN BETTER COMMUNICATION BETWEEN MEN, WOMEN AND PROJECT MANAGEMENT.	WOMEN'S INPUT AT ALL STAGES OF A PROJECT HELPS DEFINE PROBLEMS AND POSSIBILITIES AND REDUCES THE RISK OF PROJECT FAILURE	TIME/PACE; TRAINING/Ed
UNAVAILABILITY OF WOMEN'S LABOR DURING THE RAINY SEASON.	LOW CROP PRODUCTION, HIGH MALNUTRITION RATES BECAUSE WOMEN NOT HAVE TIME TO DO AG WORK AND FOOD PREP.	INTRODUCE DROUGHT-RESISTANT CROP (EX. SESAME SEED) WHICH REQUIRES LOW LABOR INPUT LATER THAN THE PEAK DEMAND FOR LABOR AND PRODUCES STORABLE FOOD	CONSTRAINTS TO WOMEN'S PARTICIPATION ARE ADDRESSED. WOMEN'S SCHEDULING NEEDS HAVE BEEN TAKEN INTO ACCOUNT WITH INTRO OF USEABLE TECHNOLOGY.	TIME/PACE; USBL TECH
GENDER DIFFERENCES EXIST IN AG EDUCATION	WOMEN FARMERS ARE ILL-INFORMED AND PRODUCTION REMAINS LOW	TEACH/TRAIN GIRLS AND WOMEN ALL ASPECTS OF AG, NOT ONLY TRADITIONAL AG TASKS EX NYAGAHANGA AG GIRLS SCHOOL	EDUCATING GIRLS AND WOMEN IN ALL ASPECTS OF AG WILL INCREASE PRODUCTION	TRAINING/Ed
LACK OF RELEVANT TRAINING FOR WOMEN	CONTINUING LOW LEVELS OF LITERACY	ASSUME THE CONTINUOUS PRESENCE OF A WOMAN'S ADVISOR	ABSENCE OF A LONG TERM WOMEN'S ADVISOR RESULTS IN PROJECT DISCONTINUITY AND A GENERAL LACK OF DIRECTION	TRAINING/Ed
THE TRAINING AVAILABLE WAS OFFERED ONLY TO FARMERS WITH MANY ASSETS AS OPPOSED TO THE AVERAGE POOR FARMER WITH FEW ASSETS	THE INFORMATION WOULD NOT SPREAD TO THE AVERAGE SMALL FARMER, MOST OF WHOM ARE WOMEN	TRAIN LARGE SELF-HELP GROUPS (IN THIS PROJECT 80% OF THESE SELF-HELP GROUPS WERE FEMALE)	SELF-HELP GROUP TRAINING IMPROVES CONTACT WITH THE AVERAGE SMALL WOMAN FARMER. THROUGH WHICH IT IS ALSO POSSIBLE TO TRANSFER TECHNOLOGY	TRAINING/Ed
Cultural and religious constraints make it difficult for women to be trained by male extension agents	Male extension agents contact male farmers. Thus project fails to contact female farmers regarding assistance. Their productivity is thus hindered	Train female and male extension (ag) agents in collection of info on gender differences in work and in methods to provide services Train women agents		Training/Ed
WOMEN'S PARTICIPATION IN TRAINING FOR ON/OFF FARM EMPLOYMENT IS LOW		IT IS EASIER TO TRAIN WOMEN THAN EMPLOY THEM; BUILD INTO YOUR PROJECT CREDIT COMPONENT IF CAPITAL IS NEEDED TO GET STARTED AFTER TRAINING		TRAINING/Ed

