Gender
in Monitoring and
Evaluation
in Rural Development:
A Tool Kit

Part I
General Guidelines
for Integrating Gender
in M&E

Part II
Thematic Briefs on
Rural Sub-Sectors

THE WORLD BANK
The World Bank aims to reduce gender disparities by enhancing women's participation in economic development. It assists member countries to "design gender-sensitive policies and programs to ensure that overall developmental efforts are directed to attain impacts that are equitably beneficial for both men and women" (Operational Policy 4.20).

The Bank's rural development strategy (Rural Development: From Vision to Action, 1997) recognizes the importance of integrating gender into all aspects of rural development as a crosscutting issue. This requires developing an appropriate framework for assessing progress in achieving broad-based and inclusive rural development.

Research findings suggest that improving women's access to resources, control over income, and education, while reducing their time burden, will generate both efficiency and welfare gains. Increasing the economic productivity of the rural poor is largely about enabling women to realize their socioeconomic potential more fully and improve their own and their families' quality of life.

The Toolkit for Integrating Gender into Monitoring and Evaluation

has been developed to assist project task teams, borrowers, and partners to recognize and address gender concerns in designing rural development sector projects, to monitor progress in gender integration during implementation, and to evaluate its impact in achieving overall rural well-being.

Why integrate gender into rural development projects?

- Women represent the majority of the rural poor (up to 70%), especially where migration, marital instability, male mortality and single parenthood have left them as heads of household.
- Although many times it goes unrecognized, women play a major role in the survival strategies and economy of poor rural households across all geographical regions.
- Women have proved to be a driving force in achieving project effectiveness and reducing poverty.

Why integrate a gender dimension into monitoring and evaluation?

- Gender-sensitive monitoring & evaluation reveals the extent to which a project has addressed the different needs of men and women, and has made an impact on their lives and overall social and economic well-being.
- It also improves project performance during implementation, allows for midterm corrections, and makes it possible to derive lessons for future projects.

Monitoring is defined as "the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services by project beneficiaries". (see endnote 2, page 7)

Evaluation is defined as "periodic assessment of the relevance, performance, efficiency, and impact (both expected and unexpected) of the project in relation to stated objectives." (OD 10.70: paragraph 2 and 3). (see endnote 3, page 7)
How to Integrate Gender into Monitoring and Evaluation

An effective gender-sensitive monitoring and evaluation system in rural development projects requires that the following key activities be undertaken at different points of the project cycle:

**STAGE I - IDENTIFICATION & PREPARATION**
- Ensure that the benchmark survey or baseline study are gender-sensitive.
- Undertake an initial gender study or analysis to identify the potential negative impacts of project intervention on women as well as men.
- Identify gender-related goals and priorities based on available information and consultation with stakeholders.
- Conduct a gender-sensitive social assessment to broadly cover social, cultural and economic aspects, if possible.
- Assess the institutional capacity for integrating gender into development activities.

**STAGE II - DESIGN & APPRAISAL**
- Ensure gender is integrated into goals and objectives and set clear targets.
- Plan for developing capacity to address gender issues and to monitor and evaluate progress.
- Set up a monitoring and evaluation system.
  - Adopt and "engender" the Logical Framework as in the Project Summary of the PAD (Annex 1).
  - Identify and select key gender-sensitive indicators for input, output, outcome and impact.
- Develop/select the “best” data collection methods and decide on timing (Annex 2).
- Organize reporting and feedback processes, clearly identifying who will collect and analyze information and when, and who will receive it.

**STAGE III - IMPLEMENTATION**
- Carry out capacity development exercises for integrating, and for monitoring and evaluating, gender-related issues.

*During Supervision:*
- Collect gender-sensitive data based on the selected indicators.
- Monitor the progress against targets set for the period under evaluation, and feed back results into the system to allow for midterm corrections.

*During Mid-term Evaluation:*
- Assess progress and make corrections if needed to obtain expected gender-related outcomes.

**STAGE IV - IMPLEMENTATION COMPLETION**
- Assess impact of gender integration in the overall project context.
- Assess impact of project interventions on men and women.
- Derive and share lessons that can feed into the overall Rural Development goals and objectives (Annex 3).

THROUGHOUT THE PROJECT CYCLE, PROMOTE PARTICIPATION AND CONSULTATION AMONG STAKEHOLDERS.
Figure 1: Levels of Gender Integration into the Project

- Project Identification
- Project Outputs
- Project Development Objectives
- Goals
- Project Implementation of Activities
- Resources and Inputs

Gender M&E
- Empowerment, overall social wellbeing
- Closing gender gaps: changes over pre-project situation
- Benefits of outputs for men and women
- Integration of gender into implementation plan
- Gender equity in allocation of project resources
- Information on social and gender issues

Evaluation of impact
Monitoring of progress in gender integration
### Key Issues To Consider

#### Identification & Preparation
- Does the client (country, state, district) have the policy and institutional framework to promote gender equality in development activities?
- Are the project's goals and objectives gender-sensitive: do they adequately reflect women's and men's needs?
- What is the level of input from men and women stakeholders, local women's NGOs, community-based organizations, etc., in setting goals and objectives?
- Is baseline information, against which results can be measured, being collected through gender analysis and/or social assessment?

#### Design & Appraisal
- Do the activities planned reflect the project's gender-sensitive goals and objectives?
- Is there a credible implementation plan that links courses of action and intermediate targets to expected final outcomes which benefit both men and women?
- Are targets being set in consultation with stakeholders?
- Are gender-sensitive M&E indicators being identified in consultation with stakeholders? Have the beneficiaries identified performance indicators they would like to monitor?

#### Capacity:
- Do the planning and implementing agencies have the capacity to identify and address gender issues? Has staff received gender-sensitive training? If not, will they?
- Is there an incentive structure (including rewards and sanctions) to encourage staff to address gender concerns?
- Have guidelines for gender-related activities been developed and implemented?
- Are funds being allocated for gender capacity building?
- Is there a gender focal point or staff in charge of gender concerns within the PMU and PIUs, and the concerned Ministry of the borrowing country?

#### Data Collection Methods:
- Do the tools and methods to collect data reflect gender outcomes and impacts?
- Are there male and female data collectors, and have they received gender sensitivity training?
- Are standard data collection and analysis methods being complemented with qualitative methods such as PRA, focus groups, etc? Is gender analysis being integrated into these?
- Is the possibility of conducting a stand-alone gender study being considered?
- Does the project design take into account the different M&E information needs in terms of how the information will be used and by whom, and are these needs being assessed in light of budgetary and time constraints?

#### Partnerships:
- Is the possibility of developing partnerships with local women's NGOs, grassroots organizations, research centers, etc., for data collection and analysis being explored?

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**Participatory rural appraisal (PRA)** comprises a growing family of participatory approaches and methods that emphasize local knowledge and enable local people to make their own appraisal, analysis, and plans. The purpose of PRA is to enable development practitioners, government officials, and local people to work together to plan context-appropriate programs. PRA uses group animation and exercises to facilitate information sharing, analysis, and action among stakeholders. Originally developed for use in rural areas, PRA has been employed successfully in a variety of settings.
throughout the Project Cycle

**Implementation**

- Are gender-sensitive and sex-disaggregated data being collected to keep track of inputs and outputs, and to measure outcomes? From what sources?
- Is the same information as the baseline data being collected for the indicators at one or several times during the life of the project in order to measure and evaluate impact?
- Is there thematic unity in all data collection formats and reports?
- Are the data fed back to project personnel and beneficiaries on a timely basis to allow for project adjustments?
- Are local women's organizations, NGOs, research institutes, etc., involved in monitoring the progress of the project's gender integration?
- Are the results/findings being disseminated and consulted? How? When?
- Are there specific and adequately detailed references to gender in progress/supervision reports?

**Implementation Completion – Evaluation**

- Did both men and women participate in the project? Did both men and women receive the benefits?
- What were the preliminary indications about emerging outputs? How did they affect men and women?
- Did the project produce the intended benefits for men and women? How do the results compare to the targets? What factors account for variations in impact?
- How did the risk indicators/critical assumptions about gender interact with the project's inputs in support or hindrance of project progress?
- How can gender impacts be increased or stabilized?
- How did project beneficiaries, male and female, respond to the interventions?
- What are the realistic prospects of sustaining the benefits stream in the long term?
Promoting participation in gender-sensitive M&E can build consensus among stakeholders on the project's gender goals, and on what gender outcomes to monitor and what impacts to evaluate.

