GENDER GOOD PRACTICES IN LIVESTOCK PROGRAMMING

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## KEY TERMINOLOGY

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female empowerment</td>
<td>Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.</td>
</tr>
<tr>
<td>Gender equity</td>
<td>Gender equity concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles, and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.</td>
</tr>
<tr>
<td>Gender equity</td>
<td>Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on an equitable basis, or a “level playing field.” Equity leads to equality.</td>
</tr>
<tr>
<td>Gender integration</td>
<td>Gender integration involves identifying, and then addressing, gender inequalities during strategy and activity design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that activity managers address these issues on an ongoing basis.</td>
</tr>
<tr>
<td>Gender analysis</td>
<td>A gender analysis is a tool for examining the differences between the roles that women and men play in communities and societies, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives.</td>
</tr>
</tbody>
</table>

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1 Taken from [USAID Gender Equality and Female Empowerment Policy](https://www.usaid.gov/gender-equality-and-female-empowerment) and [USAID Guide to Gender Integration and Analysis](https://www.usaid.gov/gender-equality-and-female-empowerment)
“OF THE 600 MILLION POOR LIVESTOCK KEEPERS, TWO-THIRDS ARE RURAL WOMEN.

WOMEN ARE MAJOR CONTRIBUTORS IN THE AGRICULTURAL ECONOMY, BUT FACE VARIOUS CONSTRAINTS THAT LIMIT THEM FROM ACHIEVING OPTIMAL LIVESTOCK PRODUCTION AND AGRICULTURAL DEVELOPMENT"”

BACKGROUND

Women and men have different levels of access to markets, infrastructures, and related services. Generally, women face greater constraints in accessing income-generating roles along the livestock value chain as well as related technologies, infrastructure, and information about livestock markets. Women also tend to have less access to financial capital and more limited mobility, making it difficult to access privatized veterinary and extension services as well as the markets that are at a greater distance from their homes. In highly patriarchal systems with strongly defined gender roles, women’s access to agricultural inputs, services, training, technology, credit, networks, political power, and rights to land, property, and large assets can be even further constrained.

Improvements in food security are linked to increases in women’s empowerment. The FAO estimates that if female farmers had the same access to agricultural services, inputs, technology, and other resources as male farmers, they could increase their crop yields by 20-30%, raise national output by 2.5-4%, and reduce the number of hungry people in the developing world by 100-140 million. Gender equality can lead to more sustainable and higher performing agri-food systems. At the national level, improvements in women’s education and relative socioeconomic status are associated with over half the reductions in underweight children between 1970 and 1995. Evidence shows that the probability that household members, especially children, will consume livestock products or food brought from livestock income, increases with women’s livestock ownership. Women’s asset ownership, which can include livestock, has been linked to women having greater bargaining power and household decision-making, which is also linked to increased spending on children’s education and health.

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3 FAO, World Bank and IFAD. (2009). Gender in Agriculture Sourcebook, p. 618
5 FAO (Food and Agriculture Organization of the United Nations). 2011. Training guide: Gender and climate change research in agriculture and food security for rural development. Frederiksberg: Rome: FAO.
7 Jemimah Njuki and Pascal Sanginga. (nd). Gender and Livestock: Issues, Challenges, and Opportunities. ILRI
PURPOSE OF THIS TOOLKIT

The *Gender Good Practices in Livestock Programming Technical Brief* is one of a series of technical guidance documents\(^{11}\) that support the implementation of the U.S. Government’s Global Food Security Strategy (GFSS). The objective of this brief is to foster an interdisciplinary approach to program design, drawing on the latest evidence and best practices in gender and livestock. Guidance is aimed at improving livestock-focused investments, such as livestock market system strengthening, as well as programming that integrates livestock into multi-disciplinary designs that promote sustainable economic growth, strengthened resilience, and improved nutritional outcomes.

This brief was designed to provide USAID Agriculture and Food Security program officers, implementing partner staff, extension workers, and gender advisors with practical guidance to strengthen gender equality and female empowerment in their livestock programs. In particular, the brief outlines steps to conduct a gender analysis and integrate findings into the design of livestock-focused investments. The Appendix contains additional tools, resources, and examples of good practices for gender integration in livestock programming.

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HOW TO USE THE TOOLKIT

The primary purpose of a gender analysis is to analyze the roles of women, men, girls, and boys and identify priority gender issues and programmatic actions that are either essential to address for the success of activities or represent important opportunities for female empowerment. A livestock activity-level gender analysis should include information about relevant differences in the status of males and females that could hinder overall activity outcomes, and thus, be addressed through activity design. The gender analysis should be conducted with women, men, girls, and boys in both female-headed and male-headed households. It is also important to note where characteristics that intersect with gender – such as age, ethnicity, socio-economic status, and location – affect the roles, resources, and benefits of women, men, girls, and boys.

According to Chapter 205 of USAID’s ADS, Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle, a gender analysis must inform all strategies, projects (where applicable), and activities. Gender analyses typically take place at the start of a design process, but they can also be used at strategic points throughout the program cycle to understand unintended consequences, adjust activities, and assess impact. A gender analysis should identify the aspects of gender relations that are relevant to the programmatic goals. It will involve the collection and interpretation of a combination of qualitative and quantitative information that may include existing secondary data, reports as well as new sex-disaggregated data from surveys, focus groups or key informant interviews. Ideally, gender analyses would be led by a team that includes livestock and gender experts, each contributing to the analytical design and synthesis of findings. Depending upon timing within the program cycle and the level and scope of the analysis (e.g. strategy-level; project-level; activity-level; or monitoring, evaluation, and learning), the size and composition of the team may vary. USAID Missions and implementing partners may consider conducting or commissioning analyses based on purpose, available resources, and required expertise. The gender expert is expected to assist in understanding the different needs, roles, and benefits for women, men, boys, and girls, and in identifying opportunities to increase gender equality and female empowerment. The livestock expert should assist in understanding the target livestock system including common management practices, market system influences, agro-ecological factors, and the risks of engaging in livestock production systems.