## ATTACHMENT 3

PROGRAM/PROJECT GENDER CONSTRAINT  
MAJOR CATEGORIES/TYPES

<u>CATEGORY/TYPE</u>	<u>DESCRIPTION</u>
1. Access to the Economic Base	Access Land Access Labor Access Capital (Credit) and other inputs
2. Access to Decision Making	Decision Making at All Levels (family, community, local government, national policy)  Access to Information (where, how obtained)  Feedback Loops
3. Access to Benefits	Control of Income Once Earned  Family Benefits (economic nutritional)  Social benefits, (i.e. increased) status
4. Extension/Information	Access to Extension Information (both agricultural and home economics)  Number of Female Extension Agents  Access (culturally and logistically) to male extension personnel
5. Training/Education	Is Training available, is it relevant, timely - Does Educational System provide knowledge, capacity, baseline skills?
6. Time/Pace	Time Availability (do new tasks save time, any additional burden created)
7. Useable Technology	Technology Affordable  Technology Available  Technology Repairable  Socially/Culturally Appropriate
8. Economic/Social Integration	Marginalize, isolate women Does participation or lack of it create social conflicts
9. Infrastructure	Existence of and access to markets  Transportation System
10. Other	This is category that allows for on-going development and evolution of a realistic and useable list of key xactors

GUIDELINES FOR THOSE WHO WANT  
TO CONDUCT A GENDER ANALYSIS

## APPENDIX

The following worksheets are intended as "thought stimulators" and guidelines only. Their usefulness depends on the user and the task at hand.

They are from:

"Intra-household Dynamics and Farming Systems Research and Extension-Conceptual Framework and Worksheets", H.S. Feldstein with S.V. Poats, K. Cloud and R. Norem, March 1987.

WORKSHEET I A  
FARMING SYSTEMS CALENDAR

MONTHS    \_\_\_\_\_

CROP PRODUCTION

LIVESTOCK

HOUSEHOLD PRODUCTION

OFF FARM ACTIVITIES

5-

## WORKSHEETS I A AND B: FARMING SYSTEMS CALENDAR AND ACTIVITY ANALYSIS

### EXAMPLES

Crop Production: food crops, cash crops, trees, home gardens, gathering of wild foods, medicines; land preparation, processing, storage, transport, marketing

Livestock: cattle, small ruminants, fowl, draft animals; hunting

Home Production: food preparation, child bearing and rearing, fuel, water, building maintenance; beer brewing, craft production, snack food production

Off Farm Activities: wage labor, marketing, sales, schooling

### GENERAL QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: What are the activities (task and time allocation) of members of the households by gender and age which contribute to agricultural and livestock production. What are the interactions associated with gender related segregation or sequencing of tasks? When are these tasks undertaken? How much time is involved? Does this vary with age or rank or position in the household? or by economic class of the household? Does the physical location of the task for women with small children or cultural limits on the mobility of women influence whether or not a woman may carry out a task? What time is allocated to other remunerative or obligatory activities, including household production (for sale or trade) and off-farm enterprises or wage labor? What time is allocated for household maintenance and family welfare including child care, food preparation, fuel and water supply, building maintenance, etc.? Is there cross-household labor mobilization, whether by individuals or groups, as for work parties? Is availability of labor for particular activities a constraint on current production?

(b) planning and design: What changes in labor allocation (time required, timing) are associated with/are desirable from technological improvements being tested? Whose labor is affected? Will there be increases or decreases in wage or exchange labor requirements and who will be affected?

(c) testing and evaluation: What changes in labor allocation, in time or task, are actually associated with on-farm experiments? Do these contribute to or detract from increases in productivity or income or decreases in risk for this enterprise? or for other enterprises or activities of the household? Do they fit what was predicted in the design?

(d) recommendations to farmers, researchers and policy makers: Have the changes in labor allocation (time and/or task, location, sex or age of the doer) related to the new technology been taken into account in assessing its success or in further adaptations? Is the new information required in using this technology being directed to those who are doing the work?

WORKSHEET I B

ACTIVITIES ANALYSIS

MALES\*

FEMALES\*

CROP PRODUCTION

Crop/Field 1

Task 1

Task 2

Task 3, etc.

Crop/Field 2

Task 1

Task 2

Task 3

Crop/Field 3

LIVESTOCK

Animal 1

Task 1

Task 2

Task 3

HOUSEHOLD PRODUCTION

OFF FARM PRODUCTION

\*Or other important categories: ethnic, class, age, position, etc.

