

*Gender Research
Guide for the
Agriculture,
Environment, and
Natural Resource
Sectors: A Tool for
Selecting Methods*



United States Agency for
International Development
Office of Women in Development

Preface

This Gender Analysis Tool Kit contains ten analytical tools which are intended to be clear, user-friendly devices for policy makers and project implementers to use in addressing gender issues in their development efforts. The tool kit was developed by the staff of the GENESYS (Gender in Economic and Social Systems) Project. GENESYS is a project funded by the USAID Office of Women in Development to support the Agency's efforts to institutionalize gender considerations in development assistance worldwide. The tool kit provides practical approaches to use in accomplishing that objective. Below are the titles of the ten tools.

GCID Framework

- GCID Framework: A Tool for Assessing Institutionalization of Gender Concerns in Development Organizations

Quantitative Tools

- Quantifying Gender Issues: A Tool for Using Quantitative Data in Gender Analysis (A Slide Presentation)
- Country Gender Profiles: A Tool for Summarizing Policy Implications from Sex-Disaggregated Data
- Gender and Household Dynamics: A Tool for Analyzing Income and Employment Data from Surveys

Diagnostic Tools

- Gender and Policy Implementation: A Tool for Assessment of Policy-Derived Impacts on Women and Men
- Sex and Gender—What's the Difference?: A Tool for Examining the Sociocultural Context of Sex Differences

Planning And M&E Tools

- Necessary and Sufficient Conditions for Sustainable Development: A Tool for Gender-Informed Project Planning
- Gender in Monitoring and Evaluation: A Tool for Developing Project M&E Plans
- Documenting Development Program Impact: A Tool for Reporting Differential Effects on Men and Women

Reference

- Gender Research Guide for the Agriculture, Environment, and Natural Resource Sectors: A Tool for Selecting Methods

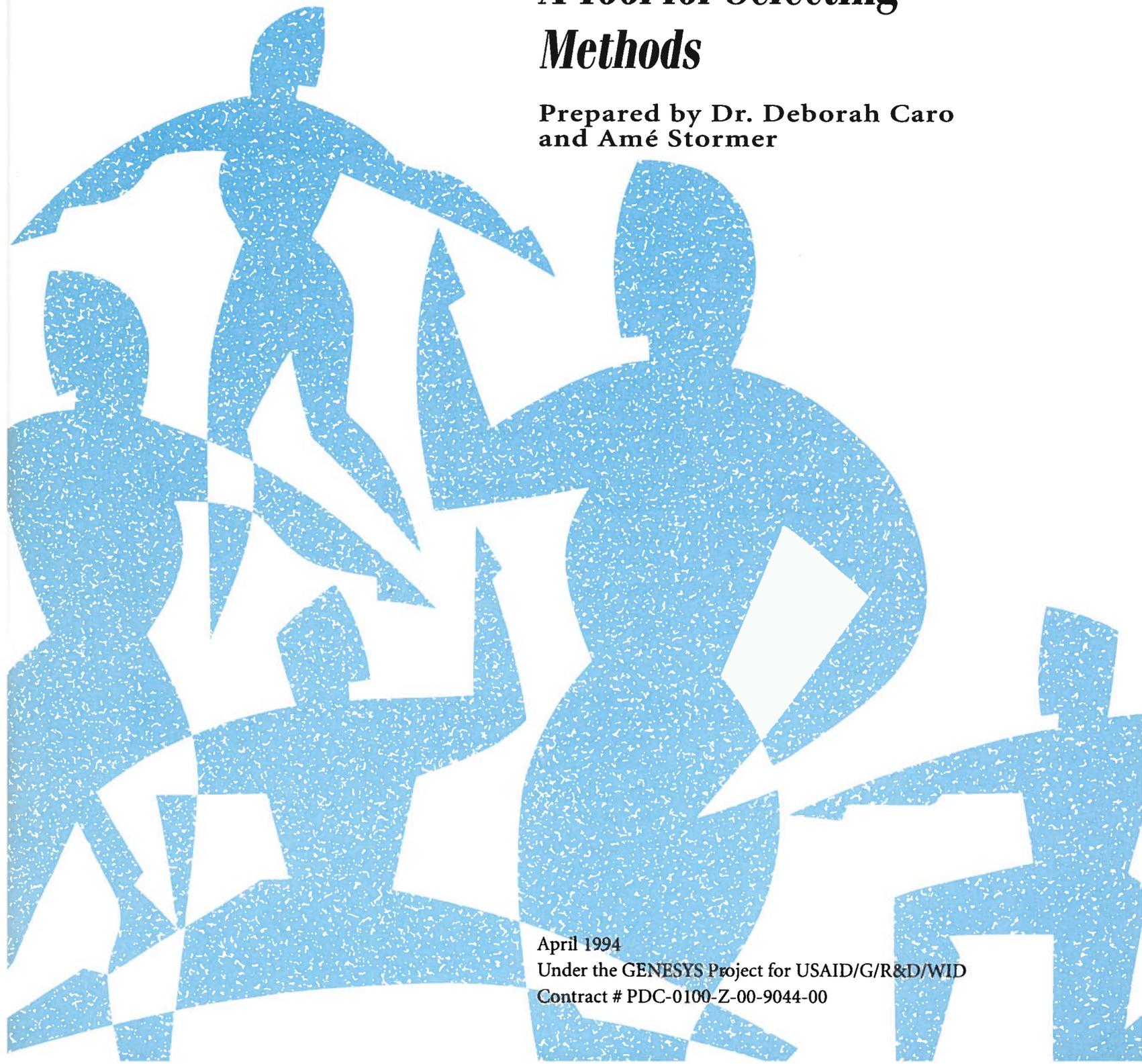
***Gender Research Guide
for the Agriculture,
Environment, and
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A Tool for Selecting
Methods***

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Acronyms

- ADB** African Development Bank
- AIDAB** Australian International Development Assistance Bureau
- AP** Action Plan
- CDSS** Country Development Strategy Statement
- CGIAR** Consultative Group on International Agricultural Research
- CIDA** Canadian International Development Agency
- CIAT** Centro Internacional de Agricultura Tropical
- DANIDA** Danish International Development Agency
- DESFIL** Development Strategies for Fragile Lands
- DGIS** Directorate General for Development Co-operation
- DIAND** Department of Indian Affairs and Northern Development
- ECOGEN** Ecology, Community Organization and Gender
- FAO** Food and Agriculture Organization
- FEMNET** African Women's Development and Communication Network
- FINNIDA** Finnish International Development Agency
- FSR/E** Farming Systems Research/Extension
- GAD** Gender and Development
- GAM** Gender Analysis Matrix
- GIF** Gender Information Framework
- GTZ** Gesellschaft für Technische Zusammenarbeit
- ICRAF** International Center for Research on Agro-Forestry
- ICRW** International Center for Research on Women
- IDS** Institute of Development Studies
- IFPRI** International Food Policy Research Institute
- INSTRAW** International Research and Training Institute for the Advancement of Women
- IRRI** International Rice Research Institute
- IUCN** International Union for Conservation of Nature
- JICA** Japanese International Cooperation Agency
- MUCIA/WID** Midwestern Universities Consortium on International Agriculture/Women in Development
- NGO** Non-Governmental Organization
- NORAD** Norwegian Agency for Development
- ODA** Overseas Development Administration
- ODG** Overseas Development Group
- OECD/DAC** Organization for Economic Cooperation and Development/ Development Assistance Committee
- PID** Project Identification Document
- PP** Project Paper
- SGA** Social and Gender Analysis
- SIDA** Swedish International Development Agency
- SSA** Sub-Saharan Africa
- UNCED** United Nations Commission on Economic Development
- UNDP** United Nations Development Programme
- UNEP** United Nations Environmental Programme
- UNIFEM** United Nations Development Fund for Women
- USAID** United States Agency for International Development
- UNFPA** United Nations Population Fund
- WHO** World Health Organization
- WID** Women in Development
- ZAPI** Zones d'Action Prioritaire Intégrées de l'Est

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I. Introduction

Rationale for Developing the Tool

There comes a point in the maturation of any field of study when it becomes necessary to take stock of where the field has come from and where it is going. Two general trends in the literature indicate that the field of Women in Development (WID) and gender analysis currently is at just such a juncture. The first trend is toward a focus on reviewing the historical development of theory and practice. Much of this literature traces changes in development approaches that have characterized the evolution of thinking from Women and Development to Gender and Development over the last 20 years. A second trend is an increase in the attention given to developing research and planning methods and tools for gathering, analyzing, and operationalizing information on gender differences for development action.

The first trend addresses the desire of many WID/gender specialists to reconcile political, ethical, and scientific issues and to grapple with the diversity of perspectives that characterize the field in both approach and theory. The second trend responds to demands from outside the field, from a growing number of development professionals who are both gender aware and knowledgeable. They are requesting information on ways to identify and respond to gender differences in the formulation, implementation, and evaluation of development policies, programs, and projects.

Purpose and Usefulness of the Tool

This reference guide addresses the growing demand by people working in the agriculture, environment, and natural resource sectors for how-to methods by reviewing existing published and unpublished gender analysis, planning, and research methodologies and tools. The guide provides users with access to methodological approaches appropriate for a variety of purposes, including developing scopes of work and terms of reference, designing gender-inclusive programs and projects, involving community groups in participatory research and planning, and monitoring and evaluating the impact of development activities on women and men.

The guide includes annotations of roughly 30 methods and provides citations for nearly 100 additional sources. It critically reviews what is available, in what form, and for whom. Each annotation presents the stated objectives of the method; a description of the approach; and an assessment of what the method is useful for, what types of skills and knowledge are required to use it successfully, whether it is appropriate for policy, program, or project analysis, and if it is useful for WID (i.e., focused on women) or gender (focused on men and women) analysis.

Although the guide reviews materials from a broad spectrum of institutions, it is not all encompassing. A number of somewhat arbitrary criteria were used to select the references for annotation. Some methods were

reviewed because they are considered classics or pathbreaking (e.g., some of the farming systems research and extension approaches, gender analysis and training manuals, and guidelines); others because they are specific to particular subsectors (e.g., the checklists focused on fisheries and forestry, and guidelines on livestock projects); and others for their innovative qualities, such as many of the participatory research tools and some of the gender analysis training materials. An effort was also made to include references from different institutions and parts of the world.