Participatory M&E makes it possible to identify problems early in the project implementation stage, and give communities and implementing agencies the ability and flexibility to respond to changing scenarios that may affect the project interventions.

It taps the perspectives and insights of all stakeholders, beneficiaries as well as project implementers. All stakeholders identify issues, conduct research, analyze findings, make recommendations, and take responsibility for necessary action. Stakeholders who are involved in the identification of problems and solutions will develop the all-important ownership and commitment to any corrective actions adopted.

The first steps for integrating gender into the participation process include:

1. Identifying the key stakeholders and ensuring they will all be invited to participate during consultations
2. Assessing the current scope, level and quality of participation. (To what extent are organizations representing both women and men involved, and what are the factors limiting their fuller participation?)
3. Identifying and setting measures to strengthen the capacity of weak and vulnerable groups, including women, to participate
4. Assessing the existing capacity of government and other agencies to organize participatory processes. Where necessary, rapid capacity building through training, study tours or technical assistance may be required to ensure that the capacity exists to manage the participatory processes.

Checklists

Are participatory processes among stakeholders, men and women, being encouraged when:

- Setting goals?
- Selecting the best data collection methods?
- Setting targets?
- Collecting and analyzing data?
- Identifying activities and indicators?
- Monitoring and evaluating?
- Planning, implementing and maintaining projects?
- Reporting and disseminating results?

Indicators

- How many women and men, people from different ethnic groups, members of different castes, and different economic classes are participating among the stakeholders?
- What is the level of input of women and men at different levels (government, NGOs, local stakeholders) at different stages of the project?
- What is the level of participation of local stakeholders, women and men, in key activities? (e.g., number of men and women attending project workshops, number of men and women participating in training events, number of male and female farmers participating in crop assessment trials.)

Participatory Monitoring and Evaluation (PME) provides task team leaders (TTLs) with quick feedback on project effectiveness during implementation. TTLs can use this tool to systematically evaluate progress and impact early in the project cycle.
Rural development is a strategy to alleviate poverty through sustained increases in the productivity and income of the rural poor. Rural development projects strive to promote overall productivity and improve cost-effectiveness by: (i) directly benefiting large numbers of rural poor, (ii) having a sufficiently low cost per beneficiary so that they may be extended or replicated over broader areas, and (iii) capturing the production potential of rural women and men—farmers, livestock managers, entrepreneurs, etc.

Successful monitoring: (i) provides feedback during the process of implementation; (ii) requires collection of readily available information and minimal processing and analysis of it; (iii) focuses on the current status of indicators; (iv) places appropriate emphasis on project outputs and impacts as well as inputs.

An evaluation system involves the development of a series of data over a time span starting before the project is implemented and continuing well beyond the implementation period. Unlike monitoring, an evaluation requires a longer time span before even tentative conclusions can be drawn.

Objectives of evaluation: (i) determines whether the project objectives set in terms of expected outputs, outcomes and impacts are being, or will be, met; (ii) establishes causality and focuses on the links between inputs and outputs and between outputs and impacts; (iii) improves the project by sharing the evaluation results while there is still time to make adjustments to the project; (iv) contributes the lessons from evaluation to future rural development projects; (v) identifies clearly the external factors that influence project outcomes as well as the true contribution of the project to the development objective.

A baseline study reveals the situation in the project area before the intervention. The resulting benchmark data is used for comparison when using indicators through the project cycle. Baseline data, against which progress and results can be measured, should be disaggregated by sex, socioeconomic and ethnic grouping, and age.

Gender analysis refers to a systematic way of determining men and women’s different development needs and preferences and the different impacts of development on women and men. It examines men’s and women’s access and control over resources, including the sexual division of labor, and their control over the inputs and outputs (benefits) of their labor. Gender analysis takes into account how class, race, ethnicity or other factors interact with gender to produce discriminatory results.

Social assessment (SA) is an operational framework to enhance inclusion, increase social capital, build ownership and eliminate adverse social impacts. SA consists of four main elements: (i) identification of key social development and participation issues, which includes an assessment and definition of social impacts; (ii) evaluation of institutional and social organizational issues; (iii) definition of a participation framework; and (iv) establishment of mechanisms for monitoring and evaluation.

Where adverse impacts are identified, a social assessment also will determine how to avoid, minimize, or substantially mitigate them, and develop the capacity to enable participation, resolve conflict, permit service delivery, and carry out mitigation measures in ways that are socially sound.

The target should be a clear value against which actual project results can be measured. Targets should be realistic and quantifiable statements of expected outcomes. They represent what the project wants to achieve in concrete terms.

“Engendering” the Logframe requires that the process of planning a project as well as each component of the Logframe matrix be done through a “gender lens”. Preparation of an “engendered” Logframe involves project planners, stakeholders, and beneficiaries in analyzing gender relations and addressing questions at each level of the framework. This analysis takes place throughout the course of monitoring and evaluation, keeping in mind that the Logframe is both adjustable and applicable to long-term project management.

The Logical Framework (Logframe) is the model for the Project Summary Design (Annex 1) of the Project Appraisal Document (PAD).

Gender-sensitive indicators, as they measure gender-related changes in society over time, point out how far and in what ways development programs and projects have met their gender objectives. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Indicators can be grouped as:

- Input indicators monitor project-specific resources to be provided for each project item; usually used at or close to the start of the project.
- Output indicators measure output for each project or component, such as improvements in relation to baseline test data; they determine whether project goals are being achieved; and are used near to the end of the lender/Bank’s involvement.
- Outcome indicators measure the immediate impacts produced by each of the outputs.
- Impact indicators measure the medium and long term impacts of the project. They are usually used after the Bank’s involvement is complete.
- Risk/enabling indicators measure the influence of external factors on the project.
# Gender Integration in a Typical Rural Development Project: Project Design Summary

## (ANNEX 1 of PAD)

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>Performance Indicators (gender-sensitive)</th>
<th>Monitoring and Evaluation: Data Sources</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Sector-related CAS Goal:</strong> Revitalization of rural economy and poverty reduction through increased agricultural production and productivity</td>
<td>• Increase in productivity of crops grown by male and female farmers</td>
<td>• Baseline data</td>
<td>• Growth in agricultural production will contribute to poverty reduction and food security in male-and female-headed households</td>
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<td></td>
<td>• Increase in income of men and women farmers</td>
<td>• Household survey data</td>
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<td></td>
<td>• Increase in per capita food availability in MHHs and FHHs</td>
<td>• Impact Evaluation</td>
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<td></td>
<td>• Reduction in the percentage of population below poverty line</td>
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<tr>
<td><strong>II. Project Development Objective:</strong></td>
<td>• Percentage increase in average crop yield in men and women farmers’ fields over baseline in targeted areas</td>
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<tr>
<td>(Increase in agricultural production through improved packages and better management)</td>
<td>• Increase in income of men and women farmers</td>
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<tr>
<td>Intensification of agricultural production systems through adoption of sustainable practices</td>
<td>• Increase in the number of men and women farmers receiving training in improved agricultural practices</td>
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<td></td>
<td>• Reduction in the gap between the food demand and the domestic food production in MHHs and FHHs</td>
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<td></td>
<td>• Improvement in access to productive resources by men and women farmers</td>
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<tr>
<td><strong>III. Outputs</strong></td>
<td>• Policy reviews undertaken and policy recommendations adopted to strengthen institutional capacity</td>
<td>• Issuance of government decree, and allocation of funds</td>
<td>• Macro-economic framework remains favorable</td>
</tr>
<tr>
<td>Policy reforms to support agricultural growth</td>
<td>• Increase in agricultural production and improvement in crop productivity in men and women farmers’ fields</td>
<td>• Crop survey — Progress and disbursement reports</td>
<td>• Gender concerns given attention in planning and implementing activities</td>
</tr>
<tr>
<td>Institutional capacity development to identify and address gender-based needs in farming and help improve agricultural productivity</td>
<td>• Number of research and extension staff receiving gender training and level of satisfaction, increase in number of female extension agents</td>
<td>• Supervision reports</td>
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<td></td>
<td>• Improvement in number and quality of extension facilities and incentives to reach women farmers; improvement in women’s time use</td>
<td>• Mid-term review</td>
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<td></td>
<td>• Number of research and extension programs addressing gender issues, number of technical recommendations made/tried in field</td>
<td>• Gender study</td>
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<tr>
<td></td>
<td>• Share of private sector entities and NGOs in training and technology transfer</td>
<td>• Time-use studies</td>
<td></td>
</tr>
<tr>
<td>Capacity development of men and women farmers to improve their productive potential in farming activities</td>
<td>• Number of MHHs and FHHs receiving extension advice</td>
<td></td>
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<tr>
<td></td>
<td>• Number of extension messages addressing gender issues</td>
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<td></td>
<td>• Number of men and women farmers trained in improved agricultural practices and level of satisfaction; number of farmers adopting practices by sex</td>
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<td></td>
<td>• Number of farmers’ groups revitalized; increase in women’s participation in group activities</td>
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<td></td>
<td>• Improvement in quality of participation of women in farming</td>
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<td></td>
<td>• Number of farmers receiving credit by sex</td>
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</tbody>
</table>
### Narrative Summary