47

WORKSHEET II

RESOURCES FOR FARM PRODUCTION: ACCESS AND CONTROL

ACCESS

CONTROL

NOTES

IMPLICATIONS FOR FSR/E

LAND

Who uses

How to use

WATER

LABOR

Own

Family

Hired

CAPITAL GOODS

INPUTS (Purchased or produced on farm)

CASH

AGRICULTURAL CREDIT

KNOWLEDGE

MARKETS/TRANSPORT

EDUCATION

88

## WORKSHEET II: RESOURCES FOR FARM PRODUCTION: ACCESS AND CONTROL

### EXAMPLES

Capital Goods: livestock for production, for draft; poultry, farm equipment, food, storage facilities, fencing, trees

Inputs: seed and seedlings, fertilizer, manure, fodder, insecticides

Knowledge: seed selection criteria, planting techniques, marker plants for soil fertility

Education: general, specialized courses

### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: What are the resources required for existing production practices? Who (men, women, children, position in household, or which households) have access to and/or control of these resources? Is access affected by exchange relationships? Is the absence of particular resources a constraint on current production? Is it a constraint for particular categories of farmers? To what extent are income and expenditure streams for men and women separate or joint? What are the income and expenditure streams for men and women including sources, uses, and timing?

(b) planning and design: What changes in kind of amount of resources will be required by each of the technological improvements being tested? Who has access to or control over these resources? Are technologies being tested which address resource 'gaps' of particular categories of people? Will the value of factors of production be affected by proposed changes?

(c) testing and evaluation: How and to whom have new resources been supplied? Who has/has not used them? What networks of relationship or exchange have been used to garner any additional resources needed? Can further constraints in access to resources by particular groups be identified as a result of the testing?

(d) recommendations to farmers, researchers, and policy makers: Has the access or control of resources necessary to the acceptance of new technologies been taken into account in determining its success? Are new or modified systems required to insure access to (new) resources for particular categories of farmers?

WORKSHEET III

BENEFITS AND INCENTIVES

Benefits and Obligations

1. Who Benefits: Access and Control of product or income from product
2. Uses and desirable characteristics of product including uses of all parts of the plant or animal.
  - a. consumption
  - b. storage for later (i) consumption, (ii) exchange, (iii) sale
  - c. other domestic use (e.g. fuel, building material)
  - d. exchange
  - e. sale
  - f. reinvestment in agricultural production (e.g. manure)
  - g. other

	ACCESS	CONTROL	USES/CHARACTERISTICS	IMPLICATIONS FOR FSR/E
CROP PRODUCTION				
LIVESTOCK				
HOUSEHOLD PRODUCTION				
OFF-FARM ENTERPRISES				

50

### WORKSHEET III: BENEFITS AND INCENTIVES

#### EXAMPLES

Crop production: maize—cobs, stalks; cowpeas—grain (peas), leaves, stems;  
leucaena leucocephala—fuelwood, timber, shade, mulch, fodder, soil  
enrichment; medicinal herbs

Livestock: cattle—meat, milk, manure

Home Production: leather goods, beer, snack foods, baskets

#### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnostic: Who (gender, age, position in household) benefits from the output of current production of each enterprise in terms of subsistence, income from sales, or other uses? What and under whose control are the important subsistence crops, particularly for periods of stress? Are there obligations associated with the output of particular production enterprises? What are the desirable improvements from the point of view of men, women, children? What non-agricultural enterprises are a source of income or other benefits to household members and how do they compare (profitability, reliability, seasonality) with farm production enterprises?

(b) planning and design: Do the changes in technology have the characteristics desired by farmers and users? Do they eliminate any desired/useful characteristics? Will the technological improvements lead to changes in the uses of the product and thus in the nature or locus of benefits? Will there be changes in the characteristics of the product which will affect its use pattern? What are the incentives for men, for women, or for those higher or lower in seniority to contribute additional time or resources necessary for improvements? or to change varieties or practices? What tradeoffs may have to be made?

(c) testing and evaluation: What incentives/disincentives are actually associated with the particular modifications being tested as indicated by observation or answers to questions? Are there incentives or disincentives associated with being a cooperating farmers? How do the technologies being tested affect individual income streams? How do users respond to any changes in product?