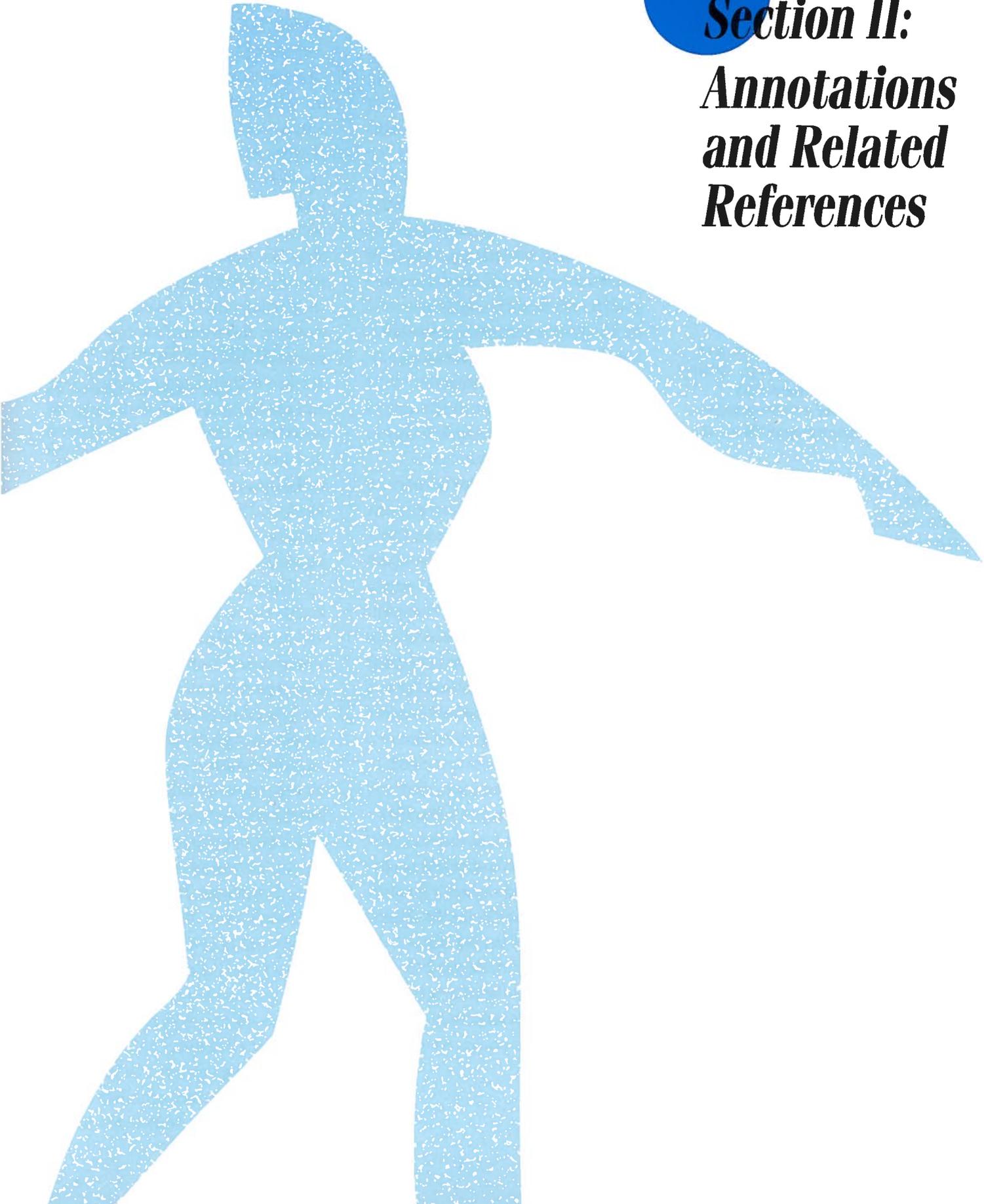
Target Audience

The guide was designed as a reference tool accessible to different types of users. Foremost, it was developed for agricultural and environmental officers and managers who are committed to considering gender issues in the design, implementation, and evaluation of programs and projects but who lack knowledge of or access to the best methods for doing so. It is also intended as a resource for Women in Development and Gender advisors and officers who are often in the position of recommending that others within their agencies take actions to be more cognizant of gender concerns. The guide provides them ready access to targeted methods that they can recommend to sectoral specialists, and a number of more generic approaches for integrating gender into strategic planning. The breadth of the guide's scope will assure policymakers that their commitment to institutionalizing consideration of gender within their organizations is backed by practical methods providing the capability to implement policies. Finally, the guide is designed as a resource for social scientists who conduct applied research on development issues, to familiarize them with ways to take gender differences into account when formulating research problems and selecting appropriate methods and analytical frameworks.

Layout of the Document

The annotations are separated into seven methodological categories: checklists, farming systems research, gender analysis, guidelines, monitoring and evaluation, participatory research, and time allocation. These categories follow the denominations established by the methods' authors. The number of sources reviewed in each section roughly corresponds to the availability of materials. Therefore, there are a greater number of annotations in the categories of gender analysis, guidelines, and checklists than in the time allocation or monitoring and evaluation categories.

In addition to the annotations, the guide lists related references at the end of each section, and provides two comprehensive sectoral bibliographies on agriculture and environment and natural resource management. A final bibliography includes references of WID/gender policy statements and guidelines from multilateral and bilateral lending agencies. These are intended to complement the methodologies by giving users access to the donor policies that many of these methods address.



***Section II:
Annotations
and Related
References***

II. Annotations And Related References

A. Checklists

■ **Directorate General for Development Co-operation (DGIS) Ministry of Foreign Affairs, Netherlands. 1989.**

Women and Agriculture: Policy on an Operational Footing. Main Points and Checklist. Sector Papers, Women and Development No. 1. 16 pp.

■ **DGIS. 1989.**

Women, Water and Sanitation: Policy on an Operational Footing. Main Points and Checklist. Sector Papers, Women and Development No. 2. 16 pp.

■ **DGIS. 1990.**

Women, Energy, Forestry and Environment: Policy on an Operational Footing. Main Points and Checklist. Sector Papers, Women and Development No. 4. 16 pp.

Each of the sector papers listed above is one of several instruments designed to increase and improve the implementation of the Netherlands' women and development policy. They are intended to serve as field guides for members of short-term technical assistance missions, as operational guides for project staff, and as outlines for drawing up terms of reference. The objectives of the papers are to help

project technical staff, managers, and advisors to: 1) improve women's access to and control over production factors, services, and infrastructural facilities; 2) reduce women's work load; 3) improve the enforcement of laws that provide equal rights for women; 4) increase the involvement of women in decision-making at domestic, local, national, and international levels; 5) improve the organization of women at all levels; 6) encourage the exchange of information and communication between women and women's groups; 7) improve women's knowledge and self-awareness; and 8) combat physical violence and sexual abuse.

Each paper provides a framework for identifying critical gender issues and their consequences for development interventions in a particular sector. The standard format combines a core overview chapter organized around a series of substantive issues and a corresponding checklist of guide questions. The *Women, Water and Sanitation* core chapter reviews the general situation of women in this sector and examines specific topics such as, entry points for women's involvement; construction, maintenance, management, and use of infrastructure; steps toward women's involvement; and preconditions, benefits, and incentives. The checklist, arranged around these general issues, includes a list of questions designed to elicit responses on the views of those in power; whether

gender-disaggregated data is gathered; women's participation and consultation; women's time constraints; and the effects of the project on women. The *Women, Forestry and the Environment* core chapter and checklist are organized around a different set of issues, including a general overview of the sector; women, environment, and trees; the biomass crisis and women's work load; the energy crisis; participation of women in forestry; and women's access to resources and opportunities. The *Women and Agriculture* core chapter and checklist cover similar topics: a general overview; work load and division of labor; access to and control of the means of production, services, and facilities; participation in decision-making; and benefits and incentives.

The Women and Development Sector Papers are easily accessible and are useful guides for understanding and identifying sector-specific issues that affect women. They are helpful tools for developing scopes of work for project design and evaluation as well as for monitoring project activities. The core overview chapters add a contextual and explanatory dimension often absent from gender analysis checklists. For people interested in gender issues more broadly, the ques-

tions can be used for both women and men and supplemented with an analysis of how gender differences condition, impinge upon, or support development opportunities and impacts. To maximize the benefits of the checklists, as the introductions to the papers point out, users should consult other sources for additional background information and make use of other data collection and analytical tools.

■ **FAO.**
1989.
***Women in Community Forestry: A Field Guide for Project Design and Implementation.* Rome, Italy: FAO. 45 pp.**

This field guide transposes theoretical issues in an earlier FAO publication, *Restoring the Balance: Women and Forest Resources*, into an operational manual for designing and implementing forestry projects. It is intended as a practical tool for facilitating the integration of women into forestry projects. The objective of this method is to enhance the design and implementation of community forestry projects by more actively considering women. It assumes that the reader is familiar with data-gathering tools and project design. It is not a manual of rapid appraisal or project formulation techniques.

The guide is divided into five sections. The first addresses the questions of what community forestry is and why women should be included. Community forestry is described as a systems approach that is multidisciplinary and focuses on the interaction of people, trees,

and forests. It advocates an approach and activities that recognize and build upon local women's and men's knowledge, needs, uses, and benefits from forest resources. In answer to why women's needs require special consideration, the authors respond that: 1) women are active users and managers of forests and trees, but their roles are often invisible to project designers and policy makers; 2) women and men often make use of forest resources differently; 3) women experience unique constraints with regard to land and natural resources that may impede their active participation in project activities.

The second section addresses ways to make women's concerns and activities more visible by presenting a series of questions designed to elicit information on women's roles, responsibilities, and rights at the town, village, community, and household levels with regard to livestock, wildlife, crops, and natural vegetation and trees. It also summarizes how the perspectives of anthropology, nutrition, education, and law can help foresters make women more visible.

The third section, "Asking Women the Right Questions," provides a contextual framework for eliciting women's knowledge. It describes a number of examples of what women from different countries and environments know about forest resources and identifies com-

mon constraints that women face such as time, mobility, customs, and land.

The fourth section sketches an eight-step process for including women: 1) explore gender issues; 2) investigate customs, taboos, and time constraints; 3) promote the role that women do and can play; 4) exchange information with individuals at every level; 5) support women's groups; 6) work together to provide access to land and trees; 7) consult with women before introducing new technologies; and 8) collaborate to make credit and income available to women either individually or through women's groups.

The final section contains two annexes. The first annex lists suggestions for gaining the support of women, and another list for gaining the support of men. The second annex associates gender-based planning issues with gender-specific information needs and gender-responsive design features. These issues are arranged by subsectors, such as tree planting and agroforestry, community woodlots and forest plantations, watershed and wasteland management, extension, and improved wood-burning devices. A matrix provides guidance on how to obtain the necessary

information, by subsector, through existing data sources, quick surveys, or special studies.

The FAO Field Guide is a useful introduction for planners and field staff involved in the design and implementation of forestry projects. The guidelines provide a series of concerns and questions but do not give instructions on how to gather and analyze data, or how to design projects. The most innovative section is Annex 2, which attempts to link gender-based questions, answers, and design elements. This helps the user translate knowledge about women's and men's differential constraints and opportunities into strategies to promote a gender-balanced and equitable use of resources.

■ **FAO.**
1988.
***Women in Fishing Communities.* Rome, Italy: FAO. 63 pp.**

The purpose of these guidelines is to ensure that FAO fisheries projects and programs fully recognize and support women's roles and activities and help women to realize their economic and human potential. The guidelines are also designed to be used by other international and

national organizations concerned with fisheries development.

The guidelines are divided into three chapters. The first discusses the purpose, application, and organization of the guidelines. The second reviews policy objectives and principles, and lists a number of actions necessary for achieving the goal of making women in fisheries "equal partners, and productive and self-reliant participants." The actions include providing education and literacy; easing the burden of domestic chores; improving food preparation methods; improving technologies supportive of women's economic activities; making women direct beneficiaries of training and extension activities; increasing the number of women trainers and extensionists; guaranteeing women equal legal rights in property and assets; ensuring that women have equitable access to credit; diversifying economic opportunities; including women in project planning, implementation, monitoring, and evaluation; and encouraging women to be more active participants and decision-makers in community organizations. The remainder of the chapter describes each area of activity and prescribes which checklist is most appropriate for each.

The third chapter presents a summary checklist and 18 targeted checklists organized under nine activity domains: fish production; processing; marketing; non-fisheries activities; community activities; social services; organizational, tech-

nical, and financial support; household food security; and population activities. The summary checklist is intended for cursory assessments when the use of more specific checklists is precluded due to lack of resources, time, or information. Two checklists are provided for each activity domain, one that elicits criteria for assessing the current situation, and another that focuses on project design elements.

