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Abbreviations

EA	executing agency
GAD	gender and development
ISA	initial social assessment
M&E	monitoring and evaluation
NGO	nongovernment organization
PPTA	project preparatory technical assistance

Cover photo courtesy of the International Rice Research Institute

Purpose of the checklist

This checklist is designed to assist staff and consultants in implementing ADB's policy and strategic objectives on gender and development (GAD) (see ADB's Policy on Gender and Development, May 1998). It will guide users through all stages of the project/program cycle in identifying the main gender issues in the agriculture sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues.

ADB staff should use the checklist in identifying gender issues in the initial social assessment (ISA) during the fact-finding phase of project preparatory technical assistance (PPTA). Consultants should use it in carrying out more detailed social analysis during the PPTA. It should be emphasized, however, that not all questions are relevant to all projects, and staff and consultants must select the questions most relevant in the specific context.

Guidelines on the preparation of gender-sensitive terms of reference for the ISA and the social analysis are also included, as are case studies from ADB's project portfolio, to demonstrate good practices in mainstreaming gender in agriculture projects.

For project preparation the checklist may be used together with ADB's *Handbook for Incorporation of Social Dimensions in Projects* (1994), *Guidelines on Benefit Monitoring and Evaluation*, and *Briefing Papers on Women* series. Other useful references are listed at the back of this brochure.

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Why is gender important in agriculture projects?

Agriculture projects financed by ADB indicate that considerations related to gender issues and women's participation influence the success and sustainability of a project.

Women are major contributors to the economy, both through their remunerative work on farms and through the unpaid work they traditionally render at home and in the community. Yet in many societies they are systematically excluded from access to resources, essential services, and decision making. Major opportunities to close this gap arise in the course of ADB's agriculture projects.

The projects must consider the different roles, needs, and perceptions of women and men in agriculture. They must take into account the gender-based constraints that women face, particularly the factors that limit their participation in project design, implementation, and management. Failure to consider such differences can result in project delays, implementation bottlenecks, and generally unsuccessful project performance.

A focus on gender issues produces benefits that go beyond good project performance. Direct involvement of women through active participation in project planning, design, implementation, and evaluation empowers women and gives them a stronger sense of ownership and a more pronounced stake in project success. Better access to resources also allows women to devote more time to income-producing

activities and to caring for their own needs as well as those of their families. The economy and the society as a whole benefit.

How to use the checklist

This checklist follows a gender analysis framework and is intended to be comprehensive, flexible, and adaptable. Gender analysis assumes that women and men differ in the goods and services they produce and in their degree of access to and control of resources. Gender-differentiated data are collected to identify women's contribution to the productive system for which the development assistance project is designed.

Key questions in the project cycle

Two questions arising from the gender analysis should be asked when examining the feasibility of a project and designing the project:

- á What are the *practical implications* of the different roles and status of women and men in the project area for the *feasibility* of the project and its *effective design*? How will the project accommodate the different roles of women and men?
- á What is the *strategic potential* of the project for enhancing the status of women and promoting gender equity? How will the project affect women and men? How can the project *contribute to long-term strategies to achieve gender equity*?

PPTA fact finding, for ADB staff

ADB staff are urged to use the checklist in conducting the initial social assessment (ISA) during the project preparatory technical assistance (PPTA) fact-finding phase. The ISA assists ADB staff in identifying the social dimensions of the project, including the associated gender issues, and enables them to prepare terms of reference that address these issues. The main gender issues to be explored at this stage are summarized in box 1.

Box 1

Key gender questions for the Initial Social Assessment (ISA)

- á Who are the target beneficiaries?
 - Disaggregate the beneficiaries according to gender.
 - Talk to women as well as men.
- á Are women visible in the sector?
 - Determine the gender division of labor in general.
 - Are women's needs in the sector the same as those of men?
 - Identify if possible, the main sources of income for women and men.
- á How might the project affect women? Is the project likely to have the same positive and negative effects on women and men?
- á Can a gender-inclusive design be drawn up for the project, and could it effectively and equitably target women?
- á Identify, if possible, legal, cultural, or religious constraints on women's potential participation in the project.
- á Does the executing/implementing agency have the capacity to deliver benefits to or involve women?
- á Will the project preparatory technical assistance (PPTA) fact finding and PPTA study require the services of a consultant with specialized gender and development expertise to assist in developing a gender-inclusive design?

For PPTA implementation consultants

Social Analysis

The checklist provides an outline and methodological framework for gender analysis during PPTA implementation to increase the efficiency and effectiveness of projects. A gender analysis enables consultants to analyze the roles and activities of women and men in the client population, their access to and control of resources, the socioeconomic context of activities and access and control patterns, and project feasibility and project design.

Box 2 summarizes the key gender considerations for social analysis and design in the PPTA. The gender analysis method is explained in the next section, and gender considerations for the various agricultural subsectors are suggested in the sections that follow.

The gender analysis conducted as part of the social assessment provides the opportunity to collect and record data on women's roles and activities and their access to and control of resources, and to explore other aspects of economic and social life. For example, a large amount of data will be gathered on who does what, where, when, and for how long. What is to be done with all these data? It is not sufficient to merely collect the data. The point is to use the data in designing the project. For example, if poultry raising is primarily the task of women then the project design should ensure that any inputs for poultry raising are targeted to women. Likewise, if marketing of produce is the task of women, then women should be the target group for marketing information. Box 3 suggests some key gender considerations in project design.

Box 2

Key gender issues for the Social Assessment (SA)

- á **Identify and describe the target population.** Disaggregate demographic data by gender and class. Consider how women and men differ in their roles and their economic, educational, and health status.
- á **Collect information on the gender division of labor.** How are the production, household, and social responsibilities shared—who does what, where, when, and for how long?
- á **Examine the differences between subpopulations.** Point out differences in the roles, status, and well-being of women and men in these groups.
- á **Assess the target population's needs and demands in relation to the project.** Consider whether women and men have different priorities and how these differences might affect the proposed project.
- á **Assess absorptive capacity.** Consider how women and men will participate in the project—their motivation, knowledge, skills, and organizational resources—and how the project will fit into their culture and society.
- á **Assess resource access and control.** Will project activities adversely affect women's access to and control of resources? For example, will they lead to loss of land or forest use or to reduced access to markets?
- á **Assess institutional capacity.** Does the executing agency (EA) have the capacity to deliver services to women? Does the EA have female staff and female extension workers?
- á **Identify institutions.** Consider which government and nongovernment agencies and organizations with a focus on women or an interest in gender and development might contribute to the project.

Box 3

Key gender considerations in project design

Participatory approach: Consult and involve women and men equitably in project planning, design, and implementation.

Gender analysis

- á Have both men's and women's needs in the project sector been defined?
- á Have cultural, social, religious, and other constraints on women's potential participation been identified?
- á Have strategies been formulated to address the constraints?
- á Have local women's organizations been consulted?
- á Will women directly benefit from all project components?