(d) recommendations to farmers, researchers, and policy makers: Has a shift in use of resources resulted in a shift of beneficiaries? Are increased labor demands for a particular enterprise matched by increased benefits for the individuals supplying the labor? Where there are increases in production are there outlets through increased consumption, adequate storage, or markets? Are these outlets equally accessible for all farmers?

WORKSHEET IV

PROCESS OF INCLUDING HOUSEHOLDS

STAGES OF FSR/E

WHO IS INCLUDED?  
Which household members

WHY INCLUDED?

HOW WERE THEY INCLUDED?

Diagnosis

Planning and Design

Experimentation  
and Evaluation

Recommendations  
to researchers,  
to policy makers,  
to extension

Extension  
Information  
Inputs  
Credit  
Market Outlets

52'

## WORKSHEET IV: PROCESS OF INCLUDING HOUSEHOLD MEMBERS

### EXAMPLES

Who is included: interviewed? consulted? as interviewer or enumerator? as decision maker? as cooperator? as beneficiary?  
Why included: criteria? rationale?  
How included: frequency of contact, location, rules and means of access, methodology for gathering information (formal and informal surveys, group meetings, focus groups, forced field analysis, observation, farm and household records)

### GENERAL STUDY QUESTIONS FOR STAGES OF FSR/E

(a) diagnosis: Have women as well as men been included in formal or informal interviewing in each 'household' and in the community at large? Have any cultural or structural barriers to interviewing certain categories of people been anticipated and appropriate efforts made to reduce those barriers? Have government or non-government services which have field workers with particular access to women (e.g. home economics, community development, primary health centers) been included in the collecting of information during initial and subsequent surveys or in designating areas of concern?

(b) planning and design: How are women and men farmers as well as professional researchers included in determining research priorities and in the design of on-farm research? Are all categories of farmers for whom the technology might be useful represented among the collaborating farmers? Are designs explicit on how the views of all household members are to be included in assessing new technologies and on-farm trials? Are special efforts to be made to get the views of hard-to-reach farmers? (such as women with small children or any whose mobility is otherwise limited?)

(c) testing and evaluation: Are women as well as men included as cooperating farmers in on-farm research? For particular enterprises? fields? In the management of trials? in interviews evaluating the trials? Are there factors which inhibit the participation of particular categories of farmers?

(d) recommendations to farmers, researchers, and policy makers: Will the targeting and means used for dissemination encourage participation from all farmers? Will steps be taken to overcome barriers of some groups to receiving information on new practices or having access to new resources required?

#1842Q/RFP1

## Gender Information Framework

### Request for Proposal

#### Introduction

The Gender Information Framework is a series of tools and guidelines to assist development practitioners incorporate gender issues into their program planning, implementation, monitoring and evaluation. Recent studies have concluded that addressing gender issues in program design increases both the achievement of project purposes and also the likelihood of attaining long-term project goals. This is due to the importance of an appropriate "fit" between project design and the reality of the men and women it will affect.

The RFP is a relatively unstructured document since its form and content are not prescribed in A.I.D.'s handbooks. However, an RFP will generally contain sections dealing with statement of the problem, the scopes of work for the activity, the deliverables, and so on.

Background information can be drawn from the CDSS, other mission documents and studies done as a part of the design process.

The probes are not intended to be a checklist to be completed before, during or after the RFP. Rather, they are suggested as questions to stimulate thought and creativity in addressing gender issues during project design.

## GENDER FRAMEWORK

<u>Document Heading/Section</u>	<u>Probes</u>
- Background and problem statement	- How does the RFP address gender issues in its discussion of technology, training, institution building, other program interventions and budget?
- Scopes of work	- How much gender expertise is included in the scopes of work?
- Deliverables	- In what ways does the RFP discuss the importance of gender issues in the deliverables? (Implementation plan, monthly and annual reports, etc.)
- Technical assistance	-
- Monitoring and evaluation plans	- How do the monitoring and evaluation plans address gender issues?
- Program interventions	

55