The major value of this checklist method is its specificity to fisheries programs and projects. The questions in the current situation checklists are more useful than the questions on project design. For the most part, the questions on project design are diagnostic yes/no questions, rather than questions that help project designers to use information elicited through the current situation checklist for formulating projects that are responsive to the differential needs of men and women. The questions are focused almost exclusively on women's activities. Therefore, the project design checklist does not provide the user with an understanding of how women's activities and needs relate to men's, nor of how women's and men's activities, rights, and responsibilities vary by other socioeconomic characteristics such as age, location, ethnicity, class, or household structure.

Checklists generally do not instruct users on how to analyze or collect data. Thus they are most useful to project managers as guides for developing scopes of work and monitoring and evaluation systems. For social scientists, who are trained to translate the descriptive checklists into questions that elicit information from project participants, they provide a reference guide of gender-differentiated categories.

■ **ODA.**
Checklist for the Participation of Women in Development Projects.
London, England: ODA.
5 pp.

This checklist was designed to help staff of the ODA when they prepare, monitor, and evaluate projects. The purpose of the tool is to aid ODA staff in assessing the extent to which projects address the strategic and practical needs of women.

Part 1 provides an illustrative list of activities that address *practical* needs (e.g., reducing women's work load, improving their health, obtaining improved services for their families, and increasing incomes) and *strategic* needs (e.g., equalizing opportunities for education, employment, and control over resources and decision-making). It also lists a number of ways that projects might affect women adversely if their needs are not adequately considered.

Part 2 outlines a series of women-specific questions to be considered when designing projects. A second set of questions refers to the type of information about women's and men's roles and relations that is necessary for addressing the first set of questions. Part 3 is a checklist of yes/no questions designed to assist ODA in reporting to the OECD/DAC on how well it is meeting its policy to integrate women into project design and implementation.

The list is of extremely limited utility. It is too general to provide any real guidance for people actually engaged in project design or implementation. The short paper provides a number of general checklists but does not adequately discuss who can collect and analyze the information, how to evaluate the information, or how to make the necessary changes in project design and implementation. It also fails to provide sufficient rationale for linking the women-specific questions to concerns about gender roles and relations.

B. Farming Systems Research

■ **Feldstein, Hilary Sims, and Susan V. Poats. 1989.**

***Working Together: Gender Analysis in Agriculture Vols. 1 & 2.* West Hartford, Connecticut: Kumarian Press. Vol. 1, 271 pp.; Vol. 2, 258 pp.**

The objectives of this two-volume book are to provide agricultural researchers, planners, and extensionists with a conceptual framework for analyzing gender issues in farming systems; case studies to facilitate application of the framework; and concomitant teaching notes for facilitators or self-study. The conceptual framework provides guidelines through which information on gender roles and intra- and interhousehold roles and decision-making can be analyzed and applied to improving agricultural technologies. The authors argue that understanding the “cross-culturally variable social roles of men and women” requires more than simple checklists of questions to guide data collection. Rather, it demands a

gender-focused analytical framework to enhance Farming Systems Research/Extension’s (FSR/E) capacity to: specify desirable characteristics of new varieties and technologies; screen for compatibility of proposed changes with existing practices and incentives; identify farmers who will benefit from the experimentation; and assess the relative advantages of alternative solutions.

Working Together is divided into three sections. The first volume contains the conceptual framework, which ties together the logic of FSR/E and gender analysis; worksheets for conducting gender analysis in on-farm research; an introduction to the case study method; and seven case studies. The second volume provides teaching notes to guide the use of each case.

According to the authors, the conceptual framework provides “categories for inquiry and analysis which help agricultural researchers identify *relevant information* on who does what and factors underlying farmers’ decisions.” The framework is based on four areas of analysis: labor or activities, resources, benefits and incentives, and inclusion. “Activities analysis” examines how the tasks that are undertaken by men, women, and children contribute to farm production, household production, child-bearing and rearing, and other productive enterprises. The “Resources Analysis” provides guidance on how to gather information that disaggregates by gender and age (and other

social variables) who has access to and control of critical resources. “Benefits Analysis” examines who has access to or control of the outputs of production. “Incentive Analysis” provides the analytical context for assessing preferences that underlie farmers’ incentives to continue or to change what they do. A final stage of the analytical framework, “Inclusion Analysis,” investigates who is included at each stage of farming systems research, by what criteria, and how.

The methodological chapter is followed by worksheets that correspond to each stage of the analysis and a short chapter on how to use the case studies effectively to learn how to apply the analytical framework. The remainder of the book presents case studies from Botswana, Burkina Faso, Colombia, Indonesia, Kenya, the Philippines, and Zambia.

The major strength of this approach is that it provides a systematic process for integrating gender analysis—the examination of the socially constructed roles of men and women—into agricultural research. It is most useful for social scientists who are members of farming systems teams but who are not versed in how to formulate a gender-informed research agenda. As a training methodology, *Working Together* provides non-social scientists with concepts and tools for

understanding how gender relations impinge on their research objectives. It does not, however, instruct non-social scientists on how to translate analytical questions into data-gathering instruments. The authors assume that users are familiar with a variety of research methods such as surveys, participant observation, and rapid appraisal techniques. The case studies are particularly useful in pointing out that researchers must adapt their information-gathering techniques to the local context. The self-study notes help non-specialists understand the limitations of gender-blind research as well as the opportunities provided by the inclusion of gender considerations in research design and implementation.

■ **Poats, Susan V., Marianne Schmink, and Anita Spring. 1989.**
Gender Issues in Farming Systems Research and Extension. Boulder, Colorado: Westview Press. 450 pp.

This book is a collection of selected papers presented at an international conference on intra-household dynamics in farming system research and extension (FSR/E) at the University of Florida in 1986. Its objective is to present different points of view on how to conceptualize and carry out gender-inclusive farming systems research. The authors argue that rather than presenting a recipe for action, the papers demonstrate that "it is both possible and practical to use gender analysis as a tool in the work of agricultural development."

Part 1 of the book covers a wide range of theoretical and methodological topics including the whole farming system; intra-household dynamics; institutional and policy concerns; definition of research domains; on-farm research and extension; and monitoring and evaluation. Papers were selected based on the extent to which they presented new methodological approaches to integrating gender into farming systems research. They suggest spe-

cific changes to the farming systems research protocol and address methodological issues that are specific to research design, implementation, evaluation, and improving communication with and participation of both women and men farmers. In addition, several chapters examine policy and institutional factors that affect gender issues in FSR/E. In parts 2, 3, and 4, the methodological chapters are complemented by case studies from Latin America, Asia, and Africa. The regional chapters apply many of the theoretical and methodological issues discussed in part 1 to specific sociocultural contexts. These chapters demonstrate how including gender considerations affects both the FSR/E process and outcomes.

The book is valuable background reading for anyone interested in incorporating gender analysis into agricultural development projects. It is especially useful for agricultural researchers and social science members of FSR/E teams. It is not a "how-to" manual, but is essential for contextualizing the appropriate use of other gender analysis methods.

■ **Poats, Susan, Hilary Sims, and Cornelia Butler Flora.**
1988.
The Gender Variable in Agricultural Research.
Ontario, Canada: International Development Research Center.

This report suggests how to incorporate gender analysis into agricultural research. It provides research questions and matrices designed to collect and analyze gender-disaggregated information throughout the planning, design, and testing of agricultural research. The authors present guidelines and examples of different types of data-collection methods, as well as a discussion of the potential implications and applications of the findings to agricultural policy and program formulation and design.

Part 1 of the document describes the rationale for gender analysis and calls for a reorientation in the focus of agricultural research from one that is technology-driven to one that is user-driven. Another key element of part 1 is a description of five general patterns of gender responsibility (male and female separate crops, separate fields, separate tasks, shared tasks, and women-managed farms) and their implications for agricultural research.

Part 2 provides an overview of gender analysis tools that are applicable to farming systems research. The authors describe and summarize in tabular form several tools for examining on-farm and off-farm activities by crop and season, access and control over resources for farm production, and who receives both incentives and benefits. The second section of part 2 discusses how to apply the results of gender analysis. The authors assert that gender analysis frequently ends in diagnosis by simply describing men's and women's tasks. They argue that "the utility of gender analysis comes with its application to the design and evaluation of on-farm research" and that those responsible for conducting gender analysis should be involved from the beginning to the end of the research effort. The third section of the chapter on tools provides illustrative criteria for choosing appropriate methods for gender analysis. The fourth section presents some possible strategies for ensuring that women are integrated into and benefit from on-farm trials. The final section examines the implications of agricultural research in the wider political and institutional context. It raises questions about institutional constraints to adopting technology, which might be gender specific, such as access to credit or land. Additionally it focuses on staffing and training as important vehicles for promoting attention to gender in agricultural research. An appendix provides a list of training and bibliographic resources.

This is a methodical and focused set of guidelines that can be of great use to teams of agricultural researchers. It is most appropriate as a guide for social scientists on farming systems teams who have good data-collection and analytical skills but lack knowledge of how to integrate gender considerations into research identification, planning, design, and evaluation. It is also useful for educating agriculturalists and development planners about the type of gender-specific information that is necessary to collect and analyze to identify appropriate solutions for men's and women's critical agricultural constraints and opportunities. Its strength is that it speaks to a targeted audience—agricultural researchers—through a process and language that are familiar.

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C. Gender Analysis, Planning, and Training

■ **Caye, Virginia M. 1989.**

The Gender Information Framework: Gender Considerations in Design. Washington, D.C.: USAID. 102 pp.

■ **Mayatech Corporation. 1991.**

The Gender Information Framework. Silver Spring, Maryland. (Prepared for the Office of Women in Development, USAID). 90 pp.

■ **USAID Office of Women in Development. 1991.**

The Gender Information Framework: Pocket Guide. 10 pp.

The Gender Information Framework (GIF) is a methodology designed to assist USAID in incorporating gender considerations into program and project design, adaptation, evaluation, and review. It is a set of tools, information, and guidelines developed as a reference and training resource guide. The framework contains three components: 1) Gender Variable Matrix, 2) Gender Considerations in Design, and 3) Summary of Guidelines for Document Review. It was designed to accompany a training program on gender issues and to serve as a post-training reference manual on

how to include gender issues in USAID's project and program design and reporting documents. The framework has a two-part purpose: 1) to strengthen the analysis of development issues in such a way that gender becomes an automatic consideration in the programming process, and 2) to provide tools that assist USAID to incorporate information yielded by analysis into program design, adaptation, evaluation, and review.

The GIF is available from the USAID Office of Women in Development in two different formats: as a pocket guide (in pamphlet form) and as a more in-depth reference manual. The pocket guide is really two guides, a gender analysis guide, which summarizes the two-step gender variable matrix, and a document review guide. Step 1 of the gender analysis guide lists four areas where gender might be a variable (allocation of time, sources of income, financial responsibilities, and access to and control over resources) and a set of key questions under each area. Step 2 is designed to analyze the implications of significant gender differences for project or program activity design or adaptation. It queries the user to identify and compare the constraints and opportunities to women's and men's participation in development activi-

ties. The document review guide presents a series of actions necessary for incorporating gender issues into USAID project and non-project assistance. It includes four separate cards specifying tailored actions for the Country Development Strategy Statement (CDSS), the Action Plan (AP), the Project Identification Document (PID), and the Project Paper (PP).

The GIF reference manual presents both guides in a more detailed format with accompanying explanations and examples. It includes a more complete description of the gender variable matrix (also called the gender analysis map). The matrix is in three columns. The first column lists areas where gender might be a variable. The second column presents questions on whether and how gender affects the areas listed in column one. The third column provides space for the user to chart information from the analysis. The Document Review Guidelines, which follow the standard stages of the CDSS, AP, PID, and PP, describe and chart actions for including gender issues in these key documents. The charts are divided into two columns. The left column is titled "gender considerations," which are a series of steps to be taken at each stage in the design and document preparation process. The right column lists "key questions" to indicate in more detail how the consideration might be examined. The reference manual also includes appendices that provide profiles of small-scale enterprise and farming systems research and extension projects.

