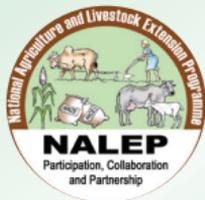


REPUBLIC OF KENYA



Ministry of Agriculture and Ministry of Livestock Development

**A GUIDE FOR
MAINSTREAMING GENDER IN THE
AGRICULTURAL SECTOR**



The National Agriculture and Livestock Extension Programme (NALEP)

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ABBREVIATIONS

AfDB	African Development Bank
ASDS	Agriculture Sector Development Strategy
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women
GAM	Gender Analysis Matrix
NALEP	National Agriculture and Livestock Extension Programme
NASEP	National Agricultural Sector Extension Policy
PCM	Project Cycle Management
PLA	Participatory Planning and Action
SIDA	Swedish International Development Agency
SRA	Strategy to Revitalize Agriculture
UNECA	United Nations Economic Commission for Africa

GLOSSARY OF WORDS AND ABBREVIATIONS

Gender:

Gender is defined as a social relationship between men and women, as prescribed by society. The term distinguishes the socially constructed from the biologically determined attributes of being male or female. In nearly all cases, the relationship is unequal in terms of labour, access to and control over resources, benefits and overall power relations. Because gender is socially constructed, it varies within and between cultures and also over time.

Gender Relations

Gender relations refer to a complex system of personal and social relations of domination and power through which women and men are socialized. These relations determine access to power and material resources.

Gender Analysis

A method that explores and highlights the relationships of women and men in society and the inequalities in those relationships. The analysis seeks the following information. Who does what? Who has what? Who decides? How? Who gains? Who loses? Gender issues identified form the basis for gender mainstreaming.

Gender Issues/Concerns

Specific inequalities between men and women that are associated with their. Defined roles and positioning in society.

Gender Mainstreaming:

This is a development strategy which ensures that the needs, entitlements and experiences of men and women are taken into account in every project, program and within institutions. It is a strategy for making the concerns and experiences of women as well as men an integral part of the design,

implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres. Mainstreaming ensures that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

Gender Sensitivity

The ability to perceive existing gender stereotypes, issues and inequalities and taking appropriate action. Gender-sensitive planning uses specific methods and tools to provide women and/or men (whoever is disadvantaged) more opportunities for their participation in the development process and to measure the impact of planned activities on women and men.

Gender Equality

A situation where men and women are seen to be equal, provided with equal opportunities in the society, enjoying equal benefits and are treated the same before the law.

Gender Equity

About fairness and justice, about people receiving their worth in relation to their input and contribution. Equity measures, such as the affirmative, action are used to correct historical imbalances in development.

Affirmative Action

This is an action taken on a temporary basis in favour of a disadvantaged group to help correct inequalities that have emanated from direct and indirect consequences of past discrimination. This is a form of gender mainstreaming.

Gender Blind

Is when the importance of gender is not recognized and is completely omitted from documents. No references are made thus eliminating the possibility, responsibility and accountability for addressing inequalities.

Practical Gender Needs / Interests

Practical needs/interests are those that are related to immediate needs, often related to inadequacies in living conditions such as water, health, energy, food etc. They make existence more tolerable but often fail to change the status quo of target groups.

Strategic Gender Needs/Interests

These refer to factors and systems that initiate and sustain gender inequalities. Addressing them leads to transformation of existing imbalances of power between women and men since these are imbalances that exist because of women's subordinate social status. Often works on the culture, attitudes and behaviour, policies and legal rights, among others.

Empowerment

The systematic gathering and examination of information on gender differences and social relations, in order to identify, understand and redress inequities based on gender.

Gender Budgeting

A Gender Budget is one which demonstrates sensitivity to different needs and Privileges, rights and obligations, which men and women have in society and an effective approach to gender mainstreaming. A gender budget will, in mobilization of resources, recognize the different needs of men and women and their respective contributions in the production of goods and services and human labor. The budgeting exercise is guided by issues of who is affected, who is doing what, who is contributing what and how much. Such sensitivity will minimize the possibility of using the budget and the budgeting process as a tool to further increase gender gaps in a given society.

FOREWORD

This is a Gender Mainstreaming Guide for Kenya's Agricultural Sector. The toolkit aims at assisting policy makers, technical teams and local organizations to recognize and address gender concerns in all operations. It will in addition help to standardize gender mainstreaming approaches within the sector, thus making it possible to compare results between and within organizations. The guide is informed by the past and current gender mainstreaming efforts in NALEP ,the Ministry of Agriculture, the Ministry of Livestock Development, Research Organizations and other local and international organizations.

Tom Bonyo

Programme coordinator NALEP

1 Background

Kenya's agricultural sector is critical to the country's development as a foundation towards sustained economic growth capable of moving Kenya into "middle-income" level nations. The sector contributes about 24 percent of the country's Gross Domestic Product (GDP) and 60 percent of the total export earnings. Through links with manufacturing, distribution, and the service sector, agriculture indirectly contributes a further 27 percent of the country's GDP. The sector contributes about 45 percent of Government revenue, besides supplying over 75 percent of the raw materials for industrial use. It also supports close to 80 percent of the country's population which lives in the rural areas and derives its livelihood from agriculture and related activities.

The National Agriculture and Livestock Extension Programme (NALEP) is one of the major contributors to improved growth of the agricultural sector. The programme is implemented by the Ministry of Agriculture (MoA) and the Ministry of Livestock Development (MoLD) as a reform programme within the framework of the National Agriculture Sector Extension Policy Implementation Framework (NASEP-IF). The four year Programme (2007-2011) has a national coverage. Its overall goal is to contribute to socio-economic development and poverty alleviation, through promotion of sustainable technologies for natural resource management in agriculture and livestock production. Its long-term purpose is: To increase effectiveness of integrated extension services to farmers and agro-pastoralists. To achieve the above goal, the Programme has identified the following specific objectives:

- a) To institutionalize demand-driven and farmer-led extension services;
- b) To increase the effectiveness of pluralistic provision of extension services;
- c) To increase the participation of private sector in providing extension services;
- d) To empower farmers to take charge of Project Cycle Management of extension projects;
- e) To develop accountability mechanisms and transparency in delivering extension services;
- f) To facilitate commercialisation of some of the agricultural extension services.