Project design

- á Apply the information and analysis from the social and gender analysis to all phases of the project cycle.
- á Does the project design include components, strategies, design features, or targets to promote and facilitate women's active involvement in the project?
- á Is there a budgetary allocation for these design features, strategies, and mechanisms?
- á Consider setting aside a separate budget for facilitating the participation of women.
- á Are the strategies and targets for women's participation included in the logical framework of the project?
- á Consider using gender expertise during project implementation.
- á Consider strengthening executing agency staff to plan and implement gender-inclusive projects.

Benefit monitoring and evaluation

- á Are there indicators to measure progress in achieving benefits for men and women?
- á Develop indicators that define the benefits to women and men.
- á Ensure that sex-disaggregated data are collected to monitor gender impact.
- á Consider involving women in monitoring and evaluation.

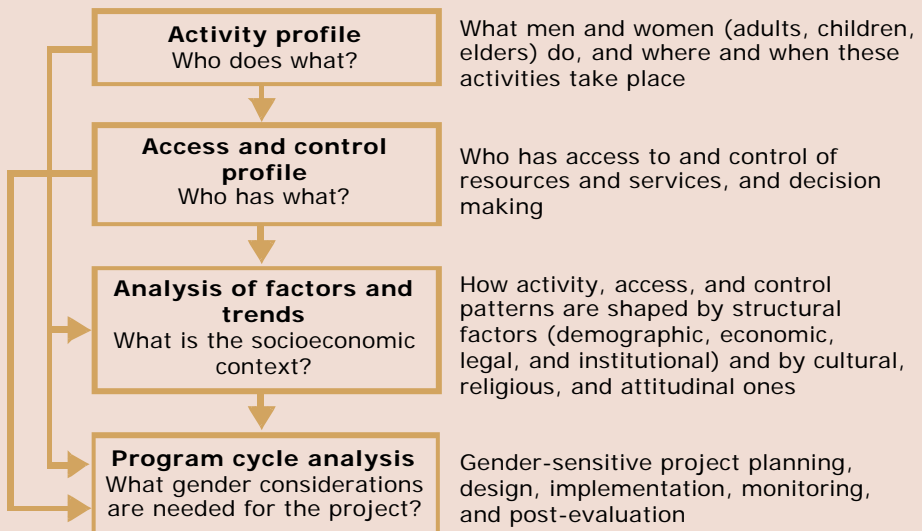
Gender analysis framework for agriculture

The gender analysis framework has four parts and is carried out in two main steps. First, information is collected for the Activity Profile and the Access and Control Profile. Then this information is used in the analysis of factors and trends influencing activities and access and control, and in the project cycle analysis.

Figure 1 shows the steps involved in the gender analysis of projects.

Figure 1

Gender analysis of projects



Activity profile

The planner needs to know the tasks of men and women in the population subgroups in the project area to be able to direct project activities toward those performing particular tasks. Therefore, data must be gathered on women's and men's involvement in each stage of the agricultural cycle, on their shared as well as unshared tasks, and on the degree of fixity of the gender division of labor. The objective is to ensure that women are actively included in the project and are not disadvantaged by it.

The Activity Profile usually considers all categories of activities: productive, reproductive,¹ community-related service. It identifies how much time is spent on each activity, how often this work is done (e.g., daily or seasonally), which periods are characterized by a high demand for labor, and what extra demands the program inputs will make on women, men, and children.

TIP

Take steps to ensure that women are actively included in the project and are not disadvantaged by it

The Activity Profile also identifies where the activities take place, at home or elsewhere (the village, marketplace, fields, or urban centers), and how far these places are from the household. This information gives insights into female and male mobility, and allows an assessment of the impact of the program on mobility, method of travel, travel time for each activity, and potential ways of saving time.

The four categories of activities considered in the Activity Profile are addressed below:

¹Productive or economic activities, as distinguished from noneconomic reproductive or human resource maintenance activities, comprise all those tasks that provide economically for the household and the community, e.g., crop and livestock production, handicraft production, marketing, and wage employment. Reproductive and human resource maintenance activities are those carried out to reproduce and care for the household and community, including fuel and water collection, food preparation, child care, education, health care, and home maintenance. These activities generally carry no pecuniary remuneration and are usually excluded from the national income accounts.

Production of Goods and Services

- á Are women active in both subsistence and cash crop production?
- á What is the workload of the target group at all stages of the farming process? In what season are the tasks performed?
These questions are asked separately for each component of production (seed or cutting selection, land preparation, planting or seeding, weeding, cultivation, storage, preservation, processing or food transformation, marketing, etc.) for both cash crops and food crops, for livestock production (including poultry, dairying, fisheries, honey production and processing), and for tree crops.
- á Are tasks shared between men, women, and children or carried out by only one gender?
- á Are men or women culturally excluded from any tasks that might be affected by the proposed project?
- á Do men or women to any extent (note the extent) take over from each other in times of hardship and work pressure or because certain activities have become more profitable?
- á To what extent do changes in household composition (e.g., due to labor migration) change the gender division of labor? Female-headed households in particular need to be studied in this regard.
- á Will the project increase the time spent by women or men on agriculture-related activities?

Which policies, programs, and sociocultural norms could affect the degree of women's participation in the project?

- á Will new technologies be introduced to assist women's agricultural roles?

Reproductive and Human Resource Maintenance Activities

- á Who carries out the tasks of reproducing and caring for household members? Among these tasks are the care of children, care of the aged, food production (including the cultivation of domestic food crops and livestock, shopping, food preparation and cooking), fuel and water collection, education, health care, laundry and cleaning, house maintenance (structural), artisan and craft production, and performance of social obligations.
- á How much time do these activities take?

Community Work

- á Who organizes and carries out work for the local community (for example, care and maintenance of community facilities such as water supply equipment, meeting places, and places of worship)?
- á How much time does this work take and when is it done?

Community Organization and Activities

- á What types of community organizations (traditional sociocultural organizations, producer groups such as cooperatives, savings and credit groups, community-based organizations organized by nongovernment organizations) exist in the project area?
- á What is the membership profile of these community organizations, what are their objectives and strategies, and how much time do their activities require?

Access and control profile

The Access and Control Profile considers productive resources such as: land, equipment, labor, capital and credit, and education, extension, and training. It differentiates between access to a resource and control over decisions regarding its allocation and use. It enables planners to consider whether the proposed

project could undermine access to productive resources, or if it could change the balance of power between men and women regarding control over resources.

The profile examines the extent to which women are impeded from participating equitably in agriculture projects. For example, if women have limited access to income or land, they may be unable to join agriculture cooperatives, which provide production inputs and commercial opportunities, or to become independent commercial producers. In some subgroups, men may also suffer the same disadvantage.

Will the project introduce new technologies to assist women's agricultural roles?

Program management mechanisms (e.g., the creation of water users' groups or farmers' cooperatives) may determine who has access to and control over productive resources and may change existing gender relations. (Box 4 shows how the information in an Access and Control Profile may be summarized.)

To what extent do women own or have access to land, capital, equipment, and other factors of agricultural production?

Box 4

Access and control profile**Activities**

- á Which agricultural tasks are carried out by which member of the household, and how rigid is the gender division of labor?
- á What are the daily and seasonal variations in labor availability?
- á Who within the household has responsibility for which household chores?