**W. Project Components/ Sub-Components**

- Policy level:
  - Agricultural policy review and reforms

**Institutional strengthening:**

- Human resource development
- Gender balance among extension staff
- Training of extension staff
- Research agenda to include technology development for women
- Private sector and NGO involvement in research and extension in target areas

**Farmers' capacity development**

- Improvement in the access of women farmers to productive resources
- Training of men and women farmers in improved agricultural practices

### Performance Indicators (gender-sensitive)

- Policy recommendations initiated
- Amount of budget allocated for strengthening institutional capacity
- Amount of funds disbursed
- Number of men and women extension agents in the districts
- Number of female extension agents recruited
- Infrastructure improvement for extension agents
- Number of gender training programs planned/funded for male and female extension agents
- Amount of funds allocated for research on gender sensitive issues in agriculture
- Partnership with private sector and NGOs in gender capacity development established
- Proper gender balance in the beneficiary profile; improved access of women to project incentives
- Number of training courses planned/organized for male and female farmers
- Number of farmers' field demonstrations, FFSs planned for women
- Number of men and women participating in farmers' group activities

### Monitoring and Evaluation: Data Sources

- Project implementation plan
- Supervision reports
- Financial monitoring reports
- Disbursement reports
- Midterm review/evaluation
- Financial monitoring reports
- Disbursement reports
- Gender study

### Assumptions

- Extension policy will emphasize equal participation of men and women farmers in extension activities to improve agricultural production
- Social and cultural norms will encourage women's effective participation

### Key Questions to Ask when “Engendering” the Project Design Summary

<table>
<thead>
<tr>
<th>CAS Goal</th>
<th>Project Objectives</th>
<th>Sub-components/Activities</th>
<th>Monitoring and Evaluation</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do gender relations influence in any way the goal at the policy/national level?</td>
<td>Does the project have gender-responsive objective(s)?</td>
<td>Are gender issues clarified in the implementation of the project?</td>
<td>What measures can verify achievement of the gender-responsive objective(s)?</td>
<td>What measures can verify achievement of the gender-sensitive goal?</td>
</tr>
<tr>
<td>What measures can verify achievement of the gender-sensitive goal?</td>
<td>What measures can verify achievement of the gender-responsive objective(s)?</td>
<td>What measures can verify that project benefits accrue to women as well as men, and to different groups of women?</td>
<td>Are data for verifying the goal, objectives, outputs and activities, sex-disaggregated and analyzed in terms of gender?</td>
<td>Are data for verifying the goal, objectives, outputs and activities, sex-disaggregated and analyzed in terms of gender?</td>
</tr>
<tr>
<td>Means of Verification</td>
<td>Important Assumptions</td>
<td>Important Assumptions</td>
<td>Important Assumptions</td>
<td></td>
</tr>
<tr>
<td>Inputs:</td>
<td></td>
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</tr>
<tr>
<td>What resources do project beneficiaries contribute to the project?</td>
<td>Is the contribution of women as well as men accounted for?</td>
<td>Are there external resources that account for women's access and control over resources?</td>
<td>What important external factors are necessary for achieving project benefits, especially for women?</td>
<td></td>
</tr>
</tbody>
</table>
### Suggested Data Collection and Analysis Methods for Rural Development Projects

<table>
<thead>
<tr>
<th>Method</th>
<th>Application</th>
<th>Ease and cost of data collection and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household surveys</td>
<td>Household information on size, labor force participation, income and expenditure levels, ownership of assets.</td>
<td>Sex-disaggregated questions can be included at no cost. However, applying sub-modules to individual household members increases interview time, and often requires a second visit.</td>
</tr>
<tr>
<td>Perception and attitude</td>
<td>Analysis of attitudes towards different organizations or prioritization of needs and projects.</td>
<td>May be included on a household survey but requires some additional time to administer.</td>
</tr>
<tr>
<td>Seasonal labor profiles</td>
<td>Display of quantitative changes in farming cycle and labor allocation when new crops or techniques are introduced. Estimate personnel/days or months for each task during average farming season by sex.</td>
<td>It requires 1-2 days.</td>
</tr>
<tr>
<td>Time-use studies</td>
<td>Estimating the time women and men spend collecting water and fuel, traveling to work, unpaid and paid productive activities.</td>
<td>Questions can be included in surveys, but where possible this should be combined with focus groups or direct observation. Household diaries can also be used.</td>
</tr>
<tr>
<td><strong>Qualitative methods</strong></td>
<td></td>
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<tr>
<td>Stakeholder analysis</td>
<td>Identifies the key stakeholders affected by or affecting planned or actual projects and determines their interests, influence and importance. Assists in developing ways to involve them in the consultation and participation process during project selection, preparation, implementation and monitoring.</td>
<td>This requires individual interviews but often with a relatively small number of respondents.</td>
</tr>
<tr>
<td>Institutional analysis</td>
<td>Analysis of institutional capacity and risks to successful and timely implementation of projects and identification of strengths and weaknesses of institutional arrangements for delivering services.</td>
<td>This requires individual interviews but often with a relatively small number of respondents, but where possible these should be combined with focus groups.</td>
</tr>
<tr>
<td>Agricultural calendars</td>
<td>Qualitative picture of activities for all enterprises and operations.</td>
<td>On a monthly basis, identify by sex, family position, and wage status, the person(s) responsible for farm and non-farm tasks. It requires 1-2 days.</td>
</tr>
<tr>
<td>Walking tours</td>
<td>Map locating main agro-ecological zones, farming systems, social groups, and infrastructure; Main problems of community and key informants for various issues. Conducted by interdisciplinary team of rural dwellers, scientists, with rural dwellers/residents taking the lead and painting out major features and problems.</td>
<td>Separate walks with men and women can be informative. It requires a team and residents for half a day to 1 day.</td>
</tr>
<tr>
<td>Spatial maps</td>
<td>Clear visual picture of participants, beneficiaries, and constraints. Indicate sex on maps of fields/enterprises who is responsible, provides labor, and controls resources and outputs or benefits.</td>
<td>It requires half a day to 1 day.</td>
</tr>
<tr>
<td>Focus group interviews</td>
<td>Preplanned but informal, in-depth investigation of processes, social networks, values, and beliefs.</td>
<td>Semi-structured interviews, usually taped, and conducted separately with women and men. It can take 1-2 hours/group (of up to 20 people).</td>
</tr>
<tr>
<td>Group and community</td>
<td>Quick, inexpensive overview of conditions and practices across villages. Open-ended questioning of group representing more than one household.</td>
<td>It requires 1-2 hours/village.</td>
</tr>
<tr>
<td>portraits</td>
<td></td>
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</tr>
</tbody>
</table>

From: Gender Chapter, PRSP Sourcebook, and Toolkit on Gender in Agriculture: Gender Toolkit Series No. 1, Monica S. Fong and Anjana Bhushan.
**Rural Score Card: Assessing Rural Well-being through a Gender Lens**

The Rural Score Card is a composite set of indicators that can be used to measure progress in achieving overall rural well-being in a given country. The Score Card is useful in policy dialogues with client countries in focusing attention to areas of need.

The Rural Score Card uses poverty reduction goals to set the indicators of rural well-being and takes into account the expanded connotation of poverty that includes lack of basic needs, services and capacities. It also recognizes vulnerability, powerlessness, and inequality as key aspects in poverty which are intricately associated with gender issues in rural development.