An abbreviated form of the GIF has been used extensively in Gender Considerations in Development training within USAID. The GIF reference manual has not received as much exposure as the pocket guide due to its bulk—the executive summary alone is 18 pages. The alternative, the short pocket guide, is composed of questions that are too general to serve as anything more than a mnemonic device for those who have been exposed to the methodology through training. The pamphlet outlines components of the matrix and gender considerations charts, but does not provide sufficient information on how to collect and analyze the data. The real value of the GIF is for USAID staff engaged in reviewing key reporting documents. It is less useful for those who write them.

■ **Coady International Institute.**
1991.
A Handbook for Social/Gender Analysis. Hull, Canada: CIDA. 3 vols. 191 pp.

The purpose of this handbook is to introduce CIDA staff and consultants to the principles of social and gender analysis (SGA). It presents a framework for implementing CIDA's objectives of directing the benefits of development to the disadvantaged and ensuring that the benefits are technically, economically, and socially sustainable. It aims to combine SGA with participatory development approaches. This approach is based on the rationale that SGA helps to identify the disad-

vantaged in a society, and to explain the structural causes of their disadvantage and the fact that women are often disadvantaged differently than men. The handbook suggests that a participatory process that empowers the disadvantaged is necessary to sustain changes begun through development efforts.

The handbook is organized into four chapters: 1) Introduction, 2) Conceptual Framework, 3) Application to the Project Development Process, and 4) Research Tools. The introduction outlines the purpose and intended audience of the handbook, as well as the relationship between CIDA's development strategy and SGA.

The second chapter defines SGA, states its assumptions and rationale, and presents an analytical framework. The SGA analytical framework is guided by four key questions that help to identify the disadvantaged: 1) What is the nature of their disadvantage?; 2) What are the social relations (structures and organizations) which maintain their disadvantage?; 3) What are the historical patterns and trends in social relations?; 4) What are the relationships between the local, national, and international levels in creating and perpetuating poverty? The authors advocate looking at the answers to these questions in light of change

over time and disaggregating the information by both gender and class.

A key element of this chapter is its focus on participation, including discussions of levels, indicators, and ways to mobilize people. Finally, the chapter discusses CIDA's methodological principles of moving toward an iterative process for project design, implementation, and management; learning at each step what works and then making adjustments; and adopting an internal/external approach that combines the knowledge of participants and local consultants with the analysis and observations of outside development professionals.

The third chapter applies the SGA framework to project identification, planning, approval, implementation, monitoring, and evaluation. It provides sets of key questions designed specifically for each stage.

The final chapter is a research tool kit, which presents and reviews a number of different research methods. It provides information on when, where, and how to use each method. This is an extremely detailed and useful handbook. Although it was designed for CIDA, it is equally applicable to other bilateral, multilateral, national, and non-governmental institutions. It has a number of advantages over similar guidelines and checklists. First, it addresses the concerns of

both planners/managers and operational field staff. Second, the chapter on research tools goes beyond descriptive presentation by critically assessing how, when, and where the method can be applied most optimally. Third, it combines gender and social analysis with participatory action research, incorporating social science analysis with local knowledge and decision-making. Thus it reveals a more dynamic picture of gendered social relations than other approaches. At every stage of the development process, this form of analysis requires discussion, interviews, and knowledge of the project area, as well as active and honest participation by target groups.

■ **Hannan-Andersson, Carolyn.**
1992.
Gender Planning Methodology: Three Papers on Incorporating the Gender Approach in Development Cooperation Programmes. Lund, Sweden: SIDA.
50 pp.

This report is a collection of three papers that comprise a gender-informed approach to development planning. The methodology attempts to go beyond most gender analyses by addressing the issue of “how to integrate gender planning methodology within a donor organization.” The objective of this methodology is to ensure that women as well as men are integrated into development processes. To achieve this, the author states that a social groups analysis is needed, and that gender is only one of the variables required. Other variables include age, ethnic group, class, and religious affiliation. This gender approach attempts to develop a planning methodology that can apply the insights gained through research to policy formulation and programming in mainstream development.

The first paper introduces and examines the concept of gender and development, compares it with the WID approach, and addresses some of the criticisms and reluctance to adopt a gender approach by WID specialists and development agencies. The author argues that a gen-

der approach goes beyond dealing with the symptoms of women’s problems to dealing with the causes. This entails grappling with the social relationships between men and women that condition their differential access to power and resources. She concludes that a gender approach requires “a rethinking of the whole [development] planning methodology.”

The second paper addresses how to institutionalize and operationalize a gender approach in development organizations. This paper is structured around three essential elements that include development of: 1) a gender policy (the ideological framework); 2) a gender-based strategy and methodology (linked to normal planning processes); and 3) gender-sensitive tools and instruments. Effective development of all three of these is dependent on high-level institutional support and political pressure. Hannan-Andersson highlights the specific requirements for developing each one of these key elements so that men and women can be successfully incorporated as actors and decision-makers. She also critically reviews why some earlier approaches have not been very effective. For instance, she points out that much of the material written on women in development is gender-blind because, by omitting information

on men, it fails to provide the necessary information on gender roles and relationships. Similarly, checklists, viewed as an expedient route to achieving WID goals, are often of little value because they are too vague and inflexible to apply to the broad spectrum of development contexts. Instead, she advocates tools and methods that are participatory, context specific, and inclusive of all members of target and participating populations.

In the final paper, Hannan-Andersson discusses the potential of the gender perspective for improving development planning. First, it heightens awareness of both women's and men's roles as actors in development. Second, it focuses attention on participation of local groups and the need and potential for their involvement in development planning. The major focus of the paper is a critique of the inadequacies in standard approaches to development planning, many of which are impediments to integrating a gender perspective.

The three papers in this collection provide a thought-provoking framework for incorporating a gender perspective into development planning. While the papers do not meet their aims of presenting a "how-to" methodology, they do provide the conceptual architecture for developing such an approach. Such an endeavor would require additional knowledge and skills in

collection and analysis of sex-disaggregated data, reaching and involving both men and women in development planning, incorporating research findings and local concerns and knowledge into project design and implementation, and training staff effectively in gender skills. Hannan-Andersson provides a strong rationale for development agencies to invest in the process.

The ECOGEN Tools (see page 35) and the sectoral checklists, developed by the Netherlands Ministry of Foreign Affairs (see page 4), complement this framework by providing more targeted "how-to" methods.

■ **Kabira, Wanjiku Mukabi, and Masheti Masinjila. 1993. *Gender and Development: The Femnet Model for Gender Responsive Planning, Programming Advocacy and Sensitization. Nairobi, Kenya: African Women's Development and Communication Network. 12 pp.***

Gender and Development is a participatory model developed by the Kenyan organization Femnet for training development professionals to conduct "gender responsive planning, programming, advocacy and sensitization." The model translates Femnet's philosophy of advancing "the equal position of women and men in society and as equal participants in the development process" into a five-step training methodology.

The five sections of the model include modules on: 1) concepts of gender and development; 2) presentation of data differentiated by gender; 3) social construction of gender; 4) identification of gender concerns; and 5) application to project analysis. The first section places the concept of gender and development in a historical context by helping trainees understand the differences between sex and gender, Women in Development (WID), and Gender and Development (GAD). It explains that the value of GAD is that it examines the root causes of women's subordination in different sociocultural settings.

Section 2 discusses the premise that unequal and often exploitative relations between men and women are based on sociocultural and historical factors that are perpetuated by gender-based ideologies. By using the Harvard case study methodology, this section of the training requires participants to analyze data on men's, women's, boys', and girls' activities, and to examine the allocation of tasks in relation to the distribution of benefits. The facilitators encourage participants to question the legitimacy of these disparities in order to analyze and understand how gender-based power relations influence the design and implementation of development projects.

Section 3 addresses the importance of culture and society as shapers of gender roles, rights, and responsibilities. It confronts directly the notion that gender relations are immutable. This section draws out the distinction between sex and gender in some detail and discusses the role of ideology in perpetuating unequal distribution of wealth and power. The major objective of this section is to help the participants understand that gender roles are not permanent and that “they can be and are changing.” The purpose of Section 4 is to provide a framework for more systematically identifying and analyzing gender-based disparities in activities, and resource access and control. It is also a bridging exercise that links the identification of these disparities to an assessment of how to design projects to overcome them. Section 5 completes this process by engaging the participants in applying their newly acquired analytical skills to their own projects.

The Femnet method presents an extremely useful training sequence for developing gender awareness and analysis skills in development

planning. This publication, however, is only an outline of a methodological tool, not a step-by-step set of instructional materials. Thus, its optimal application requires trainers who are highly skilled in gender and development theory and gender analysis methods. Its focus on gender as an unequal relation of power and control sets it apart from most gender training methodologies.

■ **Moffat, Linda, Yande Geadah, and Rieky Stuart. 1991. *Two Halves Make a Whole: Balancing Gender Relations in Development*. Ottawa, Canada: Canadian Council for International Cooperation. 178 pp.**

This handbook is a kit of three interrelated manuals: an overview of gender and development and gender analysis tools; a training manual; and two sets of case studies. It was developed by the Canadian Council for International Cooperation, with funding from CIDA, to help Canadian NGOs design and implement more effective and equitable development programs. Written from a feminist perspective, it aims to identify the “potential in development initiatives to transform unequal social/gender relations and to empower women” in order to achieve the long-term goal of developing an “equal partnership of women and men in determining and directing their own future.”

Section 1, “Gender and Development,” includes three chapters on theory, tools, and implications. The first chapter, “Gender and Development: An Alternative Approach,” explores why most development approaches have not been very successful in improving women’s lives. It focuses on four issues: equality vs. equity; gender as a social construction; power; and the limits of development. The discussion of equality vs. equity contrasts equality of opportunity with equity of impact, arguing that the two issues are not synonymous and that equality of opportunity (the objective of WID efforts) does not, by and large, result in equity of impact for men and women.

The segment on the social construction of gender emphasizes cross-cultural variability and the potential for change in gender relations over time. The discussion of power raises issues about how women experience subordination differently, depending on their age, class, ethnicity, race, or sexual orientation. It challenges the assumption that all women have singular or unified interests and recognizes that development actions may increase divisions and conflict. The section on the limits of development is a sobering caution to development planners that they cannot define or solve development problems in

isolation of the people whose lives they affect. It also challenges the development community to broaden its concept of development beyond a solely economic perspective emphasizing growth and redistribution.

The second chapter, "GAD Analytical Tools: Program, Project and Policy Applications," presents eight gender-analysis tools designed to increase attention to gender issues in development. The first four tools, based on the Harvard Analytical Framework (see Rao below), are intended for analyzing gender relations within a community. These include: 1) *Sexual/Gender Division of Labor*; 2) *Types of Work*; 3) *Access to and Control Over Resources*; and 4) *Influencing Factors*. The second set of four tools are designed to help development workers analyze the implications of sex-disaggregated data. They provide a series of questions focused on: improved conditions of men and women and changes in their relative positions in society (tool #5); the extent to which development activities address men's and women's practical and strategic needs (tool #6); the nature, degree, and benefits of participation by women and men (tool #7); and how programs contribute to the transformation of relations between the sexes and between the advantaged and disadvantaged (tool #8). The third chapter, "Implications and Strategies for NGOs," discusses the

limitations of GAD training in making real institutional changes without a parallel commitment to structural and conceptual changes within an organization.

Section 2, "Gender and Development Training," is a manual for developing a GAD training program. The training manual guides trainers on how to present the GAD approach and to train participants in the use of the gender analysis tools. Section 3, supplemented by an addendum published in 1992, provides short and long case study materials to use in training. The case studies provide a range of analytical material for people with varying degrees of expertise in gender considerations.