Resources and constraints

- á Who has access to and control over productive resources, such as land, capital, human capital resources (such as education, information and knowledge, training opportunities, extension services), and markets?
- á What are the constraints and implications arising out of lack of control over or access to productive resources, for those who lack such control and access?
- á Which decisions in the agricultural household and in the community do men and women typically make?
- á How do men and women differ in the constraints they face, and how do these differences affect their work, productivity, and access to benefits?

Benefits and incentives

- á Who controls production in the agricultural household and in the community?
- á Who receives wages and benefits from production?
- á Are men and women paid different wages, and if so, why?
- á Who markets farm and household produce?
- á Who controls income from different sources—who decides who gets what in the agricultural household, and who receives the income?
- á Which investment- or expenditure-related decisions do men and women take?

Compiling an Access and Control Profile

Resources

- á To what extent do women and men have access to or own:
- land, water equipment, livestock, poultry, fish, trees, homestead site?
 - capital, credit, savings in cash or in kind (including money obtained from informal sources such as from the sale of crafts)?
 - labor (children, spouse, other kin, informal work group, hired labor) and draught power?
 - implements for production, postharvest uses, household tasks?
 - agricultural inputs (fertilizer, seeds, vaccines)?
 - raw materials for artisan and craft production?
 - transportation?
- á Do women and men have in principle or in reality access to:
- extension services?
 - formal credit, savings, and banking services?
 - informal savings, credit, insurance and services/ organizations?
 - skills training (including accounting)?
 - processing facilities?
 - marketing?
 - cooperatives or similar government or nongovernment associations (as full members in their own name, with voting rights)?
 - information networks and communication media?

TIP

Consider
communication
strategies
directed
specifically
to women

- á Do women and men in principle or in fact have access to:
 - health care?
 - water and sanitation?
 - basic social skills training?
 - education and literacy/numeracy programs?

Consider providing women equal access to extension services, skills training, marketing, equipment, and agricultural inputs such as seeds and fertilizers

Benefits

- á What material and nonmaterial benefits do women and men derive from the production processes?
 - wages (in cash/kind);
 - income from the sale of goods;
 - income from the sale of services;
 - other consumables (e.g., crop by-products);
 - social insurance (care in sickness, old age, etc.);
 - mutual assistance;
 - status, respect.
- á To what extent do women and men pass on the benefits to their families?
- á What are the expenditure patterns of women and men?

Analysis of structural and sociocultural factors

This analysis considers the structural and sociocultural factors that influence the gender patterns of activity and access and control in the project area:

- á demographic factors, including household composition and household headship;
- á general economic conditions, such as poverty levels, inflation rates, income distribution, internal terms of trade, and infrastructure;
- á cultural and religious factors;
- á education levels and gender participation rates; and
- á political, institutional, and legal factors.

The analysis should consider the following:

- á Which policies and programs aimed at ensuring women's participation could affect the project? These policies and programs may include those of the following, among others:
 - agriculture ministries/departments and local extension and training services at all levels;
 - executing agency;
 - nongovernment organizations (NGOs) and research institutes that deal with agriculture;

TIP

Contract
women's
NGOs to
mobilize
women

Which
 cultural
 norms
 constrain
 women's
 participation
 in the
 project?

- training institutes providing training in agricultural skills; and
 - media specializing in agriculture.
- á Which community norms and beliefs could influence women's participation in the project's activities? These norms and beliefs may include the following:
- cultural exclusion from productive activities;
 - heavy participation in reproductive activities;
 - exclusion from (active) participation in public proceedings;
 - seclusion from contacts with male service staff; or
 - lack of mobility because of cultural norms.

Do women derive support from informal networks of other women in the area?

- á Are there laws or regulations that could affect women's participation in the project or their access to its benefits? These laws and regulations may include the following:
- inheritance laws;
 - land title regulations;
 - credit regulations (such as co-signature by male guardians or collateral based on land title or both);
 - labor laws (may be relevant for agricultural estates, agro-industry); or
 - cultural prescriptions.

Project cycle analysis and design issues

This analysis will indicate if and where the objectives and methods proposed for the project should be modified to improve the chances that the project will succeed and to minimize the likelihood that women will be disadvantaged as a result of it.

Some questions that may need to be considered in this analysis are:

Production

- á Will the project activities divert women's productive efforts from food production?
- á Will a change in crop varieties affect women's traditional markets?
- á Will new technologies displace women's traditional income-earning labor?
- á Will project activities or outcomes increase women's workload?
- á What compensatory benefits will the project introduce to offset changes affecting women's role and equity in production, such as those referred to above?

TIP

Include gender-sensitization training for executing agency staff

Training

- á What training could be included in the project to offset changes in production affecting women's role, or to increase women's equity in and benefits from the productive system as well as their productive skills?
- á Is the project likely to precipitate changes in lifestyle in the client population, such as increased incomes following a shift from subsistence to cash production?

How can the project make property rights more equitable for women and men?

- á What training might help women benefit from the changes?
- á Is there potential for supplementary intersectoral programs involving health, social development, and education agencies?
- á Should women be trained separately from men to ensure that they receive and benefit from training?
- á Can training be scheduled for times that suit and fit women's other responsibilities?
- á What training can be provided to women to address their strategic gender needs and increase their influence and control over decision making (e.g., training in the maintenance and repair of agriculture equipment)?
- á Would local demonstration farms help women and men understand and obtain access to project benefits?
- á Will the project need a communication strategy and innovative teaching methods for illiterate women and men?
- á Can the project include training in small-business management, accounting and entrepreneurial skills, and marketing, in support of rural women's income-generating activities?

Information

- á Will the information and extension services reach women?
- á Will information about project activities be provided directly to women as well as men?
- á Is a separate communication strategy needed to ensure that project messages reach women (e.g., a woman-to-woman information service or the use of local women's groups)?

- á Are project messages both culturally appropriate and designed to promote gender equity?

Participation

- á Were women consulted and did they take part in setting the project objectives?
- á Were women involved in the planning and design of projects?
- á If women are not involved in local decision making, could they be involved through advocacy measures within the project, such as a community development component? Is there scope for NGO involvement if such a component is feasible?
- á Can women's NGOs be contracted to mobilize women to participate in the project?
- á If mobility problems hamper women's participation, could the project be organized to overcome these problems?
- á Does the project require motivational components to encourage women to participate?

Are project performance indicators disaggregated according to gender?

Access

- á Can project terms and conditions overcome the legal impediments that keep women from owning or accessing land, taking out loans, joining cooperatives, selling products, or receiving payments?
- á If women's rights to property are currently unequal, can the project increase women's equity? (For example, if new land arrangements are proposed, can the project require that the title be held jointly by the man and the woman in a household and exclusively by women in female-headed households?)

- á Can broad targets be set for the supply of measurable material inputs and services to women who are directly or indirectly engaged in the project activities?

Institution Building

- á Could technical assistance be included in the program or project to:
 - Provide training in gender awareness or assistance in the development of gender planning and policy formulation, to enable the executing agency to promote women's participation in the project and to monitor the project's benefits to women?
 - Provide a GAD specialist during project implementation to increase the effectiveness of the project?
 - Provide training in participatory modes of development (e.g., ways to ensure community participation in the setting of objectives and activities)?
 - Develop a gender database, if the present database is inadequate for gender planning?