2 WHY GENDER MATTERS

2.1 Gender inequalities undermine agricultural productivity

Emerging empirical evidence shows that gender inequalities impact negatively on families and the larger economy, a finding supported by emerging macroeconomic analyses on Africa by the United Nations Economic Commission for Africa (UNECA), the African Development Bank (AfDB) and the World Bank. For example, in “Can Africa Claim the 21st Century?” (2000), a study by the three institutions concludes that, gender inequality is both an economic and social issue, and that greater gender equality could be a potent force for accelerated poverty reduction in Africa¹. Comparative evidence from Kenya suggests that men’s gross value of output per hectare is 8 percent higher than women’s. However, if women had the same human capital endowments and used the same amounts of factors and inputs as men, the value of their output would increase by some 22 percent. Similar results have been recorded in other countries, such as Tanzania, and Burkina Faso.

Gender and Growth: Missed Potential

Burkina Faso: Shifting existing resources between men’s and women’s plots within the same household could increase output by 10-20 percent.

Kenya: Giving women farmers the same level of agricultural inputs and education as men could increase yields obtained by women by more than 20 percent.

Tanzania: Reducing time burdens of women could increase household cash incomes for smallholder coffee and banana growers by 10 percent, labor productivity by 15 percent and capital productivity by 44 percent.

Zambia: If women enjoyed the same overall level of capital investment in agricultural inputs, including land, as their male counterparts, output in Zambia could increase by up to 15 percent.

Source: Various, in Blackden and Bhanu, 1999.

Saito et.al (1994) concludes that if these results held true in Sub-Saharan Africa (SSA) as a whole, simply raising the productivity of women to the same level as men could increase total production by 10 to 15 percent.

1 Economic Commission for Africa. 2004. *The Missing Link in Growth and Sustainable development: Closing the Gap*.

Because ignoring gender so significantly undermines agricultural productivity, welfare of families and the larger economy, it is critical that gender mainstreaming becomes central to planning and resource allocation.

2.2 Agricultural Sector Characterized by Major Gender Inequalities²

Kenya's agricultural sector is characterized by gender inequalities that hurt the performance of the sector. The inequalities are found within institutions, programmes, communities and households.

2.2.1 Institutional Gender Concerns

- a) Absence of a Gender Sector Policy to guide gender mainstreaming within the entire sector.
- b) Current gender mainstreaming machineries and mechanisms are not strong and high enough in the hierarchy to reflect the commitment and accountability of the sector to gender mainstreaming.
- c) Sector Budgets are not gender-sensitive i.e. not reflecting the different needs and circumstances of men and women.
- d) While representation of women has grown steadily in the last decade, there are still gaps that need to be addressed.
- e) Agricultural technologies and infrastructure are not always sensitive to the needs of male and female staff, and male and female farmers.
- f) While there have been significant improvements in the work environment, there are still areas that require attention, including facilities and technologies.
- g) Resources for gender mainstreaming work are considered inadequate
- h) Although a lot of effort has gone into training, gender capacity is still inadequate, particularly in some geographical areas.

2.2.2 Programme-based Gender Issues

- a) Baselines are not fully engendered, i.e. not fully disaggregated by sex, particularly on access to and control over factors of production, resources, benefits and leadership. Factors of production include land, credit, skills, among others.

² Gender Assessments Reports (2007-2008) & Strategy for Revitalization of Agriculture (SRA-2004).

- b) Program objectives are not fully engendered, i.e, they do not fully reflect the differential circumstances and needs of men and women.
- c) Implementation plans do not fully take into account the different situations of men and women.
- d) Program outcomes are not well engendered, for example, yield, income, leadership etc.

2.2.3 Community and Household-based Gender Concerns

- a) Heavy workloads for women. Compared to men, women operate under serious time constraints, thus limiting their efficiency and ability to respond to changing economic opportunities.
- b) Women operate under serious resource constraints. Important resources include land, extension services, finances, farm implements, among others. All these have been shown to greatly undermine productivity.
- c) Women's limited control over benefits accruing from their input and contribution to agriculture. The disincentives thus created undermine women's interest and motivation to invest and work on the land and instead, seek other options that directly benefit them. In the end, agricultural production and productivity decline.
- d) Women are under-represented in local institutions that make significant decisions regarding local development.
- e) Often, women have weak leadership skills and lack confidence due to kinds of socialization they have been subjected to. Representation in terms of numbers is therefore not enough and additional support and mentoring, in forms of leadership training and exposure, would be necessary to get them to participate in ways that they can significantly influence the development agenda.

2.2.4 National Level Gender-Mainstreaming Commitments and Efforts

- a) Kenya is a signatory to the Beijing Platform for Action, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the Millennium Declaration and the Millennium Development Goals (MDGs). At the national level, Kenya has taken concrete steps to ensure systematic gender mainstreaming in the entire development process.