Two Halves Make a Whole brings an entirely new dimension to gender analysis and training. It focuses on the relative position and power of women and men to effect structural changes in their lives. Optimum use of this handbook requires both time and study on the part of the user, but it is time and effort that is well invested. The handbook's treatment of power and the limits of development are among the most innovative discussions of these issues in any gender analysis framework. The tools provide a focused set of questions for pursuing the theoretical issues raised by the authors. They help development planners go beyond the "add women and stir" model advocated by many other WID and gender analysis approaches to begin a process of gendered development.

■ **Poats, Susan V. 1989.**
Invisible Women: Gender and Household Analysis in Agricultural Research and Extension.
Gainesville, Florida: Tropical Research and Development Program. 11 pp.

This is a scripted slide presentation prepared to assist agricultural researchers, extension workers, and managers of research and extension projects learn about gender issues in agriculture. Its other purpose is to develop an understanding of how to use gender analysis as a descriptive and analytical tool in agriculture projects. It does not present a research methodology per se, but articulates a coherent set of gender issues relevant to agricultural research, extension, and development planning. The presentation argues that "learning to 'see' women in agriculture will assist research and development workers to better understand the different roles that men and women play in production and to improve the design and delivery of technology meant to assist farmers—both male and female."

The slide presentation raises a number of specific issues that have prevented researchers and planners from considering women's roles in agriculture to the same degree that they consider men's. These include: 1) omitting from information-gathering interviews female farmers who may perform agricultural tasks and control resources; 2) researchers' stereotypical notions about gender work roles, which prevent them from seeing women's production roles; 3) communications barriers and sociocultural conventions that limit interaction between male researchers and female farmers; 4) economic models that do not easily accommodate information on different members of households or extended or polygynous households where females manage their own income; 5) inadequate attention to

the needs of women of different ages (i.e., young women with small children who may have different agricultural needs and limitations than older women with adult children).

The presentation also notes recent changes that facilitate the inclusion of gender issues in agricultural research and development: 1) research teams with males and females that proactively interview male and female farmers; 2) male field team members better versed in techniques for interviewing females; 3) diagnoses conducted all along the food chain in order to include women's post-harvest and marketing activities; 4) women's collectives participating in on-farm experiments; and 5) women being taught how to use non-traditional techniques to expand their involvement in production.

Although many of the issues raised in this presentation are no longer as novel as they were at the time of its publication, it is still useful for stimulating discussion in gender training courses. WID officers and advisors within development and agricultural research organizations will also find it useful for reaching technical audiences that are not yet attuned to how to

include gender considerations in their work. It needs to be paired, however, with more rigorous gender analysis methodologies, such as the ECOGEN Tools (see page 41) or the methodological chapter of *Working Together* (see page 12), if viewers are to be able to act on the presentation's suggestions in their research, extension, and project management work. Spanish and French versions are available.

■ **Rao, Aruna, Mary B. Anderson, and C. Overholt. 1991.**
***Gender Analysis in Development Planning: A Case Book.* West Hartford, Connecticut: Kumarian Press. 103 pp.**

This case book is intended primarily for national development planners and practitioners as well as staff of international development agencies. It is intended as a pedagogical tool for those interested in a set of concepts and analytical techniques to deal with gender issues in a variety of development interventions. The first chapter is an analytical framework aimed at "building a gender-differentiated data base on activities and access and control over resources." The remaining chapters, which are case studies of various Asian development projects, provide raw material for analysis by training participants.

The gender analysis framework, reproduced from *Gender Roles in Development Projects* (Overholt, et al., 1985), is designed to facilitate the integration of women into pro-

ject analysis. The framework has four components: 1) activity profile; 2) access and control profile; 3) analysis of factors influencing activities, access, and control; and 4) project cycle analysis. The activity profile is designed to delineate the economic activities of the population in the project area by age and gender, ethnicity, social class, and other socioeconomic variables. The purpose of the access and control profile is to discern who controls what resources and to examine who benefits from a particular set of activities. The analysis of the influencing factors and resources focuses on the broader economic and cultural elements that condition the gender division of labor and gender-related control over resources and benefits. The project cycle analysis examines the implications of data obtained from the initial three analyses for the different phases of the project cycle.

The remaining chapters of the book are case studies on projects in Asia, ranging from irrigation education to employment schemes. They do not systematically follow the gender analysis framework, but rather offer raw data for training participants to practice applying the framework.

Gender Roles in Development Projects, upon which this book is based, was one of the first gender analysis frameworks to be developed. It has since been surpassed by others that are more user friendly and sectorally focused. Many of the subsequent methodologies, however, owe their intellectual roots to this approach. It is most useful for trainers who desire case study material on Asia. The case studies offer raw material that can be used to practice a broad range of analytical tools.

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D. Guidelines

■ **Clones, Julia Panourgia.**

1993.

Gender and the Environment in Sub-Saharan Africa: Guidelines for Integrating Gender Issues into Bank Group Projects with Significant Environmental Implications.

Washington, D.C.: The World Bank. 39 pp.

These guidelines stress the need “to make development a process of change which safeguards the natural resource base, enables women’s empowerment, and balances social and economic objectives.” They are designed as a gender and environment training module for management and staff in the World Bank’s Africa region, and to assist task managers to design projects that are more responsive to the natural and human environments.

The guidelines, intended for use by a variety of audiences, are organized to meet the needs of the different users working in Sub-Saharan Africa (SSA). The chapter “Gender and the Environment in SSA: Conceptual Underpinnings A,” is intended as a short version for top managers that presents a conceptual and policy framework and describes specific links between gender and environmental issues. Chapter 3, “Conceptual

Underpinnings B,” advocates an expanded notion of sustainable development that accounts for gender differences that affect “the human presence in the ecosystem.” This section is intended for nonspecialists. It discusses the principles of gender and development and provides examples of constraints and consequences women often face in managing the environments in which they live. Chapter 4, “Conceptual Underpinnings C (Summary of Key Links),” lists a number of key gender differences that the author believes are characteristic of the region.

Chapter 5 presents a set of guidelines for integrating gender issues into projects with significant environmental implications. The guidelines follow the World Bank’s project development cycle. The project identification guidelines call for collecting information on pre-project gender roles and relations, and access to and control over resources. The author also prompts project identification teams to examine the potential effects of the project on women’s and men’s roles, responsibilities, access to and control over resources, and participation (also differentiated by class, ethnicity, and other relevant characteristics). At the project preparation level, the guidelines state the need for collecting information on gender and the project area. The project component level guidelines focus on formulating gender inclusive strategies, on ascertaining whether women have participated or been consulted

in planning the project, and examining whether women have equal access to training opportunities. The project appraisal level’s suggestions include providing summary information on how women’s needs have been taken into account in the project, the project’s potential direct and indirect impacts on women, and women’s participation in the implementation of the project. At the project implementation/supervision and gender impact monitoring levels, the guidelines suggest discussing with member governments issues of women’s employment, management, staffing, and opportunities to bid on procurement contracts. Following USAID guidelines, the author advocates complete disaggregation of information for monitoring and evaluation.

The final section of the report offers several case studies of gender-responsive environmental projects based on presentations at the Global Assembly of Women and at UNCED. A checklist in an appendix provides a series of what the author terms “indicative questions” under the categories of gender:

- 1) division of labor;
- 2) aspects of investment and control of resources;
- 3) aspects of providing for family needs; and
- 4) gender aspects of control over output and income.

The

checklist also includes questions for specific types of projects such as food crop projects, irrigation projects, livestock projects, agricultural research activities, agricultural extension activities, and fisheries (within traditional fishing communities and fish farming). A second appendix provides summaries of World Bank environmental projects in Sub-Saharan Africa that address gender issues.

The main value of this method is that it is specific to World Bank operations. Thus it provides World Bank staff and consultants with an accessible guide to key gender and environmental issues relevant to each stage of the project cycle. It is not, however, either original or a hands-on guide to collecting and analyzing gender information. Although its author calls it a training module, it is lacking in both content and process when compared with some of the other training approaches reviewed above.

■ **Gaelsing, Karin, and Carola V. Morstein. 1991. *Women in Development and Animal Production: How to Go About It.* Eschborn, Germany: GTZ. 18 pp.**

These guidelines present criteria for assessing women's inclusion in animal production projects. Their purpose is to help project managers ensure that women participate in and benefit from animal production and veterinary projects. The guidelines provide illustrative lists of issues to consider when planning, appraising, and implementing projects. The authors do not provide either exhaustive or focused sets of questions, therefore users must choose the ones that are relevant to a given situation and amend or supplement where necessary.

The guidelines are organized in three sections to coincide with the project cycle. The first section focuses on different types of analyses appropriate for gathering information during the project identification and design phases. The analyses presented in this section focus specifically on roles, interests, responsibilities, and concerns of women with regard to livestock production.

The second section provides gender-specific criteria for developing terms of reference for a project appraisal team. The authors agree that it is necessary to collect all data and information by gender in order to adequately meet the problems and needs of the entire population.

They organize the questions in seven categories: 1) demography and household structure; 2) access to and control over resources; 3) socioeconomic patterns; 4) women's work and responsibility; 5) forms of women's organizations; 6) needs and expectations of women; and 7) existing approaches to women's promotion.

The third section establishes terms of reference and provides questions for monitoring and evaluating the progress and impact of incorporating women into animal production projects. The questions are arranged in five conceptual categories: 1) division of labor and work load; 2) economic impacts; 3) social, cultural, and legal status; 4) extension services; and 5) participation in planning, implementation, and benefits.

Women in Development and Animal Production provides a ready set of criteria for project managers to use in developing terms of reference for project design, appraisal, and evaluation. Its major contribution is that it provides a set of gender-based questions specific to animal production. It is not, however, a research method for collecting and analyzing information. It assumes that project managers or members of the project design and evaluation teams have the skills to evaluate gender integration, to gather and

analyze gender-disaggregated data, and to suggest how proposed changes can be made. The title is somewhat misleading because the guidelines do not describe “how to go about it” as much as they describe the issues to consider. It is specifically a WID approach and therefore lacks questions that focus on comparisons between women and men across different socioeconomic strata, age-groups, ethnicity, and marital status.

■ **Murphy, Josette. 1989.**
Women and Agriculture in Africa: A Guide to Bank Policy and Programs for Operations Staff. Washington, D.C.: The World Bank. 10 pp.

This paper was prepared for the agricultural divisions in the World Bank’s Africa Region (AFR). The stated objectives of the paper are “to provide AFR agricultural staff with a summary of current Bank policy and programs on Women in Development, and with a brief review of gender-related issues which task managers may need to take into consideration when appraising and supervising agriculture operations.”

The guidelines are presented in four sections: 1) Introduction; 2) Section 2: A Summary of World Bank policy on Women in Development; 3) Section 3: A Review of Key Issues Faced by African Women Farmers; and

4) Section 4: An Outline of Steps AFR Agricultural Staff Need to Consider in the Appraisal and Supervision of Sectoral Lending and Projects. A list of Bank publications on gender issues in agriculture is provided in the appendix. Section 2 summarizes Bank WID policy and the institutional support available to Bank staff for incorporating gender concerns into Bank lending.

Section 3 discusses obstacles faced by women farmers in Africa because of their limited access to productive resources, including land, capital, credit, marketing channels, time, and appropriate equipment and technology. It also discusses restrictive land tenure legislation that precludes women’s land ownership and access to agricultural credit. The final section lists areas that should be improved or changed in order to reform agricultural projects. They are legal formalization of women’s access to land tenure; labor saving technology on all types of household and farming work; research that takes women’s role in the farming system into account; access to agricultural training; access to external services; access to credit; encouragement and support of female groups for information dissemination and credit; access to basic education; and disaggregation and analysis of statistical data by gender.