TIP

Consider constraints on women's physical mobility in providing training programs

Project Framework

- á Do the planning assumptions (at each level of the planning framework or logical framework, for example) adequately reflect the constraints on women's participation in the program?
- á Do project performance indicators identify the need for data to be collected, disaggregated by gender? Will changes in the gender division of labor be monitored? Will data on women's access to and control over resources be collected during the project?

- á Can the project meet both practical gender needs (supporting and improving the efficiency of women's and men's productive roles) and strategic gender needs (improving gender equity through women's participation in the project)?
- á Do the goals, purposes, or objectives of the program explicitly refer to women or reflect women's needs and priorities?
- á Do the project inputs identify opportunities for female participation in program management, in the delivery and community management of goods and services, in any planned institutional changes, in training opportunities, and in the monitoring of resources and benefits? Will the project resources be relevant and accessible to poor women in terms of personnel, location, and timing?
- á Does the project include measurable indices for the attainment of its GAD objectives, to facilitate monitoring and post-evaluation?

What legal rights do females have to own and use land for agricultural production?

Gender analysis for subsectors

Introduction

What are
the
constraints
on women's
access to
credit?

The gender analysis framework for projects in the agriculture sector outlined in the previous section should be used in the gender analysis of subsectoral projects. The general points concerning the analysis of the sociocultural context and the analysis of the project design and cycle apply to all projects in the primary productive sector.

The following subsector checklists are intended to suggest key considerations, by subsector, with regard to the activities of men and women, and patterns of gender-differentiated access and control.

Gender issues in irrigation

Key Issues

- á Do men and women differ in their water use and future irrigation needs, such as:
 - types of crops irrigated (commercial crops, food crops, etc.);
 - nonagricultural water requirements;
 - preferred sites of water use; or
 - distance (of home or fields) from water source?
- á Do women with agricultural specializations need access to irrigation water?

- á How will women be affected by intensified production as a result of the irrigation project? (Consider changes in labor requirements, changes in cash requirements for agricultural investments and concomitant changes in women's labor allocation, etc.)
- á How will changes in cropping pattern (e.g., cash cropping versus subsistence crop production) affect women?
- á How will women be affected by the increased demand for labor and services created in the implementation phase?
- á Are women now involved in water management? Do they have a role in the settlement of water management disputes?
- á Are there water user associations? Can women join them?
- á Are women members of water user associations?
- á Does the executing agency (EA) have the capacity to mainstream GAD concerns?
- á Does the EA have female extension workers?

Key Strategies

- á Consider the different uses and users of water in the project area. Include measures to avoid potential conflicts among competing users or uses.
- á Design improvements in the water system to overcome the agriculture time-use constraints specific to women and to men.
- á Include cost-effective provisions in the project to meet the requirements of nonirrigation water uses/users (e.g., for livestock, fishponds, ablutions, laundry, domestic food gardens, and drinking water).

- á If irrigation is associated with changes in land tenure, assist women in becoming co-owners of land with men.
- á Involve the beneficiaries, female as well as male, in the design of the project and in decisions regarding the location of canals and other infrastructure.
- á Consider building and strengthening the capacity of the EA to develop and implement gender-inclusive projects.
- á Include specific employment benefits for women in the project design.
- á Facilitate women's participation in water user associations.

Box 5

Nepal Irrigation Management Transfer Project

CASE STUDY

The project is intended to benefit poor small farmers in Nepal by establishing sustainable and effective water user associations, and rehabilitating and improving irrigation and drainage facilities. It consists of 11 subprojects covering a total of 67,800 ha.

Women have a critical role in agriculture and irrigation in Nepal. But their role has been largely undervalued, and they generally have less access to the benefits of agricultural development. The project therefore seeks to increase women's involvement in project implementation and their participation in water user associations (WUAs).

Several steps have been taken, at both the policy and the project implementation level, to achieve this goal. The Department of Irrigation has held workshops to make its senior management more aware of the gap between policies and institutional mechanisms relating to women's representation in WUAs. District irrigation office staff have been trained to provide support in the integration of gender issues

- á Consider setting targets for the inclusion of women in water user associations.
- á Consider recruiting NGOs to mobilize and train women to participate in water user and water management organizations.
- á If membership in water user associations is based on land ownership, explore opportunities for the joint membership of husbands and wives.
- á If the executing and implementing agencies have few female field workers, consider recruiting women from the community as field workers.

Box 5 gives an illustration of the gender issues in irrigation and how these might be dealt with in a project.

in improving irrigation performance. The workshop and the training have helped bring more women, as well as men, into the operation and management of WUAs. A gender and development (GAD) training unit has also been set up for both women and men farmers.

A GAD strategy has been developed to address gender issues in day-to-day project activities. The project agronomist and the project sociologist are women. A gender specialist has been hired to assist the project staff and to ensure the proper implementation of the government's irrigation policy, which calls for 20 percent representation for women in WUAs. Women field staff have been recruited to help mobilize women water users, and women's groups have been assigned to collect irrigation service fees from these users. Women are being trained to head WUAs and to gain increased access to agricultural inputs and technology for women members.

To assist in gender mainstreaming, the project budget is itemized and a gender-disaggregated database for monitoring and evaluation is being planned.

Gender issues in fisheries

Key Issues

- á What different activities are carried out by girls and women and by men and boys in fish catching and processing, aquaculture, and marketing? Do women catch or buy fish for processing, or process the catch of male household members?
- á What activities are performed jointly by women and men?
- á Are there differences in time spent, or seasonal differences for separate or joint activities?
- á Will the project affect any of these activities and the level of female involvement or women's incomes?
- á Will the project increase the burden on women's time? Will this be to their advantage or disadvantage?
- á Do women work in the fish processing center as wage laborers or are they self-employed (buy fish to process and market)?
- á Do women regularly go fishing or is this a seasonal activity?
- á Is marketing of fish a regular activity or an extra source of income for the women?
- á Do women depend on middlemen to market their fish or do they market it themselves?
- á Do women fish sellers have a place and license to sell in the market?
- á Do women and men have fishing equipment, such as boats or nets? Do they depend on middlemen or traders for capital and equipment?

TIP

Ensure that women's role in fisheries activities is taken into account

- á Do women fish sellers depend on private moneylenders/traders for capital or do they have access to formal sources of credit?
- á Do women and men fisher folk have enough skills in fishing, as required for sustainable fish harvesting/catching?
- á Do women and men fisher folk have rights to common property resources in inland fisheries?
- á Do poor women and men have access to the lease of inland fishery resources such as lakes, rivers, or ponds, or is access limited to men?
- á Are women involved in pond fishery?
- á Will the project activities change the gender division of labor in catching, processing, and marketing fish in marine fisheries and inland fisheries?
- á Will the proposed project affect the location of docks or processing facilities? How will this affect women in the sector?

Key Strategies

- á Devise ways to make the activities of women and men more efficient in terms of time spent and resources invested, without diminishing women's participation and control over the activities.
- á Include remedial measures to alleviate any adverse impact of the project on women's and men's customary activities, on the level of female involvement, or on women's incomes.
- á Consider support for post-harvest activities (often the arena of women) within the project design.
- á Develop components that will support both men's and women's contribution and involvement in the fisheries sector.