- b) Development of a National Gender Policy for Development and Equality (2000). The Policy provides a coherent and comprehensive overall framework for guiding sectors and agencies involved in gender work. It outlines strategies and actions to be taken in diverse areas, including the economic, poverty and livelihoods; law, political participation and decision-making; education and training, health and the media.
- c) Development of a National Commission on Gender & Development Act created (2003) and in 2004, establishment of a National Commission on Gender and Development. The Commission is an oversight body that appraises the performance of the government institutions on matters of mainstreaming gender concerns. It also strengthens National Machineries which support gender mainstreaming and advises the government on all matters related to gender.
- d) In 2005, the country established the Ministry of Gender, Children and Social Development (2005). The Ministry's overall objective is to ensure women's empowerment through mainstreaming the needs of women, men, boys and girls in all sectors of development in order for them to participate and benefit from development. Its current Workplan (2008-2012) reflects the Ministry's mandate.
- e) In 2006, the Government created a framework for implementation of the Gender Policy, through the Sessional Paper No. 2 of 2006 on Gender Equality and Development. The paper recognizes that development initiatives impact differently on men and women and therefore the importance of assessing potential differential impacts before investments are made.
- f) In 2008, a Presidential Directive was issued, requiring a minimum 30 percent threshold for women representation in senior positions in the public service (2007).
- g) In 2009, gender was incorporated into Kenya's Public Sector Performance Contracting guidelines. State Corporations, Local Authorities, Public Universities and Tertiary Institutions are required to submit quarterly reports on gender mainstreaming efforts to the Ministry of Gender, Children and Social Development. This strategic

action is meant to hold organizations and individuals accountable to all aspects of gender mainstreaming.

h) Vision 2030, the framework driving Kenya's development and which aims at making Kenya a "globally competitive and prosperous nation with a high quality of life by 2030, is explicit on gender mainstreaming. The Vision has three pillars; (1) the economic (2) political and (3) social. Gender dimension falls under the social pillar. Some of the expected actions under gender, include, (1) development of a framework/policy to guide mainstreaming activities, (2) identification of gender concerns, needs and priorities and devise ways to address them, (3) compliance with the minimum 30% level of women representation in policy and (4) collection of sex disaggregated data to guide programming. The Vision's first Medium Term Plan (2008-2012) actualizes these aspirations. The plan commits itself to the following:

- Mainstreaming gender in all government policies plans and programmes to ensure that the needs and interests of each gender (i.e. women and men, girls and boys) are addressed.
 - Recognizing and acknowledging the various ways in which women make a contribution to the economy and indeed, the society as a whole. This will bring considerable degree of gender awareness in all ministries and government agencies.
 - Operationalizing and strengthening gender divisions in all Ministries and state corporations to enhance gender mainstreaming process.
 - Ensuring implementation of affirmative action to ensure that women have at least 30 per cent representation in recruitment, promotion and appointment at all levels.
 - Increasing funding towards the Women Enterprise Fund.
 - Ensuring that an efficient legal system is put in place to help protect the rights of individuals and reduce gender-based violence and other human rights violations on vulnerable groups.
- The Strategy for Revitalization of Agriculture (SRA, 2004) recognizes the important role played by women and their visibly disadvantaged position. It recognizes that any strategy for getting a vibrant agricultural

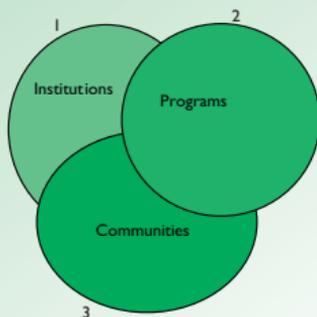
sector must of necessity center on removing gender barriers in order to give the economy a head-start. It further acknowledges the high incidence and prevalence of poverty among women and their higher vulnerability.

- The Agricultural Sector Development Strategy (ASDS) recognizes that women contribute over 70 percent of labour in household, both in reproductive activities and in agricultural production. Whereas the constitution provides for equal rights and privileges for men and women, their interpretation, through common laws and social conventions, often conflict. Despite their contribution, women have less access and control over productive resources such as land and financial resources. To address these inequalities, the strategy plans to develop a gender policy to facilitate empowerment and mainstreaming of needs and concerns of women, men, girls and boys so that they can participate and benefit equally from development initiatives. This will also promote the use of gender analysis and gender based budgeting in all community-based development programmes.

3 MAINSTREAMING GENDER INTO THE AGRICULTURAL SECTOR

3.1 Gender Mainstreaming Framework

Gender inequalities and concerns transcend different areas of Kenya's agricultural sector, including institutions, programs and households. An effective gender mainstreaming strategy therefore has to concurrently address issues at all these levels and work at the intersections rather than just within the levels.



3.2 Approach to Gender Mainstreaming in Organizations:

3.2.1 Gender Audits

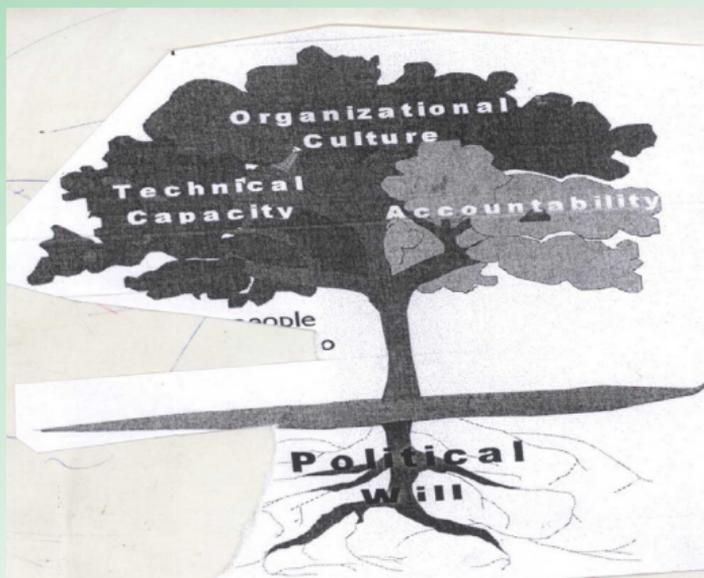
A gender audit is a planning tool to identify how gender issues are understood and addressed in an organization and to clarify where improvements can be appropriately made. Gender Audits involve an assessment of organizations and its programs. Key areas of focus include:

Organizational	Programming
<ul style="list-style-type: none"> • Political Will • Technical Capacity • Accountability • Organizational Culture 	<ul style="list-style-type: none"> • Diagnosis-Needs Assessments and Baselines • Program planning and design • Implementation • Monitoring and Evaluation

3.2.2 Organizational Pillars

Gender mainstreaming in organizations and programs is usually preceded and informed by gender audits. A gender audit tool, developed by

InterAction (2004) is a good tool to use. The tool has four pillars: (1) Political Commitment Pillar, (2) Technical Capacity Pillar, (3) Accountability Pillar and (4) Organizational Culture³ Pillar⁴. To be successful, any gender mainstreaming strategy must build on all four pillars.