This report is a useful shorthand guide for those involved in planning agricultural programs in Africa, especially for World Bank staff and consultants. The guidelines provide helpful information on how to rethink the role of women farmers in light of their multiple responsibilities in agricultural production, and in other types of productive and reproductive activities.

The paper makes an important contribution by highlighting that the general information needs for project design, appraisal, supervision, and evaluation “should not be seen as a list of ‘what we need to know about women,’ but of the information on the local population without which strategies are selected or a project is designed in a vacuum.” It emphasizes the importance of understanding the technology and resources used by farms within the local sociocultural and economic context, without providing guidance on how to collect or analyze the data.

■ **Russo, Sandra, Susan Poats, and Jennifer Bremer-Fox. 1989. *Gender Issues in Agriculture and Natural Resource Management*. Washington, D.C.: USAID. 72 pp.**

The objective of this manual is to provide methods, guidelines, and examples for facilitating the integration of women into agriculture and natural resource development projects. The manual makes use of lists and question guide sheets to highlight key gender issues. It reviews several evaluation and monitoring techniques and discusses their relative advantages and disadvantages.

The first chapter is an introduction and overview of how to use the manual. In the second chapter, the authors provide guidelines for integrating gender issues into USAID's principal reporting documents, including the Country Development Strategy Statement (CDSS), Action Plan (AP), Project Identification Document (PID), and Project Paper (PP). Additionally, a section of the chapter focuses on non-project assistance such as policy reform initiatives. The manual lists ten suggested steps in the gender analysis process: 1) clarify gender roles and their implications for project strategies; 2) analyze eligibility to receive

project inputs; 3) define prerequisites for participation in project activities; 4) examine outreach capabilities of institutions and delivery systems; 5) assess the appropriateness of proposed technical packages; 6) examine the distribution of benefits and its effect on incentives; 7) consider the reliability of the feedback mechanisms; 8) anticipate probable changes in the roles and status of women; 9) link changes in the roles and status of women with the expected project impact; and 10) identify needed adaptations. The chapter also lists issues for gender considerations in non-project assistance. The third chapter delineates elements to include in a gender-informed scope of work for a project design team.

The guidelines follow each step of the standard USAID project paper process. They lay out specific issues and questions for different technical analyses, subsectors, and components, including questions relating to credit, research, extension, farmer organization, land reform and tenure, livestock, irrigation, marketing, project management, post-harvest storage and processing, agroforestry, and natural resource management.

The manual's final chapter provides guidance on how to incorporate gender considerations into project implementation, monitoring, and evaluation. This chapter includes criteria for selecting gender-informed implementing organizations, technical staff, and delivery

systems. It also suggests several techniques for evaluating women's participation in agricultural development projects, including direct observation, community interviews, informal surveys, consumption-focused surveys, household record keeping, and purposive sampling. Each method is described in a paragraph. The purposive sampling overview is supplemented by a descriptive list of sampling strategies. The appendices include a list of other USAID WID Office resources and a bibliography.

The manual provides detailed guidelines for identifying gender-based issues. It is well targeted to USAID procedures and is written in a language that is accessible to Bureau and Mission management and technical staff. As with other guidelines, however, it provides little direction on how to actually analyze and apply the results of targeted research and evaluation.

■ **Saidu, Sharif.**
1992.
Report on Advancement of Women and Livestock Production: Proceedings from an International Seminar November 23, 1991. Eschborn, Germany: GTZ. 18 pp.

These proceedings are the outcome of an international seminar on linking women in development with livestock production and veterinary issues. The main objectives of the conference for animal production and veterinary project field staff were to: 1) sensitize participants to the importance of women in animal production; 2) highlight implications of women's roles in animal production for livestock projects; and 3) expose participants to gender-sensitive data collection methodologies.

The most useful sections of the document are an introductory chapter that summarizes the results of the conference, project summaries that present lessons learned, and a section that includes topical and methodological papers. The topical and methodological section contains two papers on gender analysis and data collection, a case study, and a fourth paper that reviews progress on integrating WID into GTZ. The first paper, by Carola von Morstein, advocates viewing the household as a survival

community where each individual manages his/her affairs for both individual and common purposes rather than as a resource-pooling, consensus, and joint decision-making entity. It argues furthermore for the need for a "gender-specific analysis [that] takes into account the unequal relationships between men and women, their different starting situations, specific interests, problems and needs." It applies this perspective to an examination of the division of labor, decision-making, access to the means of production, and the special situation of female-headed households in communities engaged in animal production.

The methodological chapter, by Christine Martins, presents an overview of how to collect and apply sex-disaggregated data in animal production and veterinary projects. It addresses how to collect information, how to use it, and why it should be gender specific. Additionally the paper reviews the advantages and disadvantages of formal surveys, rapid rural appraisal techniques, and action or participatory methods. The author recommends non-formal methods of data collection because they demand fewer resources and are flexible enough to allow for greater community participation. The report suggests that information be obtained from both men and women from different social classes, different age groups (married and unmarried), and different ethnic groups.

The GTZ conference proceedings provide some interesting guidelines for tailoring sex-disaggregated data collection and analysis to livestock production, husbandry, and health projects. This is not a step-by-step "how-to" manual, but rather a list of recommended categories and methods. Although it is not an operational guide, it provides interesting background reading for livestock specialists looking for suggestions on how to integrate gender considerations into projects.

■ **White, Karen, Maria Otero, and Margaret Lycette. 1986.**

***Integrating Women into Development Programs: A Guide for Implementation for Latin America and the Caribbean.* Washington, D.C.: ICRW. 88 pp.**

This report critiques USAID's efforts in complying with the requirements of the Percy Amendment. It notes where USAID has not been successful in targeting women in development projects and offers suggestions on how to better integrate gender issues into development. The purpose of the report is to help mission staff integrate concerns about women's economic participation into project design, implementation, and evaluation. The authors argue that by implementing the report's suggestions, USAID programs and projects will be more effective in reaching and benefiting women.

The guide is arranged in four discrete sections. The first lists statistical data on the situation of women in Latin America and the Caribbean. The second section lists constraints to women's participa-

tion and suggests how women can be integrated into USAID's policies and operational procedures. It provides specific suggestions on how to overcome policy-level, institutional (structural and procedural), and technical and informational constraints. The third section offers general guidelines for integrating women into all phases of the project cycle. The guidelines consist of a set of general principles and factors that should be considered in project design, implementation, and evaluation. The fourth section contains sector-specific guidelines for integrating women into microenterprise development, agriculture, vocational and participant training, and housing projects. This section presents a much more detailed set of constraints and solutions. A project design and implementation matrix for each sector outlines possible project features and women-sensitive alternatives and rationales for the changes.

The guide is useful for USAID policy makers and project and program managers who are interested in addressing why it is important to consider gender issues in development and what issues might be relevant for people working in Latin America. The report does not provide adequate guidance on how to implement the changes suggested, nor does it adequately discuss how

to deal with sociocultural constraints, as opposed to economic and legal limitations. Although the guide provides specific recommendations and suggestions for reaching women in every stage of the project cycle, it rarely suggests involving the participants (women and men) in working with development professionals and host country governmental and non-governmental organizations to develop their own solutions.

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E. Monitoring And Evaluation

■ **Abt Associates, Inc. 1989.**

Agricultural Policy Analysis: A Manual for AID Agricultural and Rural Development Officers. Washington, D.C.: USAID. 43 pp.

■ **Bremer-Fox, Jennifer. 1987.**

Policy and Programming for Women in Agriculture. AID Nairobi Conference on Women in African Agriculture September 1987. Nairobi, Kenya: Robert Nathan Associates. 26 pp.

The Agricultural Policy Analysis manual discusses the impact of USAID policies and policy reform on women in the agricultural sector. The objective of the method is to outline a strategy for rapid appraisal of agricultural policies to determine if policies benefit or harm women farmers differently from men. The method states that women can be viewed as a proxy for low-resource farmers and small entrepreneurs, as most women farmers are low-resource farmers and most women entrepreneurs are small entrepreneurs. The approach suggests disaggregating all project or survey data by sex, so that planners can gain

information not only on differences between men and women, but also on program and policy impacts. By reaching women farmers and entrepreneurs, it is expected that policies that have a positive effect on women will also benefit low-resource farmers and small rural entrepreneurs in general. The authors also contend that policy makers must consider seriously the impact of agricultural policies on women because women are important producers of food and other products.

In evaluating policy, the authors cite several essential questions:

- 1) What is the policy?;
- 2) What is the main purpose of the policy?;
- 3) What institutions are responsible for deciding on and implementing the policy?;
- 4) What is the impact of the policy on key variables of interest?;
- 5) What are the explanations for the main policies and primary mechanisms that affect the economic variables of interest?;
- and 6) What are alternatives that might be considered in designing and implementing a reform program?

The authors note that women's income and production is a category that should be added to the five areas that are almost always studied: agriculture, producer incomes, consumer incomes, trade, and government budgets.

The policy assessment framework sketches a three-step process to evaluate the impact of policies on women: a description of their activities; definition of the policies that affect these activities; and determination of the impact of these policies on women's activities and income. The method examines women's par-

ticipation in agriculture from the perspective of four basic roles: farm managers, laborers, traders, and consumers. The authors caution that successful application of the framework is limited by a general lack of economic data on women's agricultural production and other economic activities.

The authors of the manual contend that reforms have not yet addressed the main constraints to women and low-resource farmers, which include poor access to credit due to lack of formal land titles and limited access to inputs and technology. Sources of possible data to use in rectifying this problem include anthropological studies on the relative importance of plots managed by men and women, area surveys conducted as a part of project design or for other purposes, extension reports, and informal judgments by extension agents and researchers. The authors discuss the implications of such information for programming agricultural activities for women, as well as for data collection and analysis, agricultural sector projects, project design, project evaluation, monitoring, and implementation and programming.

The manual includes a sample scope of work for developing an inventory of gender-relevant policies. The presentation by Bremer-Fox is useful as a training module

for those interested in learning the methodology.

The agricultural policy analysis manual is designed to encourage and improve the ability of USAID policy makers and agricultural sector planners to assess the impact of agricultural policies on women farmers. It is meant as a bridge between the project and policy levels; however, it is not wholly effective in linking intra-household impact assessments to the effects of policy reforms. The presentation by Bremer-Fox is useful for raising policymakers' awareness of the need to measure the effects of policy reforms on different segments of the population, but neither the presentation nor the manual describes a specific methodology for assessing impact. There is still a need, which remains unfulfilled by the policy manual, for a sequenced method to measure how agricultural policies affect the different conditions, opportunities, and constraints faced by men and women farmers.

■ **Baster, Nancy. 1981. *The Measurement of Women's Participation in Development: The Use of Census Data*. Sussex, England: IDS. 54 pp.**

This discussion paper examines how census data can be used to measure women's participation in development. The objectives of the method are to assess women's participation in development activities, and to examine the socioeconomic status of women in a country through the analysis of census data.

The first section discusses how to analyze long-term changes in employment structure, migration patterns, and population growth and structure. This section lists the measures and indicators of women's participation in development that are readily available from census data.

The second section of the paper discusses patterns and trends in women's participation, and highlights studies using census data to track changes in women's participation in national social and economic development. The paper also suggests ways of disaggregating indicators according to socioeconomic variables such as age, sex, social and family status, education, employment and occupation, income, place of residence, and class.