- á Ensure that the project reflects and builds on areas of traditional co-operation and reciprocity between men and women.
- á If new technologies (e.g., boats, gear types) or skills training are to be provided by the project, ensure that these will be accessible to women.
- á Where women and men have “separate purses” and separate financial responsibilities, make provisions to safeguard the normal income sources of women and support new income-earning opportunities for them.
- á Provide for the participation of women in cooperatives or other community groups that are formed or supported by the project.
- á Design project activities that will not eliminate the traditional fishing rights of women and men fisher folk in marine or inland fisheries, and their income opportunities from fishing.
- á If the project activities include commercial fishing, ensure that commercial fishing will not diminish women’s involvement in fish processing and marketing.
- á Develop project components that will provide women and men fisher folk with equal access to capital (credit), fishing equipment, and market opportunities.
- á Ensure that project activities will not diminish women’s access to and control over income from catching, marketing and processing activities.

Do women fish sellers have a place and license to sell in the market?

TIP

Design components to support women’s post-harvest activities

- á Develop project components that will give women a place in the market, a license to have a permanent place in the market, and a processing facility or dock.
- á Devise activities that will provide equal opportunities for women and men to upgrade traditional fishing skills and to learn new skills.
- á Develop project activities that will create new income opportunities from fisheries activities in aquatic resources.
- á Develop groups/organization of women and men fisher folk to provide them with better negotiating power with traders and middlemen.

The case study in box 6 shows how gender issues were dealt with in a fisheries project in the Philippines.

Box 6

Fisheries Resources Management Project in the Philippines

CASE STUDY

The project preparatory technical assistance showed that while women play important economic roles in fishing, particularly in processing and marketing, their roles are often neglected in projects and programs in the sector. Women are particularly concerned about overfishing, which is reducing the viability of fishing communities, and are keen to participate in protection and sustainable management efforts.

The project has attempted to address such concerns by providing for the training and employment of women as fish wardens with the capacity and power to report environmentally destructive fishing practices, and providing larger loans for fisheries-related enterprises run by women.

Nature based eco-tourism

Key Issues

- á Does tourism provide a source of income for women through the sale of goods and food? If so, is it a major or an extra source of income for them? What types of activities are involved in the tourist industry in the coastal area?
- á Will the project activities relating to tourism eliminate petty trading by women in the coastal area?

TIP

Introduce
measures to
offset adverse
effects of the
project on
women's and
men's customary
activities and
incomes

Key Strategies

- á Ensure that commercial ventures and project activities do not displace women petty traders. Otherwise, ensure alternative income-earning activities for them.
- á Develop eco-tourism activities where women can get opportunities for work in wildlife conservation.

Find work
opportunities
for women in
wildlife
conservation

Gender issues in forestry and watershed management

Key Issues

- á In the project area, is there a gender division of labor and responsibilities in forestry use and related activities? The following should be considered:
- gathering forest products for domestic/household use;
 - gathering fuelwood;
 - gathering forest materials for use for craft or commercial products;
 - planting, protecting, or caring for seedlings and small trees;
 - planting and maintaining homestead wood lots and plantations on public or government lands;
 - attitudes and knowledge with respect to forest and tree use;
 - destructive practices with respect to forest, soil, and tree use;
 - income-earning and employment opportunities in general; and
 - varieties of trees used or preferred by each gender group.
- á Will the project affect the level of women's involvement in these activities?
- á What are the time, financial, and social constraints on the participation of women in project forestry activities? Do these vary at different times of the year?

TIP

Assess the traditional patterns of forest use by men and women

- á Is female labor included in the increased demand for paid labor (transplanters, weeders, nursery owners and workers, etc.)?
- á Will the project impose an extra burden on women's workday or patterns of work? Will this benefit or disadvantage women?
- á Do women in the project area control the marketing of their products and hence retain control over those products?
- á What is the nature of ownership of the forest? Is it government forest? Community forest? Homestead forest? Forest on government-leased land and owned by a particular community? Forest on land owned by indigenous people?
- á Who owns the land on which the community forest or the homestead forest stands, and who owns access to government-leased forest land? Are men or women or both the owners? Do women or men or both own the indigenous people's forest or does the whole tribe/community own it?
- á What is the traditional pattern of ownership of forest land by women and men?
- á Are there any social constraints on women collecting and use forest products?
- á Does ownership determine access to, collection, use, and benefits from forest products?
- á Do women work on tree plantations on public land or community land as wage workers or do they have access to lease rights to the plantation?
- á Will the project affect women's and men's traditional right to collect and use forest products?

TIP

**Introduce measures to
provide joint title for
community forest land**

- á Will the project change indigenous women's and men's rights to forest use?
- á Will the project introduce new plantation and reforestation work? If so, how will the project activities affect:
 - women's and men's traditional source of incomes?
 - employment opportunities?
 - lease of government land for reforestation or new plantation?
 - access to community forests and development of homestead forests?

TIP

Schedule
training for
women to fit
their other
responsibilities

Key Strategies

- á Ensure that women's traditional right to forest use is not diminished. Ensure that any increase in the efficiency of access to forests and of forest product use by women and men is not achieved at the expense of women's access to and control over forest products.
- á Ensure equal access to project resources for women and men for community, government, and homestead forests.
- á Include measures to avoid potential conflicts among competing users or uses, and avoid creating negative effects for forest users.
- á Ensure the cooperation of both men and women in tree planting and tree care in social/community forestry projects.
- á Reflect women's preferences for particular tree species in project activities.
- á Train women in required components, such as nursery techniques, site selection, selection of

species, land preparation, planting, weeding, and maintenance, to increase their productivity.

- á Look for ways in which the above inputs and new technologies can be channeled effectively to reach women.
- á Train female forestry extension agents in the project. Sensitize forestry extension agents to women's forest use patterns and particular needs and constraints.
- á Help women as well as men understand the value of forests, and instill proper attitudes toward destructive forest resource extraction, the sustainable use of forest resources, soil erosion, and choice of trees.
- á Include measures to provide women or women's groups with access to the lease of government land and to roadside forestry for new plantation and reforestation work.
- á Introduce measures that will provide joint title for women and men for community forest land.
- á Ensure the right to forest resource use for indigenous women and men.
- á Make use of women's traditional knowledge of forest resource management, choice of trees for social forestry projects, and homestead forests.
- á Ensure support for women's craft and home-based forest-related industry through credit utilization, business management, and marketing.
- á If community groups or forest resource management committees are formed under this project, ensure that women are included in the community group or forest resource management committee.

TIP

**Train female
forestry
extension agents**

The case study in box 7 describes gender issues and their management in the Sundarbans Biodiversity Conservation Project in Bangladesh.