- a) **Political Will.** This is the way in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working towards gender equality in the organizations. Level of commitment is derived from public pronouncements, commitment of staff time and resources and establishment of needed policies and procedures, among others. This commitment drives the other three pillars.
- b) **Technical Capacity** is about level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes.
- c) **Accountability** is about mechanisms by which an organizations

3 Gurung, B. 2008. *Gender Mainstreaming Framework*. CGIAR. PRGA. CIAT.

4 InterAction (2004).

determines the extent to which it is ‘walking the talk’ in terms of integrating gender equality in its programs and organizational structures. Most times, gender work is tucked away in small sections that are under-resourced and too low to have credibility. Building gender into job descriptions, work plans, performance contracts, strategic plans, policies, programs and Monitoring and Evaluation (M&E) systems commits all within the organization to focus and deliver on stated targets.

- d) **Organizational Culture is about** norms, beliefs and codes of behaviour in an organization that support or undermine gender equality. How people relate; what are seen as acceptable ideas; how people are expected to behave; and what behaviours are rewarded. A culture that promotes equality provides good environment and ground for gender mainstreaming.

3.2.3 A Model Gender Sensitive Organization

A Gender Sensitive Organization has the following characteristics.

Profile/Characteristics	Details
Strong political will	○ Reflects conviction and commitment to gender mainstreaming in all operations
Presence of a Gender Policy Statement	○ A stated policy affirms commitment to gender equity in programs and organizational policy. It includes values and principles and a mission that will guide the organizational direction
Demonstrated commitment of senior management	○ Top management fully supports policies that may result in substantial change within the organization
Strong and highly positioned coordination machinery	○ A gender office has responsibility for monitoring gender practice, providing gender training and giving programmatic support to the organization.
Strong resource base	○ Availability of both human and financial resources ensures effective implementation of activities

Gender sensitive personnel and work policies	<ul style="list-style-type: none"> ○ Treatment of men and women is conscious of their different needs and circumstances. Communication is inclusive and addresses women and men's concerns equally
Gender-focused programming	<ul style="list-style-type: none"> ○ All programs and activities are analyzed from a gender perspective with attention to the participation of women and men and the impact on women and men ○ Data are disaggregated on the basis of sex. Gender analysis of projects is conducted on routine basis and projects are adjusted to reflect the finding. Programs are monitored and evaluated often for gender impacts ○ Projects include men and women in their operations
Gender responsive Budgets	<ul style="list-style-type: none"> ○ Allocation of financial resources based on differential needs and circumstances of men and women
Reporting mechanisms & level of disaggregation of data, outputs, outcomes and impacts	<ul style="list-style-type: none"> ○ Entire Monitoring and Evaluation system is fully engendered-Goal, Purpose, Outputs, Inputs

3.2.4 Mainstreaming Gender in Organizations (including programs)

3.2.4.1 Organizational Gender Audit

An organizational Assessment is anchored on the four pillars discussed above: Political Will, Technical Capacity, Accountability and Organizational Culture. (Detailed instrument in Annex 1). Some of the areas to check on:

1: Political will

- a) A written gender policy that affirms a commitment to gender equity
- b) A gender policy operational plan that includes clear allocation of responsibilities and time for monitoring and evaluation
- c) Inclusion of gender in strategic planning for organizational activities
- d) Ownership of the gender policy by staff
- e) Management taking full responsibility for the development and implementation of the gender policy.
- f) Existence of gender mainstreaming coordination mechanism and where placed-whether high enough to be effective
- g) Representation and participation of men and women in different levels and structures
- h) Gender sensitivity of the organization's advocacy and marketing policies and plans
- i) Gender sensitivity of organization's budgets- adequate financial resources to support gender integration work

2. Technical Capacity

- a) Resources allocated for building staff capacity on gender
- b) Regular training of staff on gender
- c) Gender awareness and sensitivity of senior management

3. Accountability

- a) Gender awareness included in all job descriptions
- b) Gender awareness included in job performance contracts
- c) Monitoring and evaluation ensuring that data collected and results are engendered
- d) Staff held accountable for effective gender mainstreaming.

4. Organizational Culture

- a) Management showing respect for diversity in work and management styles in the organization
- b) Existence of a written equal opportunity policy
- c) Flexible work arrangements in the organization
- d) Maternity and paternity leave policy

- e) Child care and dependent care leave policy
- f) Promotion of teamwork, involving both men and women as equal partners
- g) Encouragement of gender sensitive behavior, for example in terms of language used, jokes, comments etc.
- h) Gender issues taken seriously and discussed openly by men and women in the organization
- i) Gender stereotyping addressed and countered by individual staff members and the organization

3.3 Engendering Programs and Projects

3.3.1 The Project Cycle Management (PCM).

Programs deliver services and products. Level of gender sensitivity of programs determines who influences, who has access to these services, who uses and the appropriateness for men and women. The elements of gender sensitive programs are: engendered baselines, objectives, gender sensitive implementation frameworks and engendered monitoring and evaluation systems.