The framework for the Rural Score Card identifies five specific outcomes of poverty reduction initiatives in rural areas. The corresponding gender-related issues and indicators are useful in assessing how the poverty reduction initiatives address the needs of both men and women.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Gender-related Issues and Indicators</th>
</tr>
</thead>
</table>
| The proportion of the rural population with incomes below the poverty level is reduced | - Rural population below poverty line (%) by sex  
- Average income in rural households - male-headed and female-headed  
- % of men and women with income below $1 a day |
| Social and physical well-being is improved | - % of population with access to safe water and fuel  
- % of rural population with access to sanitation  
- % of rural population with access to healthcare  
- % of rural population with access to and use of childcare services  
- Access to rural roads and transport  
- Division of labor in fuel and water collection by sex  
- Rural fertility rate (average number of births per woman)  
- Under-five mortality rates, males and females (International Development Goal)  
- Malnutrition prevalence (% of children under 5)  
- Rural HIV prevalence (number by sex) (International Development Goal) |
| Human development is fostered | - % of rural women with access to formal education  
- Net primary enrollment ratio, males and females (International Development Goal)  
- Changes in men-women ratio in literacy (15-24 years old) (International Development Goal)  
- Men's and women's access to different types of training  
- Women's access to information |
| Equity is fostered | - Men's and women's access to productive resources  
- Women's legal position in inheriting and acquiring lands; gender gap in ownership of agricultural land (% of farms in individual ownership owned by women)  
- Women's access to credit; average size of loans to women and men  
- Men's and women's time-use in household and farming activities  
- Men's and women's access to technology and support services in agriculture  
- Men's and women's capacity to adopt improved technology  
- Women's role in decision making in family and farming activities  
- Women's roles in cooperatives, in local planning and decision making  
- Women in leadership positions in village/community level  
- Women's control over income and other household resources  
- Employment in agriculture-ratio of females as a % of female labor force to males as a % of male labor force  
- Contribution of different household members to the household economy |
| Food security is enhanced | - Productivity increase in men and women farmers' fields  
- Per capita food availability - women's and girls' access to food  
- Availability of food in female-headed households  
- Availability of animal protein in diet |

*Note: This information can be obtained from several sources including household surveys, poverty assessments, Ministry of Education, Ministry of Health, and other relevant Ministries, women's organizations, legal associations, district data, focus groups, and special studies combining quantitative and qualitative methods.*
References


Fong, Monica S. and Anjana Bushan. 1996. Toolkit on Gender in Agriculture: Gender Toolkit Series No. 1. The World Bank, Washington, D.C.

Hamby-Odame, Helen. 2000. Engendering the Logframe. ISNAR.


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Particular thanks are due to the World Bank-Netherlands Partnership Program for its financial support towards the preparation of the Toolkit. We also thank our colleagues in the Rural Development Sector for their input and collaboration.

Prepared by:
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Beatriz Leilani Martinez
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In collaboration with:

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Agricultural Knowledge and Information Systems (AKIS): Agricultural Research, Extension, and Education

Agricultural Knowledge and Information Systems (AKIS) comprise the institutions and organizations that generate and disseminate knowledge and information to support agriculture production, marketing, and post-harvest handling of agricultural products and management of natural resources. Most AKIS projects support agricultural research, extension, or education activities, which are increasingly viewed as components of an inter-related system.

Rationale for Integrating Gender into AKIS Projects

While men and women farmers share many responsibilities, they often have different production systems, and different needs and constraints relating to the farming activities. Gender differences at the household level very often lead to differential access to knowledge and information, and support services in agricultural production, irrespective of the realities in the field. Lack of attention to these issues in projects therefore leads to inefficient utilization of human resources, and loss in productivity.

Gender Mainstreaming in Technology Generation and Dissemination: Nicaragua Technology and Land Management Project

The Nicaraguan National Institute of Agricultural Technology (INTA) implemented the project's technology generation and transfer program. Gender received little attention during project design. However, the Staff Appraisal Report included a component on gender-related studies and technical assistance during project implementation. Also, a Gender Specialist visited the project as part of the World Bank gender review during the project launch. This gave a boost to the gender focus in INTA's activities. INTA started participating in the Bank-managed Gender and Institutional Innovation (GINO) Program in Latin America for technical assistance to integrate gender into its activities. INTA also received support for gender work from international organizations like NORAD, FINNIDA, the Dutch Service for Development Cooperation, and the Swiss Government.

INTA has made good progress in institutionalizing gender in all its operations. It has taken steps to:

a) undertake participatory diagnosis to identify institutional bottlenecks in integrating gender in agricultural research
b) integrate gender analysis in extension manuals
c) provide training for technical staff, clients and management
d) undertake rapid farmers' diagnosis from a gender perspective
e) incorporate a gender in INTA's annual operational plans and undertake systematic monitoring of the action plan
f) develop a pilot program to demonstrate impact of gender analysis in agricultural extension, and
g) create a gender unit within INTA.

Gender Integration into Extension Services: A Study of Rural Women in the Sahel

A sector study assessed the access of rural women to agricultural extension in five Sahelian countries—Burkina Faso, Mali, Mauritania, Senegal, and the Gambia. The study concluded that the percentage of women-headed households in the region was underestimated in official records, and that this was a major reason for not placing enough emphasis on women farmers in the delivery of extension services. It also recognized women's long working hours as the main constraining factor in their participation in extension activities and in receiving extension support in their diverse activities. Women's low productivity and income were found to be the result of lack of access to productive resources, lack of demand for their produce in local markets, poor marketing strategy and infrastructure, and low levels of functional literacy.

In order to improve women's productivity in farming, the study recommended:

• targeting extension and other services to various social groups, especially de facto female-headed households
• developing a menu of extension modules for women farmers to choose from, and gearing extension activities to suit their timing and needs
• giving priority to technology development for women's time savings
• delivering extension messages that match the varied activities of women, and collaborating with other agencies as needed
• facilitating women's access to agricultural support services provided by NGOs and others; and
• increasing access to inputs by encouraging village boutiques run by women to stock inputs and tools.

Other strategies that have proved to be successful for fostering gender equity in the delivery of extension services in the Sahel are:

• Free standing, multi-sectoral Women in Development projects. For example, the Gambia project which enabled units under the Agricultural Ministry to increase their focus on women farmers
• WID coordinators and women's units that address the needs of women farmers and livestock producers
• Training of extension agents to raise gender awareness and emphasize gender issues in their work
• Training of rural minorities and women as agricultural agents.
### Checklist of Gender-Related Issues and Activities during the Project Cycle

<table>
<thead>
<tr>
<th>Identification and Preparation</th>
<th>Design and Appraisal</th>
<th>Implementation and Supervision</th>
<th>Implementation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Generation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Existing technology to meet gender-specific needs, its appropriateness including cost factors</td>
<td>✓ Funding for research on specific technology needs of men and women farmers</td>
<td>✓ Research programs focusing on gender-specific needs</td>
<td>✓ Technologies to address gender needs in place—better use of saved time</td>
</tr>
<tr>
<td>✓ Adoption of technology by men and women farmers</td>
<td>✓ Funding for research on minor crops and vegetable</td>
<td>✓ Technologies made simple and non input-intensive for easy adoption</td>
<td>✓ Increase in productivity through adoption of improved packages by all categories of farmers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Capacity</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>✓ Existing capacity among research and extension staff to identify social and gender issues</td>
<td>✓ Project support for gender specific activities in research and extension</td>
<td>✓ Gender training provided to and/or planned for research and extension staff</td>
<td>✓ Research and extension system more sensitive to gender-based needs</td>
</tr>
<tr>
<td>✓ Males and females among extension staff</td>
<td>✓ Strengthening facilities for women in agricultural education, inclusion of women in the faculty</td>
<td>✓ Research and extension staff trained for increased focus on gender in support services</td>
<td>✓ Increase in number of women agricultural graduates in rural areas</td>
</tr>
<tr>
<td>✓ Facilities for advanced education in Agriculture for women</td>
<td>✓ Training and contacts among female farmers</td>
<td>✓ Curriculum developed to meet gender-based needs</td>
<td>✓ Improvement in quality of services in extension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Dissemination</th>
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</thead>
<tbody>
<tr>
<td>✓ Extension programs, if any, to meet gender-specific needs</td>
<td>✓ Project support for dissemination and adoption of advanced technology</td>
<td>✓ Training and contacts among female farmers</td>
<td>✓ Wide adoption of technology by men and women farmers of all categories</td>
</tr>
<tr>
<td>✓ Appropriateness of extension messages to male and female farmers of different categories</td>
<td>✓ Strengthening of FFSs to include women</td>
<td>✓ In farmer led extension—women's participation in training, and field demonstrations</td>
<td></td>
</tr>
<tr>
<td>✓ Access to technology and extension services by women farmers</td>
<td>✓ Extension messages and training made relevant to the needs of men and women in farming</td>
<td>✓ Technology adoption made easy and economical</td>
<td></td>
</tr>
<tr>
<td>✓ Participation of women in field demonstrations, FFSs</td>
<td>✓ Private sector and NGO involvement in technology testing, dissemination and training</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Policy Implications</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ Gender sensitivity in research and extension policy—priority on addressing gender needs</td>
<td>✓ Initiatives to promote gender equality in research extension policy</td>
<td>✓ Emphasis on gender in research and extension</td>
<td>✓ Increase in men and women farmers' income through improved access to technology and extension services</td>
</tr>
<tr>
<td>✓ Differential allocation, access to resources by men and women</td>
<td>✓ Extension strategy to integrate gender consideration in planning and implementation; incentives to staff for gender mainstreaming</td>
<td>✓ Adoption rates of advanced technologies by women and under-privileged</td>
<td>✓ Improvement in employment opportunities in rural areas for trained graduates</td>
</tr>
<tr>
<td>✓ Strategies to encourage female students from rural areas</td>
<td>✓ Incentives and reservation for female students in agricultural colleges</td>
<td>✓ Women's enrollment in agricultural courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes to Task Teams</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>✓ Assess technology and extension needs of men and women farmers, and identify the gaps in support services</td>
<td>✓ Emphasize participation in identification, planning and implementation of activities</td>
<td>✓ Measure gender integration against targets set for research and extension activities</td>
<td>✓ Evaluate impact in both qualitative and quantitative terms.</td>
</tr>
<tr>
<td>✓ Assess male and female farmers' needs and constraints</td>
<td>✓ Provide options to women farmers for choosing activities.</td>
<td></td>
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</tr>
<tr>
<td>✓ Develop a gender core group within the system to ensure gender integration.</td>
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</table>