Box 7

Sundarbans Biodiversity Conservation Project in Bangladesh**CASE
STUDY**

The Sundarbans Reserve Forest (SRF), comprising 6,000 sq km, is the world's largest remaining contiguous mangrove area. A globally significant ecosystem, SRF features habitats for fish, shrimp, birds, and other wildlife including the Royal Bengal tiger. The SRF also offers subsistence for 3.5 million people in the 17 subdistricts of the impact zone, within a 20-km radius beyond the SRF border. The forest is part of the lives of people in the impact zone, but traditional user practices and seasonality of harvesting have largely broken down. The SRF is increasingly being used by commercial wood processors, rural communities, fisher folk, and fishing vessels from the Bay of Bengal. Under pressure from the growing number of users and the unsustainable harvesting of forest products and fishery resources, forest and biological resources are being depleted.

The gathering of firewood and the processing of forest products extracted from the SRF have traditionally been carried out by women from the surrounding rural communities. With increasing poverty in the impact zone, women are now also involved in fishing and crab collection. The rise of the shrimp industry and growing demand have led women to join in the collection of shrimp fry, disrupting the education of girls and exposing them to health hazards, violence, and harassment from illegal elements. Because the society and the forest officials do not recognize women's role as minor forest product collectors, women's needs are only marginally considered in forest management policies.

Women who fish and collect shrimp fry are generally from the poor households. To acquire boats, fishnets, and their other needs, they resort to borrowing from private moneylenders and shrimp fry traders at exorbitant interest rates. Women also suffer from lack of access to safe drinking water and sanitation and health services, and from greater vulnerability to diseases.

The Sundarbans Biodiversity Conservation Project is aimed at developing a sustainable management and biodiversity conservation system for SRF resources on the basis of rational plans and the participation of all key stakeholders. A major objective of the project is to reduce poverty among the 3.5 million people living in the impact zone through community-based organizations of SRF resource users, greater economic opportunities, alternative employment creation, and improved social infrastructure. The community development component of the project, with the participation of a gender consultant, is designed particularly to address the needs of women resource users living in the impact zone. Half of the project beneficiaries are poor women, and the project is giving priority to households headed by poor women.

The project is mobilizing and organizing groups of women SRF resource users into viable users' organizations to give them a collective and legally recognized voice in planning SRF resource management and their own activities in the impact zone, as well as in dealing with violence against women. Through collective organization, women forest resource users will be able to establish their rights and entitlement to SRF resources and common property resources in the impact zone. The

Continued next page

(Box 7 Cont'd)

training program is focused on the sustainable harvest of fishery resources, conservation awareness, and management of SRF resources.

The credit program under the project is designed to create alternative employment opportunities for women's groups such as charcoal making, seedling plantation, and reforestation, to reduce women's dependence on SRF products and shrimp fry. The microcredit program is also intended to lessen their dependence on private moneylenders and to increase their incomes. The enrollment of girl children in school is thus also expected to increase.

Women resource users will receive leadership training. Women representatives will participate in the Stakeholders Advisory Council (SAC), where they can raise issues that affect women user groups and have the opportunity to work together with the Sundarbans Management Unit (SMU) in drawing up policies for integrated natural resource management.

Social infrastructure such as drinking water facilities, toilets, and community schools in the impact zone will be planned in consultation with women resource user groups. Women's participation in the planning of social infrastructure recognizes their ability to decide on community public works and gives them a sense of ownership in social infrastructure. Moreover, the social infrastructure will improve the lives of the women and the opportunities for their children's education.

Through access to capital, higher incomes, training, and collective organization, women will eventually have a greater voice in the family and a more visible role in the management of SRF resources.

Gender issues in coastal zone management

Key Issues

- á What activities are carried out by women and girls and by men and boys in coastal forests?
- á What activities are performed jointly by women and men?
- á Do women and girls, men and boys go to the forests regularly or only occasionally?
- á Who are the major and minor forest product collectors—women and girls, or men and boys?

- á What are the traditional forest resource user rights for women and men?
- á Do families sell forest products or do they use them for subsistence? If the products are sold, who does the selling—women and girls, men and boys, or both women and men?
- á Will the project affect any of these activities and the level of women's involvement in meeting family subsistence needs or their access to cash income?
- á Will the project introduce activities that will affect women's workload or diminish their income-earning opportunities?
- á Will the project affect the traditional user rights of women and their access to common property resources in the coastal area? If so, how? What are the implications?

Key Strategies

- á Devise activities that will not have a negative impact on the workload, income-earning activities, and subsistence needs of women and men.
- á Ensure that project activities will not change the gender division of labor in a way that will negatively affect women's working condition, workload, and timing.
- á Devise activities that will not diminish traditional forest resource user rights for women and men, or else develop alternative activities to compensate them for the benefits lost.
- á Develop project components that will provide equal access and control to women and men in program resources, such as institutional setup, training, capital, and marketing.

**Are women
involved in
project
decision
making?**

Gender issues in integrated rural development

Key Issues

- á Are data about the population(s) in the project area disaggregated by gender (population, socioeconomic characteristics, gender division of labor, and time inputs in the main productive activities)?
- á If the project is focused on integrated sectors, such as agriculture, fisheries, or livestock, collect data on the gender division of labor in the agriculture, livestock, or fishery sector.
- á Are there significant numbers of female-headed households in the client population?
- á What impact will the project have on women's food production activities?
- á Will the project provide support for women's crops?
- á What type of social structure exists in the project area and what groups have access to and control over land, community resources, business, and other resources?
- á What other nonfarm income-earning activities do women engage in?
- á Do women have property rights? Land rights?
- á What type of social organizations or community organizations exist in the project area, and what control do they have over resource distribution, such as the distribution of development project inputs to women in the project area?
- á Is there an informal network of women in the project area? If so, what kind of support does it provide to women?

- á Do women have access to credit and extension services, agriculture inputs, and livestock and fishery inputs from formal institutional sources?
- á Where do women get their capital—moneylenders, traders, friends and relatives? Do women borrow at a high interest rate from moneylenders, traders, or middlemen?
- á Who markets the products of women—traders/middlemen or the women themselves?
- á What impact will the project activities have on the gender division of labor, on subsistence activities, and on women's workload, income-earning activities, and access to land, livestock, or common property resources?
- á Does the EA have the capacity to develop and deliver services to women?

TIP

Determine the extent to which community organizations in the project area control resource distribution, particularly to women

Key Strategies

- á Consult women and men separately in sex-segregated communities in the design of the project's main components, to ensure that women's priorities, needs, and motivations, as well as men's, are reflected in the project framework.
- á Include women and men in the project area in planning the project.
- á Address the water, sanitation, energy, and fuel needs defined by women.
- á If the project activities include drinking water facilities, ensure that women participate in the design of the site selection activities for water pump, and are included in training in operation and maintenance work.
- á Ensure that the project's extension delivery system will reach women as well as men farmers

TIP
Avoid using male intermediaries (husbands, brothers) to reach women participants

and farm workers. Look into the need for female extension workers.