Engendering Programs/Projects: Checklist

Stage 1: Identification and Appraisal

- a) Ensure that the benchmark surveys or baselines are gender sensitive-a gender assessment, including gender roles and responsibilities, access to and control over resources and overall participation and representation of men and women.
- b) Undertake an initial gender study or analysis to identify gender issues and inequalities and the potential negative impacts of project interventions on women as well as men.
- c) Identify gender-related goals and priorities based on available information and consultation with the stakeholders.
- d) Conduct a gender sensitive social assessment to broadly cover social, cultural and economic aspects, if possible
- e) Assess the institutional capacity for integrating gender into development activities

Stage 2: Design and Appraisal

- a) Ensure gender is integrated into goals, objectives and targets
- b) Plan for developing capacity to address gender issues and to monitor and evaluate progress
- c) Set up monitoring and evaluation system:
 - Adopt and “engender” the Logical Framework –engender inputs, outputs, outcomes and impacts
 - Identify and select key gender-sensitive indicators on inputs, outputs, outcomes and impacts
 - Develop/select the ‘best’ data collection methods and decide on timing

Stage 3: Implementation

- a) Carry out capacity development for integrating gender.
- b) During Supervision
 - Collect gender-sensitive data based on the selected indicators
 - Monitor progress against targets set for the period under review and feedback results into the system to allow for mid-term corrections

- c) During Mid-term Evaluation
 - Assess impact of programs on gender and make corrections if needed to obtain expected gender-related outcomes

Stage 4: Monitoring and Evaluation

- a) Ensure sex disaggregated data is collected-inputs, outputs, outcomes, impacts
- b) Ensure sex-disaggregated data is analyzed and gaps identified-identify differential impacts of projects and activities.
- c) Ensure gender gaps identified are addressed

Stage 5: Implementation Completion

- a) Assess the impact of gender integration in the overall project context
- b) Assess the impact of project interventions on men and women
- c) Derive and share lessons that can feed into the overall development goals and objectives

3.3.2 Communities/Households

3.3.2.1 Data Sets

Agricultural production of occurs within households and communities. Understanding the culture, attitudes, practices and inequalities is fundamental to addressing these differentials. Important information sets and tools include:

#	Data Category/Set	Information Sought	Tools used
1.	Labor-different roles and workloads	<ul style="list-style-type: none"> Different roles for men, women, boys & girls Workloads in terms of hours of work for men, women, boys and girls 	<ul style="list-style-type: none"> Daily Calendar tracing waking and sleeping hours, work done, leisure etc Harvard Framework-capturing daily calendar and different roles-reproductive, productive and community work
2.	Access to and control over productive resources-land, inputs, income, skills	<ul style="list-style-type: none"> Resources that exist and are needed and who can use (access) and who controls (makes decisions) 	<ul style="list-style-type: none"> Harvard Framework and Caroline Moser
3.	Access to and control over Benefits	<ul style="list-style-type: none"> Benefits from work done by different family members and who can use and who makes decisions 	<ul style="list-style-type: none"> Harvard Framework Engendered PLA tools-e.g. Benefit Tree
4.	Empowerment and participation in local and national issues	<ul style="list-style-type: none"> Level at which women are in terms of engagement in local and national matters 	<ul style="list-style-type: none"> Sarah Longwe

3.3.2.2 Common Gender Analysis Tools/Checklists

Many gender analysis tools exist and can be variously used by program teams and communities. Some of the most common include:

- The Harvard Analytical Framework
- Gender Planning Framework
- Gender Analysis Matrix
- Women's Empowerment

a) The Harvard Framework

This was one of the first frameworks designed for gender analysis (1985). It was developed by researchers at the Harvard Institute for International Development (USA) in collaboration with the Women in Development (WID) of the Office of USAID at a time when the 'efficiency approach' to integrating women in development was gaining momentum.

(i) Objectives

- To demonstrate that there is an economic case for investing in women as well as men.
- To assist planners design more efficient projects.
- To emphasise importance of good information as basis for efficient/effective projects.
- To map the work of women and men in the community and highlight differences.

(ii) Main Elements

- Socio Economic Activity profile-who does what, where, when and for how long
- Access and control profile-looks at who has access to and control over resources and benefit
- Analysis of influencing factors-looks at other factors that affect the gender differentiations, past and present influences, and opportunities and constraints
- A checklist of key questions to ask at each stage

(iii) Tools**Tool 1: The Activity Profile**

The tool identifies all relevant productive and reproductive work.

Productive Work

This involves the production of goods and services for consumption and trade (in employment and trade)

Reproductive Work

Reproductive work involves the care and maintenance of households, including bearing and caring for children, preparing food, collection of water, fuel, housekeeping etc.

Information:

- Who does what?
- Where do they do it?
- How do they do it? manually, machine etc
- When do they do it? period of the day, season, month etc
- How long do they do it? Overall workload different members of the family-in terms of hours.
- Strategies for addressing inequalities between different members of the family.

The Harvard Framework

Category of work	Men	Women	Boys	Girls	Other
Reproductive work					
Fetching water					
Fetching firewood					
Cooking					
Housekeeping					
Etc.					
Productive work					

Clearing the farm					
Planting					
Weeding					
Spraying etc					
Employment					
Business					
Etc.					
Community work¹					
Building schools					
Funerals					
Weddings					
Managing projects					

Tool 2: Access to and control over resources and benefits.