Figure 1 outlines a step-by-step process using key questions and guiding tools to facilitate a gendered value chain analysis and to integrate the findings into the design of a program. In the TOOLS section, there is an illustrative example of the results that can be obtained from Steps 1-3 including the application of the findings to a program design.

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12 See the Intervention Guide for Women’s Empowerment in Agriculture Index (WEAI) for additional questions that could be asked in Steps 1 and 2.
## Gender-Livestock Integration Process

### Gender Information
- Gender Assessments, sex-disaggregated data, National Surveys, Women’s Empowerment in Agriculture Index (WEAI) survey data

### Livestock Information
- List of priority subsectors (cattle, poultry, swine) and commodities (meat, milk, fiber); Current enabling environment conditions including market opportunities and constraints

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### Gendered Value Chain Analysis

**Participants:** Gender Specialist, Livestock Specialist, Market System Specialist, etc.

<table>
<thead>
<tr>
<th>Step 1: Map Gender Roles &amp; Relations</th>
<th>Step 2: Map Empowerment Domains</th>
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<tbody>
<tr>
<td><strong>Step 1 Questions (page 10)</strong></td>
<td><strong>Step 2 Questions (page 10)</strong></td>
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<td><strong>Tool C:</strong> Livestock Stakeholder Matrix</td>
</tr>
<tr>
<td><strong>Tool B:</strong> Household-level Production Analysis</td>
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</tr>
</tbody>
</table>

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**Step 3: Integrate Findings into Design & Implementation**

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### Monitoring, Evaluation & Learning
- Gender sensitive output and outcome indicators

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USAID GENDER AND LIVESTOCK BRIEF | 7
STEP 1: MAP GENDER ROLES AND RELATIONS WITHIN THE LIVESTOCK SYSTEM

Tools I and II will help to organize the existing information and findings from the gender analysis. The top two boxes in Figure 1 lists sources of existing information that should be collected and fed into the gendered value chain analysis. After identifying ownership patterns and organizing the findings using Tool I, map out the gender responsibilities at the household level using Tool II. The most significant patterns of roles and responsibilities observed at the household and system levels can then be placed in the second column of Tool III under ‘Gender Roles’ to begin the process of organizing findings across the key domains of women’s empowerment and inclusion. The questions below are key to understanding the gender roles and relations within a livestock system, and thus, should be used to guide the analysis.

- What are the roles and responsibilities of women, men, girls, and boys in the livestock system? This includes fodder collection and preparation, feeding, watering, cleaning, herding, milking, shearing, disease prevention, caring for sick animals, taking the animals to the market, and selling animals.

- What gender norms may affect the ability of women, men, girls, and boys to participate in, assume leadership roles in, or make decisions in the livestock sector? In the activity?

- How do other stakeholders in the livestock sector interact and respond to women, men, girls, or boys? ¹³

- What are the risks for the women, men, girls, and boys that participate in the activity? If so, are there opportunities to mitigate these risks?

- Are there opportunities to build on existing social norms to promote gender equality and/or the empowerment of women and girls?

¹³Tool III has a list of key livestock system stakeholders
STEP 2: MAP EMPOWERMENT DOMAINS WITHIN THE LIVESTOCK SYSTEM

Empowerment domains provide a framework for understanding empowerment, agency, and inclusion of women and girls. A Gender Analysis requires consideration of the five domains of information, regardless of the sector, activity, or stage of the program cycle. The five domains are:

[Laws, Policies, Regulations, and Institutional Practices] [Cultural Norms and Beliefs] [Gender Roles, Responsibilities and Time Used] [Access to and Control over Assets and Resources] [Patterns of Power and Decision-making]

Tool III can be used to organize the roles and relations of the key stakeholders in the target livestock system by the most significant empowerment domains. As the gender analysis progresses, the team is expected to prioritize which domains to focus on based on goals of the program and the theory of change. For each domain, a set of key questions are included in this toolkit to both guide the analysis and identify ways to overcome obstacles and constraints to women’s engagement within the target livestock system.

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14 USAID ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle
1. **Laws, Policies, Regulations, and Institutional Practices**
   a. What evidence exists of gender-responsive provisions in policies, strategies and action plans being implemented? What monitoring is being done on the implementation of policy, strategy and plans?
   b. To what extent do national livestock policies and plans consider dignity, agency, safety and security, and other daily gender-specific challenges associated with livestock production and animal source food consumption?
   c. Do land and inheritance laws facilitate equal access and control of land, other natural resources, and property for women and men? Do initiatives exist to promote women’s right to ownership and control over land, water and other resources and property?

2. **Cultural Norms and Beliefs**
   a. What are norms and attitudes about women and men in leadership? Do these norms present barriers to participating in livestock collectives?
   b. Are there opportunities to build on traditional roles and norms without limiting women and girls’ engagement in male-dominated spaces? (e.g. if activities promote women’s traditional ownership of small ruminants, will this reinforce norms that restrict their access to large livestock markets?)
   c. How might people who own or manage livestock be different from other people in their communities?