The approach offered in the paper is most useful for analyzing national and regional trends. The author correctly argues that census data is most appropriate for analyz-

ing long-term structural changes affecting women's participation and for developing a few key monitoring indicators of women's participation. The census data provides an overview of broad trends by sex. To understand real *gender* differences, however, a contextual analysis is needed as a complement. A second use of census data suggested by the author is to provide indicators of changes in women's participation over time and for interregional comparisons. The use of census data discussed by Baster assumes that a reliable and complete data set is available, but that is rarely the case in most developing countries. Nevertheless, this article provides the user of census data with a number of good suggestions on how to analyze sex-linked differences in socioeconomic status and participation in development. In conjunction with other gender analysis tools, it can also help development planners formulate gender-specific questions and needs to guide policy and program formulation and to measure development impacts.

■ **Collette, Marilyn Elizabeth.**
1986.
The Community Interaction Model in the Evaluation of the Integration of Women in Development. Canada: Carleton University. 108 pp.

This methodology adapts the Community Interaction Model developed by the Department of Indian Affairs and Northern Development (DIAND) in Canada for measuring the impact of rural development projects on women. The objective of the DIAND model is to measure the impact of development projects on community institutions with particular attention to “economic viability, social vitality, and political efficacy.” Collette modifies the approach to assess overall changes in women’s status and their ability to arbitrate for greater control over community resources and political decisions. It differs from most evaluation methodologies, which collect and analyze data to assess whether a series of independent objectives have been met without looking at the overall impact on communities as viable organizations that can sustain development efforts. By advocating evaluation criteria that measure whether a project contributes to women’s collective abilities to

improve their position within their communities as leaders and resource managers, Collette attempts to link improvements in women’s status to more effective and sustainable development.

The model provides guidelines for collecting critical information on the aggregate benefits and drawbacks of project interventions to women as a group. The author outlines ten steps in data collection and provides a detailed description of the DIAND model and her adaptation. In addition she presents a detailed list of indicators for assessing economic viability, social vitality, and political efficacy. The model incorporates ethnographic information, collected from women community members and from project officials, on the economic and political positions of women, their perceptions of improvements in their whole social environment, and a historical perspective on project interventions. The author presents a case study that applies the model to an evaluation of the World Bank’s Zones d’Action Prioritaire Intégrées de l’Est (ZAPI) project in Cameroon.

Collette’s model is an innovative first step in developing a methodology to measure systematically changes in women’s status. It would be an even more powerful tool if it provided the means to examine changes in women’s status relative to that of men and made clearer how status is affected by different socioeconomic variables such as class, ethnicity, and age. As a method, it is most accessible to pro-

fessionals trained in the behavioral social sciences because it assumes knowledge of ethnographic and survey research methodologies. It is, however, an extremely useful conceptual framework for designing and conducting baseline studies and evaluations. It is also a useful perspective for project designers and managers who desire a framework for measuring both project impact and sustainability.

■ **Hannan-Andersson, Carolyn.**
1990.
The Challenge of Measuring Gender Issues in Water and Sanitation. Workshop on Goals and Indicators for Monitoring and Evaluation for Water Supply and Sanitation. June 25, 1990 . Geneva, Switzerland: SIDA. 30 pp.

This paper is an application of Hannan-Andersson’s gender planning methodology to measuring the impact on gender relations of water and sanitation projects. The objective of this paper is to help development planners integrate women as actors and decision-makers into water and sanitation projects.

In the first section, the author specifies that “integration” means the “involvement of women alongside men in mainstream development programmes/projects . . . as

actors . . . rather than as simply passive beneficiaries.” The basic elements of the approach, as outlined in her previously mentioned publication *Gender Planning Methodology* (see review of 1992, p. 18), are: 1) integration of women into mainstream development projects; 2) a gender rather than a WID approach; 3) identification of staff within an organization who are responsible for gender integration; 4) routine integration of gender concerns into planning procedures; and 5) requiring all personnel, not only gender specialists, to develop gender awareness and skills. In the second section, Hannan-Andersson relates the need for gender integration to how one goes about achieving it through development of gender-informed strategies and tools.

The third section focuses on monitoring and evaluation as a process linked to overall project and program planning, implementation, and policy formulation. In her attempt to make standard the indicators used by WHO and UNDP for measuring the impact of water and sanitation projects, Hannan-Andersson emphasizes three key factors: effective use, sustainability, and replicability. But she argues that developing such indicators is probably not sufficient for encouraging development professionals to actually use sex-disaggregated information. Therefore, she advocates gender awareness and skills-building training programs, and develop-

ment of other gender-specific indicators that track long-term strategic impacts on women at the household, community, and project levels. Her method identifies three types of information: baseline information on gender issues at the household and community levels, information on strategy/methodological approaches to integrating women in project implementation, and gender-specific indicators to be included in ongoing monitoring and evaluation. At all levels, the method specifies collecting information on access to and control over resources, control over decision-making, human resources development, stimulation of other development activities, and development of skills and competence. The indicators suggested by this approach also help to assess project impact on: gender status in the community, self-perception, work situations, health, and the likelihood of sustainability and replicability of project effects.

The annexes provide supplementary guides. Annex 1 presents a matrix that contrasts conventional approaches to integrating women with alternative approaches that emphasize collecting information on women and men and that focus on the more active involvement of women as key actors and decision-makers. Annex 2 is a list of illustrative questions for assessing women's

involvement, potential benefits, and their own perceptions of the usefulness of water and sanitation projects. Annex 3 provides a list of indicators for measuring sustainability, replicability, and effective utilization, along with suggested gender aspects to be included when assessing these three factors.

This approach is most useful as a tool for raising awareness. It is more an outline of topics and issues to consider when evaluating the gender impact of water and sanitation projects than a handbook on how to evaluate such projects. The author assumes that implementors know how to collect and analyze data, run a monitoring system, and train workers. Although the method focuses on water and sanitation projects, there is very little in the approach that is specific to those projects.

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F. Participatory Research

■ **Buenavista, Gladys, and Cornelia Butler Flora.**

Participatory Methodologies for Analyzing Household Activities, Resources, and Benefits. Worcester, Massachusetts: Clark University. 6 pp.

This brief article presents a sequenced application of several participatory research methodologies for analyzing gender considerations in natural resource management. The purpose of the approach is to distinguish the different productive and reproductive roles and responsibilities of men, women, and children in the household in order to understand how gender influences access to and control over resources and labor. The authors selected research methods that: 1) focused data collection and analysis on gendered differences in the division of labor and control over resources; 2) were participatory and interactive; and 3) were fun, engaging, and useful for the participants.

The authors suggest a sequence for data collection that first relies on a wealth-ranking method developed by Barbara Grandin (1988) to define social categories according to the perceptions of community

members rather than by groupings imposed by the researchers. The article describes how the researchers applied this method in a Philippine community. They complemented the wealth-ranking analysis with in-depth studies of gendered differences in activities, resource access and control, and distribution and control of benefits. The final stage of the research sequence entailed trend analysis of resource conditions, community problem-solving, and responses to scarcity. The purpose of the sequenced use of these research tools is to determine the different roles women and men play in managing and directing resource use. The authors anticipate that research findings will aid in understanding how women and men are affected differently by resource decline and can contribute to developing strategies for sustainable resource use.

The sequence of methodologies presented by Buenavista and Flora is a useful set of tools for people engaged in community-level natural resource management projects. It provides a wealth of information for planning, and has the added advantage that it involves community members in problem identification and solving from the conception of a project. The information in the article is adequate for designing a project identification and planning process. Implementing the research, however, requires people trained in the research methodologies, with adequate social analytical skills, and

with sufficient familiarity with the local culture to interact comfortably with community participants. The five different research methodologies described in the article can provide a wealth of information on gender differences in resource allocation, use, and control. The authors also acknowledge that gender experiences vary across households according to differences in class, age, ethnicity, race, and religion. Unfortunately, in this short article, the authors are not able to follow through on this insight to provide more detailed guidance on findings for a better understanding of how variations in gender across other socioeconomic variables affect resource use.

■ **Commonwealth Secretariat. 1992. *Women, Conservation and Agriculture*. London: Commonwealth Secretariat. 199 pp.**

The purpose of this manual is to provide trainers and extension workers with the skills and techniques necessary to train and involve women in conservation activities. It is designed to provide users with a number of participatory research techniques that facilitate learning between agriculturalists, conservationists, and rural women and men. The book is organized so that it can be used either by community extension workers as a reference book, or by trainers as a manual/workbook for workshops on gender and natural resource management.

The manual is divided into four sections. The first is an introduction and overview that sets out the objectives, aids, intended audience, and key issues and concepts. The second section, "Learning from Rural Women," introduces users to participatory research methods. It is structured around descriptions of the methods, case studies, and exercises. It orients readers and trainers on how to elicit and understand information on local women's and men's knowledge and perceptions of their environment, activities and work load, and preferences for resource use. Additionally, this section explores ways to learn about

conflicts of interest over resource use, environmental changes, and local institutions. At the end of the chapter are detailed notes for trainers and a list of additional resources. The third section, "Women's Organizations for Conservation," presents case studies that the authors consider successful attempts to mobilize women for rural development. Each case study is followed by a list of criteria or indicators of its success. The fourth section is an overview of different conservation techniques and illustrative examples of their application.

Women, Conservation and Agriculture is a comprehensive guide to women and community conservation planning and action. It focuses on Africa, but with some adjustments for political, social, and cultural considerations it is equally useful for other parts of the world. Its one shortcoming is that in trying to give guidance on "culturally appropriate" ways to conduct research and participatory activities, it overgeneralizes. Users should recognize this limitation and attempt to tailor those discussions to the cultural context in which they work. As a hands-on guide, the manual is most useful for community workers, trainers, and project implementors. It is also a valuable reference book for people engaged in project design and management. One of the most unique features of this manual is that it provides methods for collecting information on gendered perspectives about conflict over resource control and use, and on changes in environmental conditions over time.

■ **Parker, Rani. 1990. *A Gender Analysis Matrix for Development Practitioners*. Praxis, Somerville, Massachusetts: The Fletcher School, Tufts University. 10 pp.**

■ **Parker, Rani. 1993. *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*. New York, N.Y.: UNIFEM. 110 pp.**

This article and manual provide instruction on how to use the gender analysis matrix (GAM), a quick, low-cost, and simple tool devised by the author for development practitioners working at the community level. The purposes of the GAM are to: 1) assess differential development impacts resulting from differences in gender roles; and 2) initiate a critical, yet constructive, process within communities that identifies and challenges assumptions about gender roles. It is intended to serve as a supplementary tool for designing, monitoring, and evaluating projects at the community level. *A Gender Analysis Matrix for Development Practitioners* is an overview of the method and its applications. *Another Point of View* is a training manual that describes a step-by-step process for conducting a four-day workshop to teach, apply and evaluate the GAM.

The matrix has four levels of analysis and four categories of analysis. The four levels of analysis

are women, men, household, and community. The four categories are potential changes in labor, time, resources, and sociocultural factors for each level of analysis. The method is designed for use by a field representative or community-level worker in facilitating a community meeting in which both women and men use the matrix to review their expectations of how development activities will affect them. After charting the responses, the facilitator elicits replies on whether the expected outcomes (and subsequently real outcomes) are consistent with the goals of the project. The author argues that successful application of the GAM requires the participation of both men and women, as well as repetition of the GAM analysis over time. Therefore, she recommends repeating the GAM analysis at least once per month for the first three months of a project and every quarter thereafter. The purpose of repeating the GAM is to clarify gender issues that appear to be unclear and to uncover erroneous assumptions about gender roles.