Access means ability to use but no power over resources such as land, livestock etc. Control is about power and decision-making. Process begins with identifying important resources and establishing who can use, who owns, who controls etc. The process would entail the following:

- Listing resources available at family and communal level
- Establishing who can use and who cannot-whether they need permission to use
- Establishing who makes decisions on use and disposal
- Potential impacts of not having either access or control
- Strategies for addressing the constraints

Key Concepts:

Access. Refers to user rights but not power or control

Control. Power and decision-making

Process: Establish the benefits and find out who has access to and control over them. Find out if those with power over benefits are the individuals who worked to produce the goods and services. The process:

- List benefits from work done
- Establish who can use and who cannot-whether they need

permission to use

- Establish who makes decisions on use and disposal of benefits
- Possible impacts of not having either access or control over benefits
- Strategies for addressing the constraints

Component	Access		Control	
	Men	Women	Men	Women
Resources <ul style="list-style-type: none"> • Land • Equipment • Labor • Cash • Education /training • Etc 				
Benefits <ul style="list-style-type: none"> • Outside income • Asset ownership • Basic needs (food, clothing etc) • Education • Political power/prestige 				

Tool 3: Influencing Factors

This tool allows analysis of factors underlying gender differentials in division of labor and access to and control over resources

Influencing Factors	Constraints	Opportunities
<ul style="list-style-type: none"> • Community norms & social hierarchy • Demographic factors • Institutional structures • Economic factors • Political factors • Legal parameters • Training • Attitude of community to development workers 		

Tool 4: Checklist for Project Cycle Analysis

b) Gender Planning Framework (Caroline Moser)

The framework was developed by Caroline Moser in early 1980s to challenge the Women in Development Approach (WID) which treated women's issues as separate concerns. The goal was the emancipation of women from their subordination and their achievement of equality, equity and empowerment. It focuses on strategic gender needs and related gender inequalities.

Main features

- Gender roles identification - focus on triple roles of women (productive, reproductive and community)
- Gender needs assessment (practical and strategic needs)

Tool 1: Gender Roles identification/triple role:

The roles include productive, reproductive and community work.

Tool 2: Gender Needs Assessment

Two types of gender needs are analyzed.

Practical Needs. These are defined as those which, if they were met, would assist women in their current activities. Interventions which focus on meeting practical needs respond to immediate practical needs related to living conditions such as water provision, health-care, food, and energy, housing and basic services. They do not transform the unequal relations between men and women

Strategic Needs. These are defined as the needs, which if met, would enable women to transform the existing imbalances of power between men and women. These include power and control, legal rights etc. When addressed, they help women achieve greater equality while challenging the subordinate position, including their role in society. Interventions usually:

- Challenge the gender division of labor and workloads
- Alleviate the burden of domestic labor and child care
- Remove institutionalized forms of discrimination such as laws and legal systems biased against women.

Women's practical gender needs	Women's strategic gender needs
<ul style="list-style-type: none"> • Access to seedlings • Access to firewood • Needs related to reforestation and forestry activities • Improved ovens • Marketing of products • Specific training 	<ul style="list-style-type: none"> • Collective organization-e.g. women groups • Right to speak out • Skills in leadership and leadership • Education • Gender friendly policies • Legal review

Tool 3: Disaggregating Control over resources and decision-making within household

- Who decides what?
- How do they decide?

Tool 4: Planning for Balancing the Triple Role

Examines possibilities for differential impacts on workloads-for men and women

Tool 5: Distinguishing between different aims in interventions

These are categorized into:

Welfare. This approach existed in the 1950s. The approach which is less popular today acknowledged women in their reproductive role only and saw them as passive beneficiaries of development interventions.

Equity. Its purpose is to promote equality for women. The approach recognizes women as active participants in development, recognizes their triple role and seeks to meet their strategic gender needs through direct state intervention by giving women and political power.

Anti-poverty. Based on the argument that women are disproportionately represented among the poorest people and its aim is to ensure that this category of women move out of poverty.

Efficiency. Its purpose is to ensure that development is more efficient and

effective through harnessing women's economic contribution. It seeks to meet women's practical needs, recognizing all the three roles.

Empowerment. This is the most recent approach and its purpose is empower women.

Tool 6: Involving women, and gender-aware organizations and planners in planning

The tool emphasizes the need to involve gender aware organizations and planners in mainstreaming gender in their work.

c) Gender Analysis Matrix (GAM)

The tool was developed by Rani Parker and others to measure the different impacts of development interventions on women and men. Here is an example of results from analysis of a potable water project (Ouled Hamouda).

Category	Labor	Time	Resources	Culture
Women	+ don't need to carry big cans of water + no fears on personal security	+ save time + have more time with children	-must pay for water +can have home garden or other small projects	-responsibility for paying for water + opportunity to participate in community project
Men	+ A lot of work, difficult work + learn new skills for work outside community	+take a lot more time to build, dig etc +can stay home with family while working	+potable water available +improved nutrition	+ don't have to worry as much about family while away
Household	+ women feel more secure fetching water-can leave child at home +new activity for entire family	+ women can give more time to child care	+Easy access to potable water +improved nutrition and better health	+ New activity for children-they can help their mother
Community	Establish committees for potable water + learn about services provided by Government	- Less free time for leisure -Many more community meetings to attend	+ more potable water available for all	+ Clean environment + Prestige for Community

Source: Parker 1993, 52

NB: + represents positive impact. – represents negative impact

d) Women's Empowerment Framework (Sarah Longwe)

Its aim is to achieve women's empowerment by enabling them to achieve equal control over factors of production and participate equally in the development process.

Main Features

The Framework introduces five hierarchical levels of equality –the higher you go, the more empowered you get.

Control

Participation

Conscientization

Access

Welfare

Welfare. The level of women's material welfare, relative to men. Do women have equal access to resources such as food supply, income and medical care?

Access. This is defined as women's access to factors of production on an equal basis with men; equal access to land, labor, credit, training, marketing facilities and all public services and benefits.

Conscientization. Defined as conscious understanding of the difference between sex and gender and an awareness that gender roles are cultural and can be changed.

Participation. This is defined as women's equal participation in the

decision-making process, in policy making, planning and administration. It is a particularly important aspect of development projects, where means involvement in needs assessment, project formulation, implementation and evaluation. Equality of participation means involving women in making decisions by which the community will be affected; in a proportion that matches their proportion in the wider community.