- á Ensure that any training is equally accessible to both women and men. Consider setting targets.
- á Consider establishing separate women's farmer groups.
- á Design training to develop women extension workers.
- á Avoid using intermediaries (husbands, brothers, etc.) to reach women participants/beneficiaries.
- á Ensure that project inputs are provided to support women's agricultural activities.
- á Include food security components in the project.
- á Develop design features or components to provide women and men with equal access to project activities.
- á Ensure that the gender division of labor in agriculture, fisheries, and livestock is not altered in a way that might adversely affect women.
- á Ensure that women's existing roles in income-earning activities are strengthened through the project.
- á Develop strategies for women to form groups, or strengthen the existing network for dealing with issues that affect women's livelihood.
- á Ensure that women workers in the rural informal sector are paid fair wages (for project activities in agriculture, agribusiness, fisheries, infrastructure, and construction work).
- á Ensure that cooperatives/credit unions or other institutions formed under the project include women members.

- á Ensure that support for women's craft and other home-based industry includes all the steps through credit utilization, business management, and marketing. Consider promoting cooperatives for women's products to increase women's economic participation and improve women's incomes.
- á Ensure that the project design includes mechanisms and strategies to promote and facilitate women's active involvement in all phases of the project.

Box 8 contains a discussion of some key gender-related issues that were taken into account in one area development project.

Box 8

Agriculture Area Development Project in the Kyrgyz Republic

CASE STUDY

The project preparatory technical assistance analyzed gender concerns that would affect the project's success in improving agricultural productivity and reducing poverty. A social survey and farm surveys identified rural women as being highly disadvantaged as a result of the economic transition because of various factors including high unemployment, lack of access to social services, their increasing preoccupation with family care giving, the increasing number of female-headed households with larger dependent children, and the possibility of women being bypassed in land allotment to private farmers or being ignored in new producer organizations and marketing arrangements.

The project was designed to address these gender concerns. Women's access to land allotment under the new laws would be closely monitored. Equal opportunities would be provided to women farmers, particularly female-headed households, to join and participate in new farmer organizations to be set up under the project. Women farmers would be particularly encouraged to participate in training programs under the project to develop their capacity to adjust to new farming patterns, prepare business plans, and gain better access to credit.

The benefit monitoring and evaluation addressed the gender effects of the project, including women's ownership of land, their access to and membership in producer organizations, their participation in training and the types of training they are given, changes in women's incomes compared with men's, and the social position of female-headed households.

Gender issues in microfinance

Key Issues

- á Do men and women differ in their patterns of credit use (e.g., type of loans, number of loans, interest rates, arrears, defaults, amounts borrowed, effective use)?
- á Are there significant numbers of women farmers, enterprise owners, producers, workers, or household heads in the client population?
- á Do women and men have separate credit unions or savings and loan groups?
- á Does the beneficiary population have access to finance from both formal and informal sources? Are there differences in access for women and men?
- á If women's access to credit is more restricted than that of men, how does this relate to women's property rights and ability to provide collateral? What are other constraints on women's access to credit?
- á Will the project change existing patterns of relative access to credit for women and men?

TIP

Include
leadership
training for
women among
the project
components

Key Strategies

- á If the project aims to encourage new forms of savings and credit groups, ensure that these will be accessible to women.
- á Establish women's savings and loan groups.
- á Consider policy or legal changes to facilitate women's participation in new forms of savings and credit groups.
- á Include special provisions to increase women's access to credit and encourage saving. (Consider

information, communication and training strategies, and terms that give poor women or women household heads improved access.)

- á Consider providing women's skills development training in setting up a business, product development, managing business, marketing, etc.
- á Ensure that field workers and NGOs use female mobilizers, trainers, and loan officers to work with women.
- á Consider contracting NGOs to mobilize women and to form groups.
- á Since women are generally marginalized from decision making, consider leadership training for women.

Did women help set the project objectives and were they involved in project planning and design?

Promote women's participation in savings and credit groups through changes in laws and policies

Box 9 illustrates how gender issues were dealt with in a rural development project in Indonesia.

Box 9

Community Empowerment for Rural Development in Indonesia**CASE STUDY**

The project is aimed at reducing poverty in 11 districts in six Indonesian provinces by increasing the incomes of about 110,000 poor families beyond the poverty line and empowering the rural poor to plan and manage activities that affect their livelihood. This objective will be achieved through participatory village planning and the formation of community-based savings and loan organizations (CBSLOs), which will provide the rural infrastructure needed to link the urban and rural areas.

Indonesia has about 4.3 million poor households, of which 0.5 million are headed by women. One in every 10 households headed by women is poor.

Rural women in the project area contribute to economic development in major ways through their involvement in agriculture, petty trading, and wage labor activities. However, they are constrained by low wages and lack of access to capital, skills training, appropriate technology, and market facilities.

The project aims to deal with these constraints. Women will compose half of the membership of CBSLOs for microenterprise development, half of those who will undergo capacity-building and leadership training, and half of the project facilitators in the villages. The recruitment of women facilitators will create job opportunities for women from the community.

Women's groups will be formed in the villages to take part in village planning. Women will thus be able to identify the constraints on their economic activities and livelihood and have their needs considered in the local government's development plan. Women's participation in the village planning recognizes women's important role in the village economy and community affairs.

The CBSLOs will provide women with access to microcredit from banks in the formal sector for expanding their microenterprises or investing in new ones. Women will thus be able to invest in both farm and nonfarm enterprises to create productive assets. Through the urban-rural linkage component of the project women's enterprises will gain access to marketing facilities.

Women will receive human development and leadership training to improve their capacity to voice out their needs in village planning and in the operation and management of CBSLOs. The CBSLO management committee will include a woman leader.

Gender and development consultants will be recruited, women's NGOs will be involved in project implementation, women will be given equal participation in microcredit activities and in operation of CBSLOs, and a gender-disaggregated monitoring system will be installed.

Gender issues in industrial crops and agro-industry

Key Issues

- á Are data about the population(s) in the project area disaggregated by gender (population, socioeconomic characteristics, gender division of labor, and time inputs in the main productive activities)?
- á What percentage of farming households are headed by women? In what percentage of these is there an absent (emigrant) husband?
- á What field tasks are traditionally performed by women, and which by men?
- á Which processing and support service tasks are normally performed by women, and which by men?
- á What factors determine tasks defined as women's work or men's work?
- á How will any new technologies introduced affect the work done by women?
- á How will changes proposed within the project affect the gender division of labor in the areas to be covered?
- á What is the pattern of land ownership on family farms? To what extent do women own or co-own land or have the right to use land?
- á How are decisions made about what to plant on which fields, and by whom?
- á Who controls the earnings from cash crops? How are they distributed within the family? How are earnings allocated and spent?

TIP

**Consider
recruiting
women from the
community as
field workers**

- á How are men's earnings from agricultural production spent? How are women's earnings from agricultural production spent?
- á Could increased cash crop production lead to a loss of land for women's household subsistence farming? With what effects?
- á What constraints prevent women from growing and marketing cash crops?
- á Does the female household head have legal ownership rights, rights to production from land, rights to earnings from production? What are these rights?
- á How do the farming operations of female-headed households compare with those of other farms in the area with respect to:
 - involvement in commercial cash crops;
 - use of inputs (chemical fertilizers, improved seeds);
 - access to labor at requisite points of time; or
 - agricultural technology used?

Key Strategies

- á Provide employment and income-generating opportunities for women as well as men in the project.
- á Ensure that women and men receive the same remuneration for any project-related employment.
- á If an agricultural estate will be developed, ensure that it will be easily accessible to the communities from which labor is being recruited, or else that adequate transportation facilities will be available and that these will be accessible to women and appropriate for their use.