3. **Gender Roles, Responsibilities and Time Use**
   a. What work burden is associated with roles and responsibilities along the livestock value chain, and how is that burden different for women, men, girls, and boys? Livestock species and agricultural seasonality may be significant variables. How might gendered participation in project activities be affected?
   b. Where can space be created for conversations about equitable sharing of domestic chores?
   c. Will project activities or program goals increase women’s or girls’ unpaid work within the livestock sector or increase their time burden in other ways?

4. **Access to and Control over Assets and Resources**
   a. What types of large assets do women and men own, and are these considered acceptable collateral by financial institutions for loans?
   b. How do men and women access land, animal feed, financial services, veterinary care, hired labor, transportation, market information, traders, training and extension or advisory services, and technology?
   c. What are the gaps between the relative participation of women and men in markets or access to common mechanisms used to access markets?

5. **Patterns of Power and Decision-making**
   a. How do women and men access livestock advisory services and information to inform decision-making over livestock production?
   b. Who makes what decisions about livestock production? (e.g. input purchases, herd management, animal care, and acquisition or provision of services)
   c. Does the relative decision-making power of women and men vary by species and/or class of animal?
STEP 3: INTEGRATE FINDINGS INTO DESIGN AND IMPLEMENTATION

1. **Bring together a team** that includes a gender specialist, livestock specialist, and as relevant market systems specialists, program design specialists, activity managers, and other key staff.

2. Use the information collected in Steps 1 and 2 and captured in Tools I, II and III to answer the following key questions:
   - What roles do women, men, girls, and boys play in each stakeholder group and in the context of your program?
   - What gendered barriers and opportunities exist for women, men, boys, and girls in each stakeholder group, related to access to productive resources, decision-making over livestock production, and control of income and expenditures?
   - Are there barriers, opportunities, or concerns around workload, norms, or safety that need to be considered?
   - What power dynamics exist between and within the different stakeholder groups?

3. Identify and prioritize the gender issues that are important for the success of the activity’s objectives and for promoting gender equality and women’s empowerment.

4. Examine the ways in which current activities do and do not address these priorities. Note what additional information would be helpful. The [Intervention Guide for the Women’s Empowerment in Agriculture Index (WEAI)](https://www.usaid.gov/women-empowerment-indices) offers additional resources to guide the translation of findings into program design and implementation.

5. Work with partners, participants, and USAID personnel to address the priorities in both new program design and existing work plans. New designs should articulate gender issues in the problem statements, results framework, and monitoring, evaluation, and learning plan. Include indicators and processes to assess the progress in participation, outcomes, and empowerment for women, men, girls, and boys.
MONITORING, EVALUATION, AND LEARNING (MEL) IN LIVESTOCK ACTIVITY DESIGN

Gender-sensitive monitoring, evaluation, and learning captures and describes the impacts program activities have on women, men, girls, and boys throughout implementation and tracks progress in closing gender-related gaps in access, benefit, risk, and empowerment. Gender-sensitive MEL plans ideally include the following aspects:

1. **A mix of quantitative and qualitative methods** to capture women’s and men’s perceptions of priorities, constraints, and benefits. Focus groups, interviews, participant observation, and the use of other participatory approaches are all useful methods for collecting qualitative information.

2. **Gender-sensitive indicators** to document activities with male and female producers, processors, laborers, and traders at different points in livestock systems to assess
   - *Whether and where* women, men, girls, and boys benefit along the particular livestock value chain;
   - *How* women, men, girls, and boys benefit from advantages like better feed, access to veterinary services, lower workloads, higher incomes, and safety;
   - *Why* women, men, girls, and boys are benefiting, or not;
   - *And who is exercising power* or making decisions in livestock systems.

3. **Consistently collected sex-disaggregated data**, and when possible, age-specific data to capture differences in the way women, men, girls, and boys experience program activities.

4. **Person- and household-level indicators** to capture important intra-household dynamics affecting women and men’s participation in and benefit from livestock value chains.

The table below offers examples of gender-sensitive livestock program indicators using the Reach, Benefit, and Empower framework developed by the International Food Policy Research Institute (IFPRI):

<table>
<thead>
<tr>
<th>REACH</th>
<th>BENEFIT</th>
<th>EMPOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td># women &amp; # men participating in training on new methods of livestock raising</td>
<td>Levels of satisfaction among women and men with veterinary and training services</td>
<td>% women reporting increased decision-making power over livestock production in the last 2 years</td>
</tr>
<tr>
<td># women &amp; # men given credit for livestock production investments</td>
<td>Adoption of recommended practices among male and female farmers before and after activity</td>
<td>% leadership positions of mixed-sex livestock producer groups held by women</td>
</tr>
<tr>
<td># women &amp; # men who have applied improved livestock technologies</td>
<td># women &amp; # men starting new small enterprises in animal product processing or marketing</td>
<td>% households in which chores are shared equitably between women, men, girls and boys</td>
</tr>
</tbody>
</table>

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ADDITIONAL GENDER INTEGRATION FRAMEWORKS
There are several frameworks that can be used to conduct gender analyses in development.16

- **GFSS Advancing Gender Equality and Female Empowerment Technical Guidance** provides tools and pathways, as well as guiding principles on gender integration in program design. The Guidance includes links to the **Feed the Future Gender Integration Framework (GIF)** – a process to identify and prioritize gender issues in agriculture-focused programming – and the **Intervention Guide for the Women’s Empowerment in Agriculture Index (WEAI)** – a collection of market-oriented examples of technical approaches to address decision-making, access to, and control over productive resources, participation and leadership in groups, and time constraints and work burdens of women.