The real value of this tool is to provide a standardized matrix for capturing community members' — men's and women's — reactions to proposed and actual development interventions. Its usefulness, however, is limited by two factors. First, it is only a diagnostic tool, not a problem-solving tool. The author provides little guidance on how to evaluate the information contained in the matrix, especially when men and women disagree. Second, it suf-

fers from "unresolved subjectivity" (i.e., it is unclear, at both the household and community levels, whose opinions prevail.) The author does not make clear whose opinion determines whether the household or community benefits — is it the husband, wife, a joint opinion, or the facilitator's sense of the group? The author has cautioned that the GAM is still in the testing stage, so many of these problems are likely to be addressed in the future. At this point, it warrants testing by as wide an audience as possible. It is one of the few interactive community-level diagnostic tools that focuses on gender and that is also readily accessible to non-social scientists.

■ **Thomas Slayter, Barbara, and Diane Rocheleau.** 1993. *Introducing the ECOGEN Approach to Gender, Natural Resource Management and Sustainable Development.* Worcester, Massachusetts: Clark University. 12 pp.

■ **Thomas Slayter, Barbara, Andrea Lee Esser, and M. Dale Shields.** 1993. *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management.* Worcester, Massachusetts: Clark University. 44 pp.

■ **Shields, M. Dale, and Barbara Thomas Slayter.** 1993. *ECOGEN Case Study Series. Gender, Class, Ecological Decline, and Livelihood Strategies: A Case Study of Siquijor Island, the Philippines.* Worcester, Massachusetts: Clark University. 52 pp.

Together these three papers present the concepts, tools, and applications of the ECOGEN approach to gender analysis and natural resource management. The stated objectives of the tools are to provide insight into local situations, provide a more comprehensive understanding of the community's situation, and facilitate the creation of more effective and equitable development programs. The authors contrast their approach to other gender analysis approaches, which have a single sector focus and emphasize only those differences between men and women that are pertinent to program and project planning. The ECOGEN approach focuses, instead, on the interconnected aspects of gender and class relations, emphasizing how different categories of people cooperate, complement, coexist, compete, and conflict with one another.

The first report is an overview of concepts, issues, and the theoretical framework, which highlights the interdependence of men, women, and the ecological and institutional settings in which they live. It provides a rationale for gender analysis in natural resource management and discusses the ecological framework and institutional context within which ECOGEN researchers examine gender relations and natural resource management. The ECOGEN framework for understanding gender in natural resource management analyzes interactive processes in gender, resource and environmental issues; linkages between micro and macro structures in social and ecological systems; diversity of ecosystems and communities; the relevance of strong viable local institutions and organizations; and the ways in which local organizations and their resource management activities are structured by gender.

The second paper, on tools and gender analysis, is a descriptive manual of data collection methods used by ECOGEN researchers. Its primary purpose is to make development specialists aware of a number of “simple and inexpensive tools to incorporate gender concerns directly into development action.” The tools discussed in this publication offer ways of gathering data and analyzing gender as a variable in household and community organization for natural resource management. They include methods for conducting individual and group interviews, ranking households by wealth (see Buenavista and Flora above), resource mapping, elaborating seasonal calendars, conducting resource activities and benefits analysis, and conducting confirmation surveys. There is also a brief discussion on how to apply these and other techniques to project management and monitoring and evaluation.

The third report is a case study of two communities on Siquijor Island in the Philippines, based on data collected using several of the ECOGEN tools.

The package of ECOGEN materials offers researchers and development planners practical guidance on how to integrate gender concerns into natural resource program and project planning. The distinc-

tion that the authors draw between their perspective on gender relations and those of earlier approaches is important. Examining these relations as linkages across class, ethnicity, ecological setting, and so on, is fundamental to understanding how people in particular development contexts act and make decisions. Future materials promise to take this step further to involve local people in project planning and implementation. Experienced researchers and community development specialists will find these tools extremely useful. Others can benefit from training sessions conducted by knowledgeable users.

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Participatory Research

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G. Time Allocation

■ **Colfer, Carol. *Women, Men, and Time in the Forests of East Kalimantan*. Honolulu, Hawaii: East-West Environment and Policy Institute. 11 pp.**

This paper discusses the application of time allocation methodology for examining the differential impact of men's, women's, and children's (male and female) activities on deforestation in East Kalimantan, Borneo. Colfer adapts a time use method developed by Allen Johnson (1975). The approach relies on randomly scheduled visits (varying according to time of day and year) to randomly selected households. Colfer argues that the approach of using randomly scheduled visits provides better access to people, their patterns of behavior, and their viewpoints than other time use methods based on participant recall.

The method groups male and female community participants into six age categories to determine sex- and age-specific variations in activities. By observing what each household member was doing at the time of randomly scheduled visits, the

author was able to provide quantitative evidence that women aged 15 and older were more active in agricultural and garden production than men, who divided their time fairly equally between agriculture and wage labor activities. At the time of the study, however, women's access to the benefits of their labor was decreasing due to government resettlement schemes and policies that targeted men for new agricultural technology and inputs, and increasing pressure from other ethnic groups in the region to conform to their more hierarchical gender systems. It is likely that these combined pressures have decreased women's decision-making about and management of agroforestry resources, to the detriment of the environment.

Colfer's methodology provides extremely useful data for analyzing gender relations with regard to agroforestry use. It is particularly unusual in that it disaggregates the data by both sex and age, demonstrating clear differences in activities between men and women and across age groups. The richness of her presentation is limited, however, by her failure to make explicit how the time use data are linked to ethnographic, economic, and ecological research to show how she arrived at her analytical conclusions. The approach described by Colfer is really only accessible to researchers who know how to con-

duct time use studies. It provides neither adequate information to design such a study, nor a description of the types of analytical questions that can be asked of the data. The real use of the paper is to highlight that men's and women's roles as decision-makers, managers, or benefactors of resources are not a simple function of time spent in particular activities.

■ **Kumar, Subh K., and David Hotchkiss. 1988. *Consequences of Deforestation for Women's Time Allocation, Agricultural Production, and Nutrition in Hill Areas of Nepal.* Washington, D.C.: IFPRI. 72 pp.**

This methodology is intended to measure the effects of deforestation on competing demands for women's labor and its impact on the availability of household labor for farming. The authors designed a time allocation methodology to test the hypothesis that "deforestation reduces agricultural output from existing cultivated land by increasing time spent in collecting essential forest products, which shifts time away from agriculture." Information on women's, men's, and children's labor time was collected by designing a series of instruments for recalling specific types of activities, and analyzed by applying logarithmic formulas for measuring the magnitude of changes in time spent collecting firewood and farming.

In their study on fuelwood gathering in Nepal, the authors conducted four quarterly surveys to account for seasonal differences. The main drawback of the approach, as identified by the

authors, is that the recall period for most of the routine collection and food-processing activities (one week) did not match the recall period for agricultural production tasks (one day disaggregated by tasks per crop). The recall data for both sets of activities were then extrapolated to represent a period of three months. The authors compared these results with those from a subsample of 12 households using a more intensive direct observation and time-sampling method, and with results from an in-depth study, *The Status of Women in Nepal*.

Descriptive analysis of the data revealed that both men's and women's labor increased correspondingly with household income, although income differentials affected women's labor inputs less than men's. In order to understand the wider implications of deforestation on labor, the researchers, through a regression analysis, examined changes in fuel consumption patterns. They used a similar approach to examine the ramifications of deforestation for time allocation of labor, production, and household food consumption. Their final step in the analysis was

to assess the probable outcomes of several policy and program options.

This methodology, although highly technical, is a good example of how to carry through a sequenced analysis of environmental change, its impact on intra-household relations, and the policy implications. Application of the method assumes knowledge of economics, participant observation and survey techniques, and ecology. The method analyzes men's, women's, and children's activities, and provides a quantitative framework for examining how activities of one set of actors affect others. It would benefit from disaggregating children's labor by sex and including the elderly, to more fully understand the gender implications of deforestation across age groups. This is a useful tool for collecting baseline information and evaluating periodic changes.

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***Section III:
Sectoral
Listing of
Methods***



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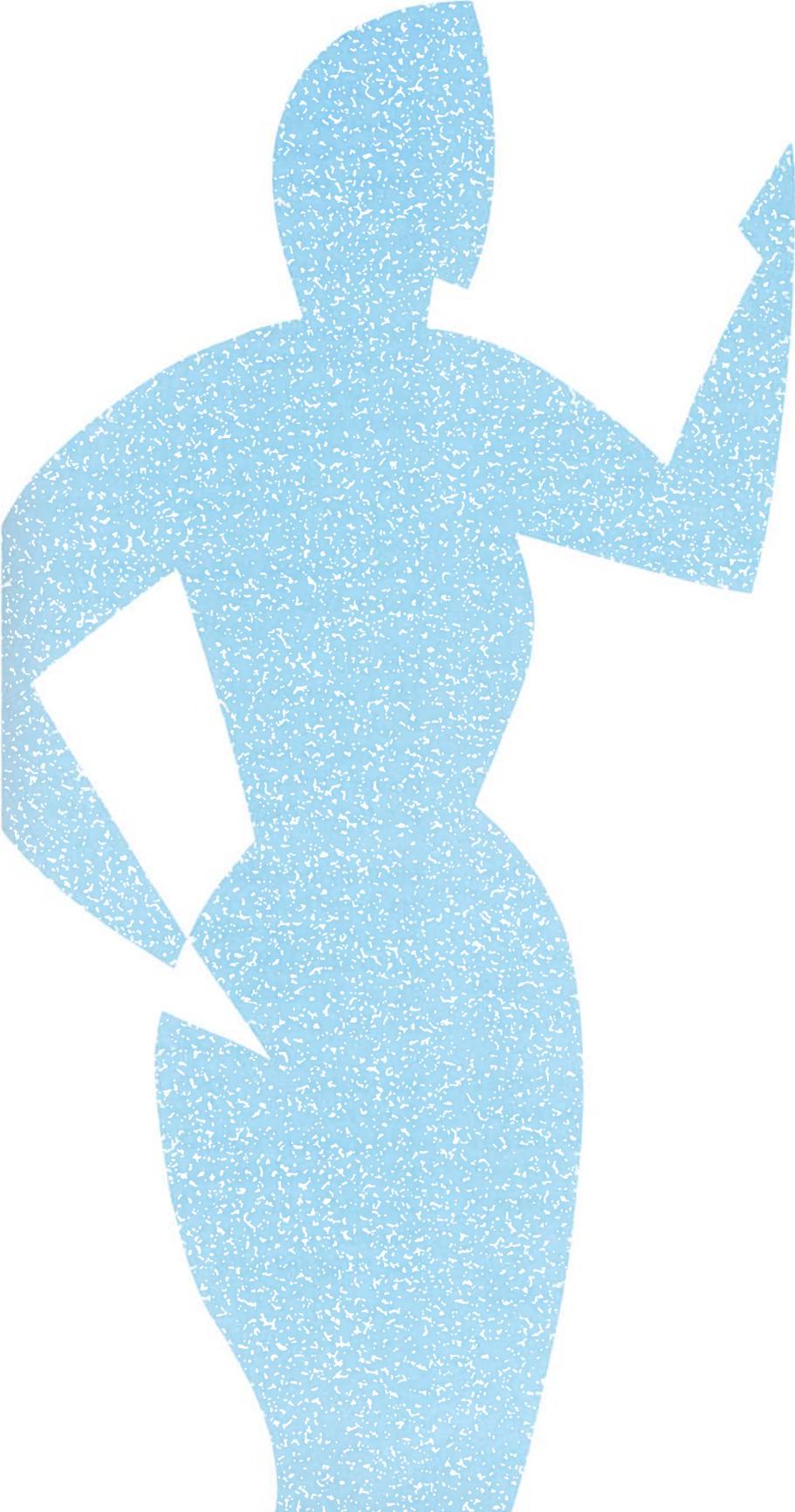
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Section IV:
***Appendix: List
Of Contacts
For Resources***

IV. Appendix: List Of Contacts For Resources

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