- á Provide services on the estate to improve women's well-being, such as maternity, health and child-care facilities, or women's literacy classes.
- á Consider incorporating new technologies in the project to save women's time and effort and make their labor more productive.
- á Ensure that land is available for women's subsistence crops.
- á Try to provide some inputs for food crop production.
- á Ensure that women are provided with equal access to cash crop production.

Box 10 gives an example of gender mainstreaming in a crop diversification project in Nepal.

Box 10

Nepal Crop Diversification Project

CASE STUDY

Women's critical role in agricultural production and food security in Nepal has been largely undervalued, and they have had less access to the benefits of agricultural development programs. The project is designed to address this imbalance by promoting a farmer group approach to the production and marketing of agricultural crops.

Women farmers will form groups to gain better access to technical marketing and extension services. Women will be trained to take leadership positions in mixed farmers groups. The women farmers' groups will provide forums for women farmers to identify their needs as a group and to negotiate for agricultural extension services from the government and for links with agriculture service centers and local markets.

Women and men farmers will undergo gender sensitization training to develop their understanding of one another's needs and to facilitate the formation of networks of women and other farmers' groups for crop diversification, production, and marketing. Agricultural extension staff will be trained to draw up field extension manuals that address the needs of both women and men farmers. A gender-disaggregated community monitoring database system will ensure the participation of women and men farmers in project activities.

Gender issues in livestock

Key Issues

- á What roles do women and men play in livestock husbandry and care in the project area?
- á For which aspects of animal care are women mainly responsible, e.g., with which of the following activities are women involved daily or regularly:
 - collection and fodder preparation, feeding;
 - watering;
 - cleaning;
 - herding;
 - milking, sheaving, or other harvesting activities; or
 - care of sick animals?
- á How will the project affect the amount of labor men and women spend on livestock care? Will women and men do more work or less?
- á If the project involves new productive tasks, will these be done by women or by men? Will the labor have to be shifted from other activities? How will such changes affect women?
- á Will the project inputs to livestock development change women's roles in the overall farming system? How?
- á If the care of large livestock is thought to be a responsibility of the men, do women actually do some of the work? How much?
- á If commercial livestock production technologies are provided to men, how will women's traditional workload and responsibilities be affected?

- á Will the project create extra work for women? If so, how will they benefit from it?
- á Will new livestock production methods or new forms of livestock affect land use? Will they affect women's access to land?
- á Do women have access to the resources (land, credit, capital) to participate in the project and to benefit from the improved stocks, feeds, or other inputs?
- á Are women included in processing or marketing cooperatives or in communal projects?
- á Do women own the animals they tend, and do they have control over or access to the income derived from the sale of meat, eggs, milk, etc.?

Key Strategies

- á Include women among the intended recipients of improved animals or other project inputs.
- á Consider a project that supports small livestock production as this is often the responsibility of women.
- á Consider ways in which time and labor can be used more efficiently in livestock care, without diminishing women's participation and control.
- á Where women and men have separate incomes and separate financial responsibilities, safeguard the normal income sources of women and support new income-earning opportunities for them.
- á Provide women with basic veterinary training to protect their livestock.
- á Ensure that any training provided is conducted in the village rather than in towns since women's physical mobility can be an issue.

TIP
Provide
women
with basic
veterinary
training to
protect their
livestock

- á Engage NGOs to mobilize and train women in livestock production and marketing.
- á Ensure that all technical inputs and services are provided to women.

Box 11 illustrates the gender issues considered in a typical livestock project.

Box 11

Participatory Livestock Project in Bangladesh

CASE STUDY

The project preparatory technical assistance identified several gender concerns and issues such as the lack of attention paid to women's overwhelming role in livestock production and their lack of access to extension, credit, and markets. It demonstrated that women do much more significant work in small-livestock raising than men, and yet are largely ignored in the training and extension programs of government agencies. Such programs are held in central locations, preventing the participation of women because of their lack of mobility. Women also lack access to credit which they need to expand their livestock holdings. Nongovernment organizations (NGOs) have organized extension and training programs in villages where women's participation has been very high. NGOs have likewise demonstrated ways in which women can be provided access to microfinance for purchasing livestock and equipment, and access to technical services even in villages not covered by government veterinary services.

The project has addressed gender concerns in its design by treating women as significant economic actors in their own right. Seventy to eighty percent of primary beneficiaries will be women. Microcredit will be supplied through NGOs to 340,000 households, particularly female-headed households, and landless women, for smallholder poultry, beef-fattening, and goat-rearing enterprises. Village-based extension services and training will be provided to women by NGOs. About 10,800 women will be trained and provided with credit to establish village-based feed supplies, vaccination, and marketing services.

Appendix

Terms of reference for gender specialist

The consultant should have a postgraduate degree in gender/women's studies and considerable expertise in designing gender-responsive projects in agriculture and rural development, particularly in the Asia/Pacific region. The consultant's responsibilities will include, but not be limited to, the following tasks:

- á List major GAD-related policies affecting the sector at the national and provincial levels.
- á On the basis of a survey of available information, identify GAD issues that need to be particularly studied for project preparation.
- á Conduct a gender analysis.
- á Design a representative household survey aimed at obtaining data on the gender division of labor in farming and related productive activities and in reproductive work; women and men's access to resources, services, and markets; and the likely impact of all these on project activities.
This task will involve an analysis of:
 - gender-based patterns of work allocation and their relative rigidity;
 - access to and control over productive resources;
 - patterns of male and female access to benefits arising out of their labor (wages, incomes and profits, savings) and control over the use of such benefits;
 - relative access of women and men to training and extension for improved productivity and incomes; and
 - gender-based opportunities and constraints on participation in decision making.
- á On the basis of this gender analysis, develop and recommend mechanisms, strategies, and design features through which the project may address the practical needs of women and men and help improve the strategic position of women by suggesting:
 - ways of improving women's access to productive resources required under the project, as well as avoiding any negative effects of the project on women's position;
 - ways of improving women's participation in training, and their access to information and extension services;
 - measures to improve their access to basic services in order to reduce domestic drudgery, increase their leisure time or give them more time for additional income-earning opportunities, and generally improve their quality of life;
 - steps to facilitate women's participation in producers' organizations to give them access to services, inputs, and markets; and
 - support for women's savings and credit activities through group formation, training, and linkage with microfinance services.
- á At the level of strategic gender needs, on the basis of the foregoing gender analysis, the consultant will:
 - identify opportunities and strategies to facilitate the organization of women into separate groups or subgroups for training and capacity building in preparation for their participation in mixed groups;
 - identify ways to promote women's full participation in decision making with regard to project planning, implementation, access to benefits from the project, and management, monitoring, and evaluation;
 - strengthen women's social status in the household and the community with regard to decision making and access to development opportunities;
 - ensure that the results of the gender analysis are incorporated in the project design, implementation, and evaluation; and
 - prepare a gender strategy that clearly specifies how the project will address GAD concerns to be annexed to the Report and Recommendation of the President.

Selected references

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