- **FAO Checklist for Practitioners: Understanding and Integrating Gender Issues into Livestock Projects and Programmes** identifies the main challenges faced by smallholder farmers, especially women, in livestock management and dairy farming and provides tools, resources, and references for gender-responsive and gender-transformative design.

- **IFPRI Reach, Benefit, Empower Framework** helps practitioners distinguish between objectives, activities, and indicators that reach women as participants (include them in program activities), that benefit women (improve their well-being), and that empower women (strengthen their ability to make strategic life choices and put those choices into action).

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16 See Appendix for a larger list.
SUMMARY

Gender integration presents opportunities for livestock systems to contribute more effectively to inclusive economic growth, improved nutritional outcomes, and strengthened resilience of people, households, communities, and systems. The engagement and empowerment of women is critical to the progress of livestock and animal source food systems as well as the broad distribution of the benefits of these systems.

Many strategies exist to empower women, ensure inclusivity, promote equity and mitigate unintentional impacts. To identify the most appropriate gender-sensitive strategies, a gender analysis should cover the key areas of livestock production and use and guide every stage of the Program Cycle. Incorporating gender considerations into collaborating, learning, and adapting (CLA) approaches also improves effectiveness of activities, grounds them in a strong evidence base, and ensures continued relevance and gender sensitivity throughout implementation.

An assessment that includes a multidisciplinary team, considers key questions across the five domains of a gender analysis, consults the right stakeholders, and incorporates the findings of the gender analysis into MEL plans and CLA approaches will enhance the design and implementation of livestock programming.
TOOL A: LIVESTOCK PRODUCER OWNERSHIP PATTERNS WORKSHEET

The purpose of this tool is to facilitate the examination of existing livestock producer access and control patterns, disaggregated by economic status, sex, and livestock species. Level of access to livestock program activities may vary for women and men of different wealth groups. Interpretation of results will also be influenced by the relative levels of control by women and men.

<table>
<thead>
<tr>
<th>Wealth Group</th>
<th>Sex</th>
<th>Microstock (Rabbits, guinea pigs, bees)</th>
<th>Poultry (Chickens, geese, ducks, pigeon, turkey (meat and eggs))</th>
<th>Small ruminants (Sheep and goats)</th>
<th>Cattle</th>
<th>Camel</th>
<th>Traction (Oxen, donkey, mule, horse)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Household/Backyard</td>
<td>Commercial</td>
<td>Meat</td>
<td>Milk</td>
<td>Meat</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richer</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Please use the following questions to guide the integration of the findings from Tool A into the gendered value chain analysis.

- What are the advantages and disadvantages of prioritizing livestock species that are typically owned by women and girls? Will this further restrict their access to larger livestock or high-value animal products?
- What opportunities exist to increase women’s participation in higher value livestock chains?
- To what extent is each livestock species used for household consumption or for income generation?
- Through which pathway(s) does ownership of each livestock species result in improved nutrition, resilience and food security outcomes? (e.g. home consumption, income generation, agricultural diversification, women’s empowerment)
- What market system approaches should be promoted considering the relative differences in access between men and women to formalized markets? (e.g. In contexts where men hold the role of selling livestock at the market, women may have little access to pricing information and less opportunity to practice negotiation skills.)

**EXAMPLE**

<table>
<thead>
<tr>
<th>Wealth Group</th>
<th>Sex</th>
<th>Microstock: rabbits, guinea pigs, etc</th>
<th>Poultry: chickens, geese, ducks, pigeon, turkey (meat and eggs)</th>
<th>Small ruminants (sheep and goats)</th>
<th>Cattle</th>
<th>Camel</th>
<th>Traction: oxen, donkey, mule, horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>Female</td>
<td>E.g</td>
<td>Chickens (meat and eggs)</td>
<td>Goats</td>
<td>Meat</td>
<td>Milk</td>
<td>Meat</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Female</td>
<td>E.g</td>
<td>Chickens (meat and eggs)</td>
<td>Goats</td>
<td>Meat</td>
<td>Milk</td>
<td>Meat</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better off</td>
<td>Male</td>
<td>Rabbits</td>
<td>Chickens (meat and eggs)</td>
<td>Goats</td>
<td>Cattle</td>
<td></td>
<td>Oxen</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Rabbits</td>
<td>Chickens, Turkeys</td>
<td>Goats</td>
<td>Cattle</td>
<td></td>
<td>Mule</td>
</tr>
</tbody>
</table>
TOOL B: HOUSEHOLD LEVEL PRODUCTION ANALYSIS WORKSHEET

The purpose of this tool is to guide a gendered analysis of the division of labor in the household by economic level. While completing the tool, identify shared responsibilities and coping mechanisms during times of peak labor needs and labor shortages due to illness or death.

<table>
<thead>
<tr>
<th>Livestock Species: ______________</th>
<th>Middle Wealth HHs</th>
<th>Difference between middle and richer wealth HHs</th>
<th>Difference between middle and poorer wealth HHs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Activities</td>
<td>Women</td>
<td>Men</td>
<td>Girl/Boy/Other*</td>
</tr>
<tr>
<td>Feeding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning/Hydge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grazing/tethering/herding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breeding</td>
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</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fodder production/collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medication/Sick Animal Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egg collecting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slaughtering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing/Value adding**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling live animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling animal products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peak labor requirements and coping mechanism

Impact on production if key adult in HH ill or dies

<table>
<thead>
<tr>
<th></th>
<th>Wife ill/dies:</th>
<th>Husband ill/dies:</th>
<th>Coping mechanism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Other may include hired labor, reciprocal exchange labor, or community work groups.

** Value addition includes making butter from milk, composting manure, and processing hide

Please use the following questions to guide the integration of the findings from Tool II into the gendered value chain analysis.