### Suggested Gender-Related Indicators for AKIS Projects

<table>
<thead>
<tr>
<th>Input Indicators</th>
<th>Process Indicators</th>
<th>Output Indicators</th>
<th>Impact Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Amount of funding for gender specific research, extension capacity building and training</td>
<td>✓ Number of gender training programs organized for staff</td>
<td>✓ Gender oriented research—extension activities completed</td>
<td>✓ Adoption rates of new practices and technologies among men and women</td>
</tr>
<tr>
<td>✓ Number of women and men in community participation including research and extension planning.</td>
<td>✓ Level of NGO and private sector involvement in extension services and farmers training</td>
<td>✓ Improvement in quality of support services for women farmers—more contact, need-based advice, etc.</td>
<td>✓ Improvement in income of men and women farmers</td>
</tr>
<tr>
<td>✓ Amount of funding for improved facilities for agricultural education</td>
<td>✓ Curricula revised to suit needs of women.</td>
<td>✓ Number of staff trained</td>
<td>✓ Number of women graduates against baseline.</td>
</tr>
<tr>
<td>✓ Number of research-extension sub-projects planned/initiated to address gender needs.</td>
<td></td>
<td>✓ Gender balance among extension staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Number of women farmers trained—women in field trials(%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Number of gender-focused extension messages produced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Increase in women's enrollment.</td>
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</tr>
</tbody>
</table>
Agro-Enterprise Development

Agro-enterprise development covers the entire gamut of activities concerning supply of inputs, production, processing, transporting, and marketing of agricultural and related produce. It cuts across various sectors and encompasses the institutions and businesses serving the agriculture, forestry, and fisheries sectors.

Rationale for Integrating Gender into Agro-Enterprise Development Projects

One important goal of agribusiness efforts is to improve the productivity of labor. Given that women’s representation in the agricultural labor force is increasing, gender concerns need to be addressed to ensure the continued growth of women’s productivity in this sector. In this context, gender relations (roles, responsibilities, access, and control over resources and services) assume special significance.

Zambian Success Story in Agribusiness

In an effort to capitalize on the fact that 80% of women in Africa work the land to produce food, the company provided female small-scale farmers who were organized into clubs with inputs to grow both maize and sorghum into its program. As this was not found as profitable, a value-added product was considered. A mill was contracted to process maize into mealie meal, which had a good local market. The company then integrated production, processing and marketing, which guaranteed farmers an assured market and competitive prices.

The company next planned to diversify into natural colorants from paprika and marigold, for which there is a market as artificial colors have been banned in many countries. It developed a model in which production is handled by small farmers who are provided seeds, fertilizers, technical assistance and extension, and are paid in dollars. Processing, super-processing and marketing are handled by the company.

An association of out-growers, 50% of whom are women, produces maize and paprika. In addition to maize seeds, farmers were given 4000 kg of paprika seeds, US$300,000 as credit loans, and US$70,000 in technical assistance. In the first season, 2,000 MT of paprika and 14,000 MT of maize were harvested. The volumes are expected to double from the second season onwards.

The program has had some significant impact on those involved in the rural areas. For example, civil servants (teachers, nurses, etc.) have become involved in the program because they are able to earn money to sustain themselves instead of waiting for their salaries from the capital city. Some farmers under the paprika project have been able to build better houses, others have bought bicycles, and others have even been able to purchase second-hand vans.


Gender Relations in Agricultural Export in Kenya

The gender impact of agricultural production and export of French beans in Kenya have recently drawn people’s attention. In a particular region in Kenya, vegetable growing traditionally has been a women’s activity. However, as the export of vegetables become more lucrative, women find themselves losing out to men.

A research paper that analyzed the “gendered” impacts of vegetable export in Kenya pointed to the following:

- Women’s loss of control over land traditionally given to them upon marriage. As men start to get involved in vegetable production, they appropriate lands that women use for household food production and to local produce sale markets, thus eroding women’s condition.
- Inequitable division of labor—Even when men are the producers of French beans, women are the primary laborers, thus adding to women’s workloads.
- Control over income by women—Although export vegetables are grown on women’s land, the income generated from the crops is controlled by men as they sign the contracts.

The research also highlights the need for re-evaluation of the impact by the aid and donor organizations, in the light of promoting export-oriented horticulture, to answer:

1) Whether the benefits will be shared between household members.
2) Whether the increase in financial well-being is worth the input from all family members and a significant increase in workload by women and children.
3) Whether the activities are sustainable for small producers, considering the international market variability.
4) Whether the intensive cultivation of French beans on a continuous basis is environmentally sustainable.

### Checklist of Gender-Related Issues and Activities during the Project Cycle

<table>
<thead>
<tr>
<th>Identification and Preparation</th>
<th>Design and Appraisal</th>
<th>Implementation and Supervision</th>
<th>Implementation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Gender differences in access to information</td>
<td>✓ Strengthening market information systems for male and female SMEs</td>
<td>✓ Assess and improve participation of women in trade and producer organizations</td>
<td>✓ Better knowledge about high value added products and marketing among women and men entrepreneurs</td>
</tr>
<tr>
<td>✓ Linkages between big agro-enterprises and small producers, especially women</td>
<td>✓ Strengthening roles of women in trade and policy and participatory planning</td>
<td>✓ Improve facilities for women in markets</td>
<td>✓ Increased income from products</td>
</tr>
<tr>
<td>✓ Differential access by sex to markets and services</td>
<td>✓ Women’s participation in trade and producers organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Women’s participation in trade and producers organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Market Support

| Men’s and women’s roles in agro-processing and trade | Technological and management support to small and medium enterprises, men and women | Identify and target women entrepreneurs in agro-processing activities and trade | Increase income of men and women from agro-enterprises, |
| Opportunities and barriers for women’s entry in agro-processing and trade | ✓ Support to women’s small enterprises in moving from informal to formal status, assistance in licensing and tendering | Assess and improve technical and managerial skills among men and women entrepreneurs | Improvement in efficiency and level of women’s participation in agro-enterprise |
| New trends replacing women’s home-based enterprises and trade | ✓ New trends replacing women’s home-based enterprises and trade | Improve access of women entrepreneurs to producers and trade organizations | |