Control. This term denotes women's control over the decision-making process through conscientization and mobilization to achieve equality of control over the factors of production and the distribution of benefits. Equality of control means a balance in control between men and women, so that neither side dominates.

e) Capacities and Vulnerabilities Analysis Framework

The aim of the tool is to identify categories of people who need special attention. Often used during emergencies but can be used in general development to help identify groups that need to be put on the path of sustainable development.

(i) Assessment of material capacities and vulnerabilities.

Capacity & vulnerability	Men	Women	Boys	Girls
Climate				
Land				
Health				
Skills				
Decision-making				
Technology				
Credit				
Water				
Food supply				

(ii) Social organizational capacities and vulnerabilities.

This tool is used mainly in emergencies or after a disaster. It focuses on the social fabric of a community and includes the formal political structures

and informal systems through which make decisions, establish leadership or organize various socio-economic activities. Social systems include family and community systems and decision-making patterns within the family and between families. In the case of emergencies and disasters, the following data would be collected:

- Social structures of the community before a disaster and how the system served them in the face of disaster-men and women.
- Impact of the disaster on social organization for men and women
- Level and quality of participation in the structures for men and women

(iii) Motivational and attitudinal capacities and vulnerabilities

These include cultural and psychological factors which may be based on religion, on community history and expectation of emergency relief. Some of the information to seek includes:

- How men and women view themselves and their ability to deal effectively with their social and political environments
- Men's and Women's beliefs and motivations before the disaster and how the disaster has affected them e.g. beliefs, gender roles and relations etc.
- Whether men and women feel they have the ability to shape their lives and whether men and women have the same ability.

Area of Analysis	Vulnerabilities			Capacities				
	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Physical/Material <ul style="list-style-type: none"> o What productive resources, skills, hazards exist? 								
Social/Organizational <ul style="list-style-type: none"> o What are the relationships between people? What are their organizational structures? 								
Motivational/ Attitudinal <ul style="list-style-type: none"> o How does the community (men, women) view its ability to create change? 								

Assessing Gender Sensitivity of Agricultural Technologies

Gender Sensitivity.

Refers to awareness, acknowledgement and insight into the situations of men and women, their roles and responsibilities and potential opportunities for and constraints to participation. It recognizes that men and women have different experiences, needs, issues and priorities and designs different strategies to achieve equitable outcomes for both.

Checking Gender sensitivity

Technical Sensitivity

Who is the user?

How easily (physically) can they manage/operate the technology?

How easily (knowledge and skills) can they manage the technology?

NB: If there are difficulties in (a) and (b), then, the technology is not gender sensitive.

Labor Demand Sensitivity

What are the labor demands of the technology?

What are the current workload (s) of the user (s)

Can the new technology be effectively managed within the current labor constraints/workloads?

NB: If current workloads of intended users are high and the new technology has high labor demand, then it is not gender sensitive.

Economic Sensitivity

What is the cost? Actual cost and resources for ensuring its full use

Can the intended user afford to acquire and effectively manage the technology?

Does the technology replace what was of importance to the target group?

Example, crops women controlled and were critical to household food security.

NB: If the cost is way above what the target group can afford, and no mechanisms have been developed to address the gap, in addition to replacing a significant source of household food security, then the technology is not gender sensitive.

Social Sensitivity

What are the social norms-for men, women, boys and girls in the environment where technology is to be use?

How well is the technology sensitive/aligned to these norms?

NB: If the technology contradicts these norms, then it is not gender sensitive. This can be addressed in a number of ways-in the long-term, try to change attitudes and perceptions, in the short-term, provide technologies close to what is acceptable.

4. MEASURING GENDER-BASED IMPACTS OF DEVELOPMENT

Gender sensitive Monitoring and Evaluation reveals the extent to which a project has addressed the different needs of men and women and has made impact on their lives and overall social and economic well-being. An example is used here to illustrate the process.

Narrative Summary	Performance Indicators	Monitoring & Evaluation: Data Sources	Assumptions
<p>Goal: Revitalization of rural economy and poverty reduction through increased agricultural production and productivity</p>	<ul style="list-style-type: none"> ● Increase in productivity of crops grown by male and female farmers ● Increase in income of men and women farmers ● Increase in per capita food availability in male and female headed households ● Reduction in the percentage of population below poverty line 	<ul style="list-style-type: none"> ● Rural household survey ● National statistical data ● Impact evaluation 	<ul style="list-style-type: none"> ● Growth in agricultural production will contribute to poverty reduction & food security in male & female headed households
<p>Development Objective/Purpose/Outcomes Improvement productivity and incomes</p>	<ul style="list-style-type: none"> ● % increase in average crop yield in men and women farmers' fields over baseline in targeted areas ● Increase in income of men and women farmers ● Increase in number of men and women farmers receiving training in improved agricultural practices ● Improvement in access to productive resources by men and women farmers 	<ul style="list-style-type: none"> ● Baseline data ● Household survey data ● Gender studies ● Mid-term evaluation 	<ul style="list-style-type: none"> ● Macro-economic framework remains favourable ● Gender concerns given attention in planning & implementing activities

<p>Outputs</p> <p>Policy reforms to support agricultural growth</p>	<ul style="list-style-type: none"> • Policy reviews undertaken & policy recommendations adopted to strengthen gender equality • Presence of engendered budgets • Increase in crop productivity in men and women's fields 	<ul style="list-style-type: none"> • Govt. policies and budgets • Crop surveys 	<ul style="list-style-type: none"> • Govt. commitment to gender mainstreaming • Gender concerns taken seriously in planning
<p>Institutional capacity development</p>	<ul style="list-style-type: none"> • Number of male and female extension staff trained on gender • Number of research and extension programs addressing gender 	<ul style="list-style-type: none"> • Supervision reports • Mid-term evaluation • gender study • Time-use studies 	<ul style="list-style-type: none"> • Govt. commitment to gender mainstreaming • Commitment of stakeholders to gender equality
<p>Capacity building of men and women farmers</p>	<ul style="list-style-type: none"> • Number of male and female headed households receiving extension support • Number of extension messages addressing gender issues • Number of male and female farmers targeted • Improvement in quality of participation by male and female farmers • Number of male and female farmers receiving credit 	<ul style="list-style-type: none"> • Progress & supervision reports • Field interviews • Case studies 	

ANNEX 1: GENDER AUDIT QUESTIONNAIRE

A: Gender Policy

This section focuses on the nature and quality of the organization's Gender Policy

Does your organization have a written gender policy that affirms a commitment to gender equity? Tick as appropriate

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Does your gender policy have an operational plan that includes clear allocation of responsibilities and time for monitoring and evaluation? Tick as appropriate.