- Are there gender gaps and imbalances in the work performed by women, girls, men, and boys within the same household?
- Are there opportunities to balance the share of domestic tasks and livestock production work within the household by engaging existing, positive gender norms or implementing behavior change communication?
- How might promoting the production of a given livestock species affect the workload, earnings, and responsibilities of women, men, girls, and boys?
- How does women engagement in or responsibility for livestock relate to control over use of the income earned from the livestock and decision making over production?
- What would the impacts of an increase in livestock production be on women, girls, men and boys within the same household?
- Are there opportunities and demand for time- and labor-saving technologies? If so, how can the needs of women be integrated into the process of technology development and promotion to ensure that women benefit from technology adoption and are not negatively impacted?
# EXAMPLE

**Livestock Species:** Dairy Cattle

<table>
<thead>
<tr>
<th>Production Activities</th>
<th>Middle Wealth HHs</th>
<th>Difference between middle and richer wealth HHs</th>
<th>Difference between middle and poorer wealth HHs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Girl/Boy/Other*</td>
</tr>
<tr>
<td>Feeding</td>
<td>X</td>
<td></td>
<td>Girls</td>
</tr>
<tr>
<td>Watering</td>
<td>X</td>
<td></td>
<td>Girls</td>
</tr>
<tr>
<td>Cleaning/Hygiene</td>
<td></td>
<td>Girls</td>
<td>Mostly women as girls in school</td>
</tr>
<tr>
<td>Grazing/tethering/herding</td>
<td></td>
<td>Boys</td>
<td>Mostly grazed in pasture</td>
</tr>
<tr>
<td>Breeding</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fodder production/collection</td>
<td>X</td>
<td></td>
<td>Purchase forage</td>
</tr>
<tr>
<td>Medication/Sick Animal Care</td>
<td>X</td>
<td></td>
<td>Seeks veterinarian</td>
</tr>
<tr>
<td>Milking</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egg collecting</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Slaughtering</td>
<td></td>
<td>X</td>
<td>Sell live animals. Minimal at-home slaughter</td>
</tr>
<tr>
<td>Processing/Value adding**</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling live animals</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling animal products</td>
<td>X</td>
<td></td>
<td>Women more likely to sell if revenue is small</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Peak labor requirements and coping mechanism</td>
<td>Reciprocal exchange labor among cooperative members</td>
<td>Hires labor</td>
<td>Reciprocal exchange labor among neighbors</td>
</tr>
<tr>
<td>Impact on production if key adult in HH ill or dies</td>
<td>Wife ill/dies: Girls take on more feeding, watering, milking, and processing Husband ill/dies: Wife takes on responsibilities. Challenge to sell live animals for a good price. Coping mechanism: Family members and neighbors help</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOOL C: GENDERED LIVESTOCK STAKEHOLDER MATRIX

The purpose of this tool is to map the key stakeholders within the target livestock system and the gender roles and relations across the prioritized empowerment domains.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Laws, Policies, Regulations, Institutional Practices</th>
<th>Cultural Norms and Beliefs</th>
<th>Gender Roles, Responsibilities, and Time Use</th>
<th>Access to and Control over Assets and Resources</th>
<th>Patterns of Power and Decision – making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livestock producer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Producer associations, farm-based organizations, and cooperatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent stock breeders, young stock providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal health input suppliers and veterinary service providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal feed and fodder producers and suppliers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension and market information service providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial services (including BDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livestock traders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transporters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary and secondary processors (e.g. abattoirs, dairies, hides, cheese makers, and restaurants)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exporters and importers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household level food preparers and consumers of animal source foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The simplified list of stakeholders shown is illustrative. It can be expanded and refined to include the most relevant stakeholders. Further guidance on stakeholder analysis is available in the FAO Understanding and Integrating Gender Issues into Livestock Projects and Programmes Checklist. The domains are also illustrative and can be expanded and modified.
Please use the following questions to guide the integration of the findings from Tool III into the gendered value chain analysis.

- What roles do women, men, girls, and boys play in each stakeholder group and in the context of your program?
- What barriers and opportunities exist for women, men, boys, and girls in each stakeholder group, related to access to productive resources, decision-making over livestock production, and control of income and expenditures?
- Are there barriers, opportunities, or issues around workload, norms, or safety that need to be considered?
- What power dynamics exist between and within the different stakeholder groups? It is important to consider the gendered dimensions of the power dynamics.
**EXAMPLE**

**Context:** USAID/Mission X is preparing for the design and launch of a large livestock activity targeting agro-pastoral households in the country’s drylands. In targeted communities, men leave the settlement with the majority of animals to seek improved grazing in a seasonal cycle. The activity plans to improve animal (primarily cattle) health and increase livestock earnings. This will be achieved through linking communities and producer associations to markets and buyers feeding into peri-urban demand for meat and animal products, thereby increasing local consumption of animal source foods, especially among women and children.