### Entrepreneurship

| Opportunities and constraints for women’s employment in agro-enterprises | Project support to improve women’s skill levels in processing and trade | Increase number of male and female skilled workers | Increase in income of men and women from agro-enterprises, |
| Barriers to women’s participation in farm-business linkages | ✓ Provide access to information on fair wages, protective legislation, etc | Improve women’s level of employment in agro-enterprises | Improvement in efficiency and level of women’s participation in agro-enterprise |
| Given the importance of agro-enterprises for women, assess opportunities for women at the outset of the project. | | | Equal treatment / wages by sex |

### Employment

| Design activities at various levels to close the gap between men and women in opportunities (or access), efficiency, and productivity in agro-enterprises | ✓ Analyze the changes in the role of women in agro-enterprise activities. | Increase role of women in agro-enterprises and market linkages should be assessed. | |

### Suggested Gender-Related Indicators for Agro-Enterprise Development Projects

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Amount of funding allocated to provide assistance to men and women in agro-enterprise.</td>
<td>✓ Effective participation of women in agro-enterprise and trade activities</td>
<td>✓ Improvement in women’s income</td>
</tr>
<tr>
<td>✓ Amount of funding for market infrastructure development and improved access to markets.</td>
<td>✓ Improvement in women’s employment levels—reduction in wage differentials and skills gaps</td>
<td>✓ Overall improvement in rural well-being.</td>
</tr>
<tr>
<td>✓ Strengthening of producers and trade organizations.</td>
<td>✓ Increase in women’s participation and leadership in producers and trade organizations.</td>
<td></td>
</tr>
</tbody>
</table>
Forestry

The Forestry sector includes the broad range of activities pertaining to natural forest management and the rehabilitation of previously forested areas for production, protection, conservation, and resource creation.

Rationale for Integrating Gender into Forestry Operations

The relationship between local men and women and forests plays an important role in forestry development programs that aim to improve their livelihood. Men and women have different roles and needs in the use and management of forest resources. Given the importance of these activities for subsistence and income generation, forestry operations should take gender differences into account to improve the effectiveness of forestry projects.

Promoting Gender Equity in Joint Forest Management (JFM) in India

The JFM was initiated to involve village committees and NGOs in the regeneration, management and protection of degraded forests. In order to improve the gender balance in the JFMs, some states have reserved at least one third of the managing committee places for women. Changes in the policy framework have encouraged more women to participate in the JFM process. In Andhra Pradesh, the program ensures access to and control over resources and involves women in resource management in a major way. The VSSs, community organizations at the village levels, protect a demarcated area of forest land and in return enjoy usufruct rights. Each village household is represented by a man and a woman in the VSSs and no less than 30% of the VSS executive committee members are women.

Some NGOs and State Forest departments have started experimenting with various strategies to enhance women's participation in JFMs, such as:

- Holding separate meetings for women to better understand their needs and priorities
- Undertaking separate participatory appraisals with men and women and then facilitating joint negotiations to draw up village plans
- Promoting women's groups to improve self-confidence and empowerment, and mobilize influence on governance, and
- Motivating local progressive leaders to advocate women's equal rights and participation through grassroots groups.


Application of Rapid Gender Analysis (RGA) in Forestry Extension Planning: Kenya Intensified Forestry Extension Project

The project used a forestry extension system to implement a reforestation program and develop microenterprises. Emphasis was put on self-help groups and participatory processes, in which gender was given special importance as 40% of the smallholder farmers were women. Women's groups were identified as project beneficiaries for delivering project inputs as they are increasingly taking up men's tasks. Disaggregation of project components by sex was felt necessary to ensure that inputs reach both men and women. Identification of female headed households is critical in this exercise.

Application of Rapid Gender Analysis was used to identify men's and women's roles in the project and assess if only men or only women should be involved. The socio-economic survey identified over 224 different end-use combinations used by men and women in the project area. A thorough study of local traditions, customary land rights, and farmers' knowledge also helped identify activities, and revealed the following gender differences:

- Men decide where trees should be planted on the farm, and carry out silvicultural practices where they reside.
- Women look after on-farm nurseries.
- Trees often belong to men, women do not fell trees. Trees are rarely harvested.
- Women weed trees as well as agricultural crops, and handle men's responsibilities when men are away in off-farm activities.
- Women will prefer fruit tree plantations.

Emerging Gender Issues and Activities:

<table>
<thead>
<tr>
<th>Issues</th>
<th>Incentives/Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women walk considerable distances for fuelwood; backload of 25-30 kgs lasts 3-4 days</td>
<td>Fuel efficient stoves</td>
</tr>
<tr>
<td>Water scarcity is a problem - women often walk for an hour or more daily for fetching water</td>
<td>Water for project nurseries</td>
</tr>
<tr>
<td>Neither men or women have experience managing small businesses and accessing credit</td>
<td>Skills development for forestry micro-enterprises</td>
</tr>
<tr>
<td>Women's farming responsibilities increase as most men go for off-farm activities; women also tend animals</td>
<td>Technical Assistance for both men and women</td>
</tr>
<tr>
<td>Men make decisions about marketing of trees and tree products, and use of proceeds; Women market fruits.</td>
<td>Women will prefer fruit tree plantations.</td>
</tr>
</tbody>
</table>

Checklist of Gender-Related Issues and Activities during the Project Cycle

<table>
<thead>
<tr>
<th>Identification and Preparation</th>
<th>Design and Appraisal</th>
<th>Implementation and Supervision</th>
<th>Implementation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic</td>
<td>Participatory appraisal to identify gender-differentiated activities in relation to socio-cultural consideration</td>
<td>Extension support to men’s and women’s activities in forestry sector</td>
<td>Increase in income and overall well-being of men and women dependent on forestry and related activities</td>
</tr>
<tr>
<td>Men’s and women’s differences in perception about forest resource conservation and sustainable use</td>
<td>Priorities for sustainable resource management to meet men’s and women’s needs</td>
<td>Training of men and women in conservation practices</td>
<td>Improvement in knowledge and management of forest resources</td>
</tr>
<tr>
<td>Indigenous men and women and their livelihoods</td>
<td>Plan for providing rehabilitation and alternate livelihoods to men and women affected</td>
<td>NGO participation in conservation promotion and awareness raising</td>
<td>Improvement in income potential for women from forestry activities</td>
</tr>
<tr>
<td>Gender differences in land demarcation</td>
<td>Project initiatives to improve gender equality in use of forest resources and access to common lands</td>
<td>Policy recommendation for and enforcement of, equal rights for men and women to forestry resources</td>
<td>Capacity development in institutions for better management of forestry resources</td>
</tr>
<tr>
<td>Assessment of training and technology needs of men and women in forestry</td>
<td>Institutional capacity building to provide information and technical support to men’s and women’s activities</td>
<td>Training of local men and women in forestry education, management and maintenance</td>
<td>Development of strong village communities of men and women for forest management and maintenance</td>
</tr>
<tr>
<td>Institutional efforts to involve men and women in forest management</td>
<td>Identification and strengthening of NGOs for providing training</td>
<td>Improvement in gender balance among staff in forestry extension</td>
<td></td>
</tr>
<tr>
<td>NGO activities to enhance women’s skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of all stakeholders and their roles</td>
<td>Involvement of all sections of society—more/less powerful, men and women—in planning forestry activities</td>
<td>Men’s and women’s effective participation in forest management</td>
<td></td>
</tr>
<tr>
<td>Women’s participation in forest management committees</td>
<td>Participatory appraisals with men and women (both separately and together) to prepare village plans</td>
<td>Periodic Participatory Rural Appraisals to emphasize gender</td>
<td></td>
</tr>
<tr>
<td>Have as a primary objective to include local men and women and study land tenure issues in relation to local men and women</td>
<td>Address gender discrimination, if any, in allocation and rights to resources</td>
<td>Ensure that gender is integrated in the overall context and not only in a few specific areas</td>
<td>Give priority to changes in men’s and women’s understanding of and participation in resource conservation.</td>
</tr>
</tbody>
</table>

Suggested Gender-Related Indicators for Forestry Projects

<table>
<thead>
<tr>
<th>Sub-Sector Indicators</th>
<th>Input Indicators</th>
<th>Output Indicators</th>
<th>Impact Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of men and women dependent on forests</td>
<td>Participatory appraisal of men’s and women’s needs conducted</td>
<td>Level of participation improved among men and women</td>
<td>Better knowledge, management and sustainable use of forest resources</td>
</tr>
<tr>
<td>Distribution of forest land and use rights by sex</td>
<td>Supply of seedlings and inputs by sex</td>
<td>Increase in number of men and women trained in forestry</td>
<td>Improvement in men and women’s income from forest resources</td>
</tr>
<tr>
<td>Proportion of income from forest products for men and women</td>
<td>Training in forest management for local men and women conducted</td>
<td>Improvement in survival rate of seedlings</td>
<td></td>
</tr>
<tr>
<td>Proportion of household food supply from forests</td>
<td>Training in nursery raising for women conducted</td>
<td>Gender needs considered in forestry planning.</td>
<td></td>
</tr>
</tbody>
</table>
Livestock Development

The livestock sub-sector comprises activities contributing to sustainable livestock production to reduce poverty, support widely shared growth, and increase food security. Sustainability in livestock production entails the provision of technology, information, supporting services, and enabling policies to ensure growth while increasing the efficiency of renewable resource use.