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is gender taken into account during strategic planning for organizational activities? Tick as appropriate

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Everyone in the organization feels ownership of the gender policy. Tick as appropriate

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

The management takes responsibility for the development and implementation of the gender policy. Tick as appropriate

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

B: Staffing

This section focuses on the gender composition of staff in the organization.

At the **Headquarters**, has there been an increase in the representation of women in senior management positions in the past few years?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

In the **Field**, has there been an increase in the representation of women in senior positions in the past few years?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Has there been an increase in the representation of women on the organization's top level committees and taskforces in the past few years?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Are there **proactive strategies** implemented to recruit or promote women into senior management positions?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Does the management show respect for diversity in work and management styles in your organization?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

C: Human Resources

This section focuses on human resource policies and the level and extent of gender considerations in hiring and personnel assessments.

Is there a written equal opportunity policy?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Are there flexible work arrangements in the organization?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is there a maternity and paternity leave policy?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is there a child care and dependent care leave policy?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is there a gender awareness included in all job descriptions?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is gender awareness included in job performance contracts?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is there training of staff I gender and awareness and sensitization?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
|-------------------------------------|--|

- to a moderate extent to a great extent
 to the fullest extent do not know

Is there training of senior management and other senior committees in institutionalizing gender into the management of the organization?

- not at all to a limited extent
 to a moderate extent to a great extent
 to the fullest extent do not know

The organization promotes teamwork, involving both men and women as equal partners

- strongly agree agree
 no opinion disagree strongly disagree

Management is committed to promoting female representation at senior levels of my organization, including Boards.

- strongly agree agree no opinion
 disagree strongly disagree

There has been a gradual increase of gender expertise among staff members in my organization

- strongly agree agree no opinion
 disagree strongly disagree

Good performance, both in the Headquarters and the Field is rewarded in the organization.

- strongly agree agree no opinion
 disagree strongly disagree

D: Advocacy, Marketing and Communications

This section focuses on the quality and gender sensitivity your organization's communication and advocacy campaigns

Are advocacy and marketing campaigns and initiatives planned and informed by a gender perspective?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Are the organization's advocacy and marketing policies and plans influenced and advised by men's and women's networks and gender experts?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is gender incorporated in the organization's communications and media strategy?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is gender perspective reflected in your publications, for example, brochures, newsletters?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

E: Financial Resources

This section focuses on the level of the organization's resources and budgeted for gender equity.

Has the organization budgeted adequate financial resources to support its gender integration work?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Are financial resources allocated for the operationalization of the gender policy at all levels?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is staff training in gender issues systematically budgeted for in your organization?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

F: Organizational Culture

This section focuses on the level of gender sensitivity in the culture of your organization?

Does the organization encourage gender sensitive behavior, for example in terms of language used, jokes and comments made?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Does the organization reinforce gender sensitive behavior and procedures to prevent and address sexual harassment?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is staff in the organization committed to the implementation of gender policy? If available

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Are gender issues taken seriously and discussed openly by men and women in the organization?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
|-------------------------------------|--|

- | | |
|--|--|
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Is gender stereotyping (e.g. “those gender blind men”, “those feminists”) addressed and countered by individual staff members and the organization?

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

There is a gap between how men and women in my organization view gender issues.

- | | |
|--|--|
| <input type="checkbox"/> not at all | <input type="checkbox"/> to a limited extent |
| <input type="checkbox"/> to a moderate extent | <input type="checkbox"/> to a great extent |
| <input type="checkbox"/> to the fullest extent | <input type="checkbox"/> do not know |

Staff in my organization are enthusiastic about the gender they do

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> strongly agree | <input type="checkbox"/> agree | <input type="checkbox"/> no opinion |
| <input type="checkbox"/> disagree | <input type="checkbox"/> strongly disagree | |

Staff in my organization think that the promotion of gender equity fits into the image of the organization

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> strongly agree | <input type="checkbox"/> agree | <input type="checkbox"/> no opinion |
| <input type="checkbox"/> disagree | <input type="checkbox"/> strongly disagree | |

Men in my organization think that the organization is gender friendly

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> strongly agree | <input type="checkbox"/> agree | <input type="checkbox"/> no opinion |
| <input type="checkbox"/> disagree | <input type="checkbox"/> strongly disagree | |

Women in my organization think that the organization is gender friendly

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> strongly agree | <input type="checkbox"/> agree | <input type="checkbox"/> no opinion |
| <input type="checkbox"/> disagree | <input type="checkbox"/> strongly disagree | |

My organization has a reputation of integrity and competence on gender issues

- strongly agree agree no opinion
 disagree strongly disagree

The organization could do much more than it is currently doing in institutionalization of gender

- strongly agree agree no opinion
 disagree strongly disagree

The culture of the organization places the same value on the ways male staff work and less on the way female staff work

- strongly agree agree no opinion
 disagree strongly disagree

Meetings in the organization tend to be dominated by female staff

- strongly agree agree no opinion
 disagree strongly disagree

Meetings in the organization tend to be dominated by male staff

- strongly agree agree no opinion
 disagree strongly disagree

In my organization, male staff have a much easier time establishing personal and professional networks within the organization than female staff

In the organization, what are the three characteristics of an ideal work?

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