Mission X decides to carry out a quick study of stakeholders in the livestock value chain to confirm the primary barriers to women’s access to and benefit from program activities, and to identify ways in which the activity might contribute to their empowerment at all levels. A design team, including the Livestock Officer and Gender Advisor, used the stakeholder matrix to summarize the findings.
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Laws, Policies, Regulations, Institutional Practices</th>
<th>Cultural Norms and Beliefs</th>
<th>Gender Roles, Responsibilities, and Time Use</th>
<th>Access to and Control Over Assets and Resources</th>
<th>Patterns of Power and Decision Making</th>
</tr>
</thead>
</table>
| Livestock producers                                                         | Inheritance laws do not explicitly support the transfer of ownership of land and property including livestock to widows after the death of their spouse. | Women are more likely to manage small livestock.  
Women are less likely to work outside of the home, which limits their income potential.  
Men and community leaders typically manage family and communal lands; women rarely own land but manage the household farming plot and “garden” where small numbers of chickens, goats, or a cow can be kept. | Men and teenage boys tend to migrate with most of the cattle. They sell the cattle in larger markets.  
Women remain to care for the household, which often includes a farming plot, children, any cattle left behind, chickens and goats. | Women maintain control over income from the sale of chickens, goats, and milk products, while men maintain control over income from the sale of cattle.  
When production and income increase from smaller livestock like chicken and goats, men are more likely to assume control over the livestock and related income that the women would have typically managed. | Women in the pastoral communities tend to be excluded from public decision-making.  
At the household level, men tend to have decision-making power over the care and sale of cattle, and women decide the care and sale of chickens and goats. |
| Livestock producer associations, farm-based organizations, and cooperatives | Because many livestock producer associations require cattle ownership and women are less likely to own livestock, women are less likely to sell small ruminants through associations. Women more often sell in local markets or at the farm gate, where they have less bargaining power and receive lower prices. | Women traditionally do not speak in producer associations meetings where men are the majority | Livestock producer associations are primarily led by men, with majority male membership (women constitute 20% of members).  
Women have lower literacy levels and fewer opportunities to practice leadership skills, making it more difficult for them to participate in meetings, articulate their views, and compete for leadership roles. | Women wanting to transition to higher levels in the livestock value chain have difficulty accessing market information and obtaining support from livestock marketing associations.  
Women-only cooperatives are smaller and offer fewer occasions for learning about new productive and commercial opportunities. | Women are less likely to participate in associations’ decision-making over livestock production because they have household and childcare responsibilities that keep them from attending or fail to get their partner’s permission to leave the house for meetings. |
Producer associations are a main channel for extension, veterinary services and link to credit. They also work with local leaders to decide how communal lands will be used.

| Animal health input and service delivery providers | Veterinarians are overworked and are less likely to visit the home to vaccinate. Livestock have to be brought to a central location at a specific time for a community vaccination campaign. | Men are targeted as the recipients of most training, veterinary medicines, and other benefits. Most livestock extension workers are male, and much of their training assumes that livestock owners and caretakers are men, making it difficult for women to access extension services, training, and associated resources. | For household animals, women are commonly the first to notice disease symptoms because of their daily care roles. They commonly use traditional medicines to treat sick animals. If the treatment is not effective, they typically report the case to their male partners or family members, who pay for veterinary services. | Men typically buy drugs from drug shops and consult paraprofessionals for treatment when drugs fail. Women have less access to funds to buy drugs as well as to networks of community animal health workers. Their role tends to be limited to identification. During migrations, the animals under men’s care may have limited/no access to health services. Men typically decide when to sell a small ruminant to pay for veterinary services, or to sell the sick animal itself. Women will sometimes sell chickens in local markets and or use the income from milk to buy drugs for cattle or small ruminants if their male partners decide not to pay for the services. |
| Household level food preparers and consumers of animal source foods | Women have less access to extension and training outside of the household, and thus, are less likely to benefit from nutritional training. | Men’s income supports buying staple grains. Men often have the responsibility of paying for school fees and health services. Women use their income from the sale of surplus milk and eggs to purchase additional food items. | Food preparation is predominantly done by women and girls. Men take priority in the household as consumers of meat and eggs, with food taboos prohibiting women from eating certain meats. | Women have access to the milk, eggs, and meat that are produced at the home. Most use wood-burning stoves for food preparation, and women are responsible for fetching the wood and water required. Women have decision-making power over the use of milk and eggs produced at the home. Men make decisions over the consumption of meat, which is reserved for guests and special occasions. |
Next Steps:
The design team, including the livestock and gender experts, reviewed the analysis and identified the following priorities:

**Animal health:** Women’s limited access to information, services, and money, and low decision-making power to pay for veterinary services, are threats to the health of household-based animals, especially during periods of male migration.

**Livestock earnings:** Women’s limited access to information, services, and money; low decision-making power over the sale of larger animals; and low participation in producer groups threaten their ability to increase their livestock earnings.

**Local consumption of animal source foods:** Food taboos and male decision-making over the consumption of meat may present barriers to increased local consumption of certain animal source foods by women and children.

Triangulating their recommendations with the analysis, stakeholder consultations, and a review of recent programming, the design team identified a set of proposed actions:

- Work with livestock producer associations because they are a key avenue for information, services, markets, credit, and land access. There may be opportunities to build women’s leadership in the associations through male champions, leadership and technical training. There may be opportunities to expand women’s membership and access to services through introductory savings accounts or credit, registering both spouses, or experimenting with services for small ruminants.

- Partner with existing VSLAs, which are largely comprised of women, to be entry points for animal health information, farmer field schools, or financial literacy training. Extension workers and community animal health workers, who traditionally target men, could be supported and trained to customize their training and services to meet the needs of female livestock producers in the VSLAs, including by offering services oriented to small ruminants and poultry.

- Train young men and women as community animal health workers and first responders, to support veterinary care on migration, and for home-based animal care.

- Train female livestock producers to improve their diagnostic and care capabilities.

- Pilot a female farmer school, taught by joint male/female teams of extension workers, with childcare provided, and a canteen on site to provide hands-on cooking practice with locally sourced foods.

- Create a mentoring program for new female cooperative members to be paired with male/female mentoring teams of existing members. Include proactive outreach to potential female members through local women’s savings groups.