Rationale for Integrating Gender into Livestock Projects

Male and female producers have somewhat different needs for technology and support services, due to gender differences in roles and responsibilities in livestock activities. Women generally raise small stocks and are involved in processing activities while men are responsible for large animals and marketing produce. Livestock projects should take these differences into account in order to increase project effectiveness and sustainability.

Mid-course Changes Benefit Rural Women: National Small Livestock Project in Togo

Initiated in the early 1980s in collaboration with USAID and WAD, the Bank executed the National Small Livestock Project in Togo which aimed to increase productivity and production of small livestock, so as to improve the income potential from livestock activities and the level of animal protein consumption in the villages. The project was executed and supervised by the Bank. The project's initial focus was on sheep, considered a sacred animal in Islam and traditionally raised by men. Institutional capacity was improved in animal health care facilities, vaccination, and applied research in feed improvement, and breeders' organizations were strengthened.

The mid-term review revealed the need to expand the focus to other "small" livestock activities (goats, pigs, and poultry), associated with women and the poor in the villages. Although pig rearing had never before been considered an option as a significant activity because of religious restrictions, big demand for pig rearing in non-Islamic areas in the country, essentially from subsistence farmers and women, led to mid-course corrections in the project. The project provided for some simple improvements like housing for pigs with cemented floors, brooms, and wheelbarrows, and also offered training to pig farmers. This support was exclusively to women because pigs are fed the residues from cottage beer brewing, traditionally a female activity. The project also introduced a heat tolerant vaccine which had a significant impact on village poultry production, benefiting mostly women and the poor.

The shift in project focus made an enormous impact on rural women. Expansion of activities also increased protein availability for the poor in the villages. The project's efforts led to the reinforcement of breeder organizations, particularly those comprised of women.

- Women have good knowledge of the production characteristics and behavior of animals they tend
- Women are generally knowledgeable about the availability of quality feed and local fodder resources. They give importance to feed materials that improve fat percentage in milk and induce heat

Crash Program in Gender Integration: a Case Study from Nicaragua

The "Programa Integral de Desarrollo Rural" (PIDR) Phase I centered on dairy farming and improving farm environment and economics. It sought to increase women's active participation in all developmental processes and therefore had a separate component for women's development. However, the mid-term review recognized that, although women's participation was considered distinctive in all project activities, women's integration and overall participation was non-existent.

Based on this experience, some critical actions taken before the Phase II project, "Proyecto de Desarrollo Rural Canadero" (PRODEGA), helped improve project's gender focus. These were:

- Socio-economic survey to find a strategy for better gender integration
- Clear instructions for a closer linkage between the WID component and other activities in the project
- Gender training workshops for project staff and recommendation to increase the percentage of women project staff members to 50%
- Development of a new gender strategy to change perceptions of women's role in society and improve their self-esteem as producers and income generators
- Removal of cultural barriers in institutionalizing gender and raise gender awareness
- Increase in number of women beneficiaries, with preference given to farms owned by women.

Lessons that emerge from the experience are:

- Separate assessments of men's and women's substantive needs and interests enhance the impact of the project
- Women are generally excluded from most project benefits when their role in productive activities is recognized belatedly or if a gender component is added later on
- Monitoring and evaluation are crucial to success in gender integration, and sex disaggregated data are important to assess if men and women are obtaining equitable benefits from project activities.

Source: Looking at Gender, Agriculture and Rural Development, Department of International Development Cooperation, Ministry of Foreign Affairs of Finland, Helsinki, 1995.
### Checklist of Gender-Related Issues and Activities during the Project Cycle

<table>
<thead>
<tr>
<th>Identification and Preparation</th>
<th>Design and Appraisal</th>
<th>Implementation and Supervision</th>
<th>Implementation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Gender-related roles and activities in livestock production, processing, marketing, gender relations in control over income</td>
<td>✓ Project activities related to gender-driven small and large livestock production</td>
<td>✓ Equitable gender balance in beneficiary selection to reflect project-supported livestock activities</td>
<td>✓ Improvement in returns from livestock for all categories of producers</td>
</tr>
<tr>
<td>✓ Gender-specific needs and requirements in livestock activities</td>
<td>✓ Gender input into value-added processing and efficient marketing</td>
<td>✓ Women’s participation in decision making increased</td>
<td>✓ Improvement in men’s and women’s income from livestock</td>
</tr>
<tr>
<td>✓ Impact of livestock activities on nutrition and availability of dietary animal protein</td>
<td>✓ Gender roles in utilization of animal draught power for farming and transport</td>
<td>✓ Reduction of women’s workloads</td>
<td>✓ Improvement in consumption level of animal protein at family level</td>
</tr>
</tbody>
</table>

### Socio Economic Issues

- Gender discrimination, if any, in livestock ownership and inheritance
- Men’s and women’s access to livestock support services in extension, healthcare, credit, and insurance
- Gender balance in producers’ and marketing cooperatives

### Policy and Institutional Issues

- Assessment of specific technology needs of men and women in livestock activities
- Existing capacity in livestock support services to address gender-based needs
- Gender balance in the provision of livestock services — para-vets, AI services, etc.

### Technology and Training

- Carry out initial beneficiary survey to identify potential gender issues
- Undertake a detailed social and gender analysis only if warranted.

### Sub-sector Indicators

- % of women among livestock producers by animals
- Contribution of livestock to women’s/men’s income and subsistence
- Amount of milk and animal protein consumed by the family.

### Input/Process Indicators

- Men’s and women’s level of participation in village level planning
- Existing policy initiatives to address gender issues in access to resources in livestock sector
- Funds allocated/dispensed for capacity building — training on gender for research & extension staff
- Women’s level of participation in producers’ cooperatives; women’s group for collection and marketing
- Fund allocation for improvement in animal healthcare facilities, accessibility, affordability.

### Output Indicators

- Gender balance among extension staff; No. of staff trained on gender
- Number of extension messages produced/disseminated on gender issues in production
- Number of women receiving help, availing health care services
- Number of women healthcare providers
- Number of women in producers’ cooperatives
- Changes in marketing network and infrastructure for livestock produce — proximity, milk routes, transport.

### Impact Indicators

- Changes in income and subsistence — equitable share of income among men and women
- Changes in nutritional status — availability of milk and animal protein for the family.

### Suggested Gender-Related Indicators for Livestock Development Projects

<table>
<thead>
<tr>
<th>Sub-sector Indicators</th>
<th>Input/Process Indicators</th>
<th>Output Indicators</th>
<th>Impact Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ % of women among livestock producers by animals</td>
<td>✓ Men’s and women’s level of participation in village level planning</td>
<td>✓ Gender balance among extension staff; No. of staff trained on gender</td>
<td>✓ Changes in income and subsistence — equitable share of income among men and women</td>
</tr>
<tr>
<td>✓ Contribution of livestock to women’s/men’s income and subsistence</td>
<td>✓ Existing policy initiatives to address gender issues in access to resources in livestock sector</td>
<td>✓ Number of extension messages produced/disseminated on gender issues in production</td>
<td>✓ Changes in nutritional status — availability of milk and animal protein for the family.</td>
</tr>
<tr>
<td>✓ Amount of milk and animal protein consumed by the family.</td>
<td>✓ Funds allocated/dispensed for capacity building — training on gender for research &amp; extension staff</td>
<td>✓ Women’s level of participation in producers’ cooperatives; women’s group for collection and marketing</td>
<td>✓ Changes in marketing network and infrastructure for livestock produce — proximity, milk routes, transport.</td>
</tr>
</tbody>
</table>
Rural Finance

Rural finance comprises all types of financial services for households and micro, small, medium, and large enterprises in rural areas. Specifically, rural finance includes providing credit, savings, insurance, transfer payments and other financial services to farm households or off-farm businesses. These services are provided in return for some interest or fee for loaning and safeguarding funds.