- Provide couples communication classes targeted for before and after the grazing season, including practical sessions on joint decision-making and messaging on the importance of increasing women’s access to and control over income and productive assets as well as the benefits of children and pregnant women eating milk, eggs, and meat.

Mission X will follow up with community leaders, women’s groups, VSLAs, livestock producer associations, and other partners to assess the demand for and feasibility of the different approaches.
ADDITIONAL RESOURCES
# APPENDIX: GENDER IN LIVESTOCK RESOURCES

<table>
<thead>
<tr>
<th>Core Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Integrating Gender Issues into Livestock Projects and Programs: A Checklist for Practitioners, 2013</strong></td>
<td>Practical guide developed by FAO that includes a list of tools, resources, and references. The focus is on understanding gender issues and integrating them into activity design. 7 categories of key challenges.</td>
</tr>
<tr>
<td><strong>Module 14: Gender and Livestock, Gender in Agriculture Sourcebook, 2009</strong></td>
<td>Training module that provides an overview of livestock production systems and discusses the key gender issues in those systems. The module utilizes a Sustainable Livelihoods framework and contains examples and sources for MEL indicators, value chain mapping, and technology.</td>
</tr>
<tr>
<td><strong>Gender and Livestock: Tools for Design, 2010</strong></td>
<td>IFAD guide that addresses key issues and questions for activity design, recommendations and lessons learned including the role of women in poultry farming and pillars for women’s empowerment in the livestock sector.</td>
</tr>
<tr>
<td><strong>Gender Livestock and Livelihood Indicators, 2011</strong></td>
<td>Developed by ILRI and geared towards M&amp;E approaches surrounding the role of livestock in assets and food security including the methods for measuring productivity, income, etc.</td>
</tr>
<tr>
<td><strong>Notes on Livestock, Food Security and Gender Equity, 2011</strong></td>
<td>FAO working paper that includes 3 key guiding questions and suggestions for policy development.</td>
</tr>
<tr>
<td><strong>Guidelines on integrating gender in livestock projects and programs, 2013</strong></td>
<td>ILRI report that provides guidance on integrating gender into the program cycle and includes tools for gender and livelihood analysis such as: a) useful schematics and tables on training approaches that are gender transformative, b) the Gender Analysis Matrix, c) examples of how to ensure meaningful participation by women, d) making the business case for gender inclusion, and e) some key gender questions to ask during the analysis of the problem and the context.</td>
</tr>
<tr>
<td><strong>Women’s Empowerment in Livestock Index (WELI), 2015</strong></td>
<td>Developed by ILRI, the Women’s Empowerment in Livestock Index (WELI) tool, based on the Women’s Empowerment in Agriculture Index (WEAI), measures women’s empowerment in livestock and crops with specific foci on key areas of livestock production and use.</td>
</tr>
<tr>
<td>Cross-cutting Topics</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>SEAGA Livestock Guide: Planning with a Gender and HIV/AIDS Lens, 2005</strong></td>
<td>Report produced under the FAO Socio-economic and Gender Analysis (SEAGA) Programme. The report contains a helpful Activity Design and Implementation chapter and an interesting assortment of fieldwork tools and guiding questions as well as guidance for a cost benefit analysis, consensus and conflict, and M&amp;E.</td>
</tr>
<tr>
<td><strong>Women, Livestock Ownership and Markets in Eastern and Southern Africa, 2013</strong></td>
<td>A book, developed by ILRI, provides empirical evidence on the importance of livestock as an asset to women. Strategies to increase women’s participation in livestock production and livestock markets and women’s access to information and services are discussed.</td>
</tr>
<tr>
<td><strong>Exploring gender perceptions of resource ownership and their implications for food security among rural livestock owners in Tanzania, Ethiopia, and Nicaragua, 2015</strong></td>
<td>This scholarly journal article discusses the variability of local understanding of ownership by showing seven domains of resource ownership that was associated with a small cohort of respondents.</td>
</tr>
<tr>
<td><strong>Gender Analyses of the LCC CRSP Portfolio, undated</strong></td>
<td>The Livestock Climate Change Collaborative Research Support Program (LCC CRSP) supported integrated research that helped small-scale livestock holders adapt to environmental and health impacts of climate change in Sub-Saharan Africa and South Asia. This report examines the LCC CRSP efforts to integrate gender, using USAID directives and frames them within the Women’s Empowerment in Agriculture Index (WEAI).</td>
</tr>
<tr>
<td><strong>Climate change through a gendered lens: Examining livestock holder food security, 2015</strong></td>
<td>Livestock holders’ experience increased food insecurity because of climate change. In this scholarly journal article, the authors proposed a gendered conceptual framework for understanding the impact of climate change on food security among livestock holders, which highlights potential pathways of vulnerability and points to intervention to consider to improve household food security.</td>
</tr>
<tr>
<td><strong>Gender equality, resilience to climate change, and the design of livestock projects for rural livelihoods, gender &amp; development, 2015</strong></td>
<td>In this scholarly journal article, the authors discussed how well-designed livestock activities can contribute to agricultural development, poverty alleviation, climate resilience, and gender equality.</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>INGENAES Technology Assessment Toolkit, 2018</td>
<td>Developed under the Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) program, the “Assessing how Agricultural Technologies can change Gender Dynamics and Food Security Outcomes” toolkit describes an analytical process to understand the potential gender-related and nutritional impacts of specific agricultural technologies on men and women.</td>
</tr>
<tr>
<td>LEGS Gender and Livestock in Emergencies Discussion Paper, 2020</td>
<td>This Discussion Paper outlines the major issues found at the intersection of gender and livestock in the context of humanitarian response. Developed to inform the revision of the Livestock Emergency Guidelines and Standards (LEGS) Handbook, the paper includes a summary of the state of knowledge regarding gender and humanitarian action as well as case studies.</td>
</tr>
<tr>
<td>LEGS Gender Module, 2020</td>
<td>The LEGS Gender Module complements the LEGS Training Program. It is designed to equip practitioners with the information and tools needed to address gender issues while planning and implementing livestock-based emergency response efforts.</td>
</tr>
<tr>
<td>The changing nature of gender roles in the drylands of the Horn and East Africa: implications for DRR programming, 2011</td>
<td>Report on the land use changes that are occurring within pastoral systems and the implications for women and men. The report provides recommendations for more gender-sensitive interventions and support for drought risk reduction (DRR) programs in pastoral areas.</td>
</tr>
</tbody>
</table>
## Gender Policies and Frameworks

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USAID Gender Equality and Women’s Empowerment Policy, 2020</strong></td>
<td>The 2020 Gender Equality and Women’s Empowerment Policy affirms USAID’s vision of a prosperous and peaceful world in which women, girls, men, and boys enjoy equal economic, social, cultural, civil, and political rights and are equally empowered to secure better lives for themselves, their families, their communities, and their countries.</td>
</tr>
<tr>
<td><strong>Intervention Guide for the Women’s Empowerment in Agriculture Index (WEAI), 2016</strong></td>
<td>The Intervention Guide for the Women’s Empowerment in Agriculture Index (WEAI) assists practitioners in selecting and designing evidence-based interventions that are the most relevant to the domains of empowerment prioritized in the WEAI, using a market systems and gender-responsive approach.</td>
</tr>
<tr>
<td><strong>Abbreviated Women’s Empowerment in Agriculture Index (A-WEAI), 2020</strong></td>
<td>Abbreviated version of the WEAI (A-WEAI) household survey developed by IFPRI consisting of five modules and notes to guide enumerators.</td>
</tr>
<tr>
<td><strong>Project-level Women’s Empowerment in Agriculture Index (pro-WEAI), 2021</strong></td>
<td>The project-level WEAI (pro-WEAI) measures women’s empowerment in various types of agricultural development projects. This version uses the A-WEAI as a starting point and adds specialized project-relevant modules including an enhanced livestock module and an add-on module specific to nutrition and health projects.</td>
</tr>
<tr>
<td><strong>Gender Integration Framework 101 Course, 2014</strong></td>
<td>This course is designed to provide participants with a foundational knowledge of the Gender Integration Framework (GIF) and offer initial practice in using it in their specific context.</td>
</tr>
</tbody>
</table>
### Toolkits and Best Practices for Gender Assessments and Analysis

<table>
<thead>
<tr>
<th><strong>Toolkit</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to Note: Addressing Gender and Inclusiveness in Project Design, 2013</strong></td>
<td>USAID Planning Series document that guides project design teams to integrate gender equality and female empowerment and other inclusive development approaches from beginning to end of the project design process, includes checklists and gender analysis matrix.</td>
</tr>
<tr>
<td><strong>Integrating Gender throughout a Project’s Life Cycle 2.0, 2015</strong></td>
<td>The second edition of the report from Land O’Lakes International Developments’ Gender Task Force is a follow up to a report issued in 2011. It offers additional technical sections, best practices, and case studies that address capacity development and gender outcomes while building off the foundation provided by the first edition.</td>
</tr>
<tr>
<td><strong>Gender Checklist, 2008</strong></td>
<td>The Bill &amp; Melinda Gates Foundation’s Gender Checklist provides tables with questions and rationale to guide the understanding of household roles such as (1) who does what activities, (2) who has access to what resources, and (3) who makes what decisions regarding household production.</td>
</tr>
<tr>
<td><strong>Household Methodologies Toolkit</strong></td>
<td>IFAD’s Household Methodologies (HHMs) are participatory methodologies that enable family members to work together to improve relations and decision-making, and to achieve more equitable workloads. Their purpose is to strengthen the overall well-being of the household and all its members and has relevance for the management of household livestock.</td>
</tr>
</tbody>
</table>
### Gender & Livestock Repositories

<table>
<thead>
<tr>
<th><strong>FAO AGA Livestock and Gender</strong></th>
<th>FAO’s Animal Production and Health Division (AGA) reports related to livestock and gender.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Livestock Research Institute (ILRI)</strong></td>
<td>A collection of ILRI programs, initiatives and resources related to Gender including the Women’s Empowerment in Livestock Index (WELI) and the Women’s Empowerment in Livestock Business Index (WELBI) tools.</td>
</tr>
<tr>
<td><strong>CGIAR Gender Platform</strong></td>
<td>A collection of resources from the gender programs under CGIAR including products related to gender, breeding and genomics, and gender and climate smart agriculture.</td>
</tr>
<tr>
<td><strong>European Institute for Gender Equality (EIGE)</strong></td>
<td>EIGE’s Gender Mainstreaming Platform is a result of projects coordinated by the Gender Mainstreaming Team of the European Institute for Gender Equality and includes multiple resources on gender and livestock.</td>
</tr>
<tr>
<td><strong>Feed the Future Innovation Lab for Livestock Systems: Gender and Youth in Livestock Systems</strong></td>
<td>The “Gender and Youth” team facilitates the integration of gender dimensions into all activities of the Feed the Future Innovation Lab for Livestock Systems. Included on this website are infographics, webinars, an annotated bibliography, and journal articles.</td>
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