Rationale for Integrating Gender into Rural Finance Projects

There is evidence that women use credit as effectively as men, when it is available, and that their repayment rates are generally much higher than men. Further, savings are an essential mechanism for managing the risks and variable income patterns typical of rural areas. Yet women have more limited access to formal financial services than men. Overcoming the constraints to women's access to conventional savings, credit and credit-financed inputs is essential for improving their capacity to raise productivity in rural development activities.

A Micro-Finance Scheme for Women: The Kenya Women Finance Trust

Kenya Women Finance Trust (KWFT), an affiliate of Women's World Banking, has been working towards strengthening women's participation in the economic mainstream. Focused on women who have little access to formal credit, it provides training to help women entrepreneurs. KWFT started its operations in early 1980s with several donors providing grants. After a restructuring in 1990s, KWFT focused on a group-based credit strategy that improved its performance immensely. KWFT has since emerged as a reliable source of quick credit to rural women, promoting entrepreneurship and empowerment by providing additional sources of income. It has also created long-lasting bonds among the members, which has contributed to social harmony.

KWFT's strategy is to keep administrative costs down and link the growth in lending to the availability of funds. The sustainability is improved by charging competitive interest rates, leading to many clients, and maintaining a high repayment rate. KWFT sets targets on a yearly basis to add value to the management and evaluation of credit programs. It also emphasizes non-financial services like client training to improve credit management performance.

Some of the important KWFT initiatives are:

- The Bashara Scheme, a group-based model of intermediation, similar to the Gramia Bank model in Bangladesh, which was adopted by the Kenya Rural Enterprise Program
- The Unitmills Scheme, which seeks to provide a unit loan to existing groups which then retail loans to their members. This reduces the expenses on group formation and loan administration, and strengthens the KWFT outreach
- The Small Enterprise Professional Service Organization (SEPSO), developed in collaboration with the Kenya Management Association Program (KMAP), to provide training to bigger clients
- The "best practice learning and market linkages" program to support successful women entrepreneurs act as mentors for other women.


Innovative Project in Micro-credit for Women in Ethiopia: Women's Development Initiatives Project (WDIP)

Women's Development Initiatives Project (WDIP) is geared towards enhancing skills, productivity and income of women who bear the burden of poverty in Ethiopia. It is designed to help them obtain the financing needs of poor women who will otherwise have access to institutional finance, and improve household, social and economic welfare in selected poor districts. Women's groups will be used to encourage women to form and remain in groups organized around productive activities. The project has benefited from lessons from earlier experiences such as

- Community participation is a need for capacity building. The WDIP was divided into a number of micro-projects, and 9 to 12 months were allowed for capacity development after micro-credit effectiveness. The structure and arrangements have been kept simple
- Community participation and contribution are necessary for increased commitment and sustainability of projects. Women's groups will be asked to provide savings of about 10% of the total assistance (5% in kind)
- Traditional and modern communication media (e.g. theatre and radio) need to be more effective in reaching men and women of poor households. Messages and promotion measures will ensure women's increased participation is seen as a household decision rather than their own concern
- Capacity building is needed both at the central and regional government levels to effectively supervise the implementation of the project
- A good M&E system is necessary to fine tune project implementation mechanisms
- Pilot activities by private sector should be promoted, and NGOs and other organizations are useful in providing local technical assistance.

Based on these experiences, the project components aim to address women's needs through:

1. Grassroots Initiative Fund (GIF), a financing window, will be demand-driven to provide support to women's groups so that they can organize and decide on which productive activities they will invest
2. Institutional strengthening including capacity building for intermediaries and facilitators in group organization, project design, appraisal, monitoring and evaluation, and technical support provided on contract basis depending on the needs. The information, education, and communication components will improve awareness among women communities on legal issues, health, nutrition, environment and natural resource management
3. Monitoring and evaluation that will assess the overall efficiency of project implementation on the basis of identified indicators for input, process, output/impact, and sustainability.
### Checklist of Gender-Related Issues and Activities during the Project Cycle

<table>
<thead>
<tr>
<th>Social and Economic Aspects</th>
<th>Identification and Preparation</th>
<th>Design and Appraisal</th>
<th>Implementation and Supervision</th>
<th>Implementation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Farmers using institutional</td>
<td>Gender inclusive project design – balance in male-female ratio among the beneficiaries</td>
<td>Promote female savings accounts, and increase applicants for credit and % of approval</td>
<td>Reduction in dependence on informal money lenders</td>
</tr>
<tr>
<td></td>
<td>finance and services by rural</td>
<td>Project design to ensure women's empowerment through access to project incentives</td>
<td>Funds disbursed for men and women</td>
<td>Women's empowerment—increased role in decision making within family and in the community</td>
</tr>
<tr>
<td></td>
<td>men and women</td>
<td>Support to women's savings and credit group formation around productive activities</td>
<td>Monitor women's usage and control over credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasons for low % of female</td>
<td>Project assistance to NGOs and other grassroots organizations to train women's groups</td>
<td>Training for men and women in managing finances and enterprise development</td>
<td>Increase in women's access and control over financial resources</td>
</tr>
<tr>
<td></td>
<td>farmers receiving credit</td>
<td>Provision for leadership training for women on business and financial management</td>
<td>Increase in micro-enterprises run by men and women</td>
<td>Improvement in women's capacity to generate income</td>
</tr>
<tr>
<td></td>
<td>including access, control and</td>
<td>Skills development for men and women in micro-enterprises</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cultural issues</td>
<td>Allow women's groups to participate in community decision-making and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differential control over assets, income and decision making between men and women</td>
<td></td>
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</tr>
</tbody>
</table>

| Capacity-Building           | Viable farmers' groups – men's, women's and mixed and their activities | |
|                             | NGOs and other support groups providing technical assistance and grassroots management training to the communities | |

| Institutional               | Assess policy level, legal, and procedural constraints to women's access to credit | Policy initiatives to improve access to credit, simplify procedures for poor and illiterate |
|                             | Reservation among the poor about institutional finance and services—access to adequate information | |
|                             | Capacity within the financial institutions to handle small loans | Design and deliver special line of credit for small loans—raise awareness |
|                             | Sustainability of MFIs serving the poor | TA/capacity-building for MFIs, linked to performance and outreach |
|                             | Men's and women's repayment records | Community participation and contribution to ensure sustainability and commitment |

| Note for Task Teams         | Engender benchmark survey and collect sex disaggregated data on credit and savings | Important lessons in design stage: |
|                             | Gather information on social and cultural norms on gender-based differences in handling finances and decision-making, | 1) credit and savings societies to be formed around activities, need for farmers' capacity building in financial skills and management. |

### Suggested Gender-Related Indicators for Rural Finance Projects

<table>
<thead>
<tr>
<th>Input Indicators</th>
<th>Process Indicators</th>
<th>Output Indicators</th>
<th>Impact Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of funds disbursed by component, and % of women among beneficiaries</td>
<td>Compliance with targeting criteria</td>
<td>Number of women acquiring new skills and/or improving their existing skills</td>
<td>Number of women's groups continuing operation after the project</td>
</tr>
<tr>
<td>Number of women's groups financed</td>
<td>Number of requests received by sex</td>
<td>Number of women actively taking part in micro-credit project after training</td>
<td>Increase in assets and income of women</td>
</tr>
<tr>
<td>Average group investment</td>
<td>% approved relative to the number of requests by sex</td>
<td>No. of groups created or strengthened compared to target</td>
<td>Improvement in overall well-being of women and children—health, education.</td>
</tr>
<tr>
<td>Number of new loans for target clientele</td>
<td>Proportion of target population receiving training</td>
<td>Level of satisfaction of the beneficiaries with group level and community level outcomes</td>
<td></td>
</tr>
<tr>
<td>Average size of loans for individual women beneficiaries</td>
<td>Total No. of women reached relative to target by component</td>
<td>% of micro-enterprises managed by women</td>
<td></td>
</tr>
<tr>
<td>Number of grassroots management trainings organized – % of female participants</td>
<td>Administrative cost as proportion to total cost.</td>
<td>Repayment rate by individual women to the group</td>
<td></td>
</tr>
<tr>
<td>Number of intermediaries, facilitators used.</td>
<td></td>
<td>% of profit generated compared to grants for raw materials and inputs.</td>
<td></td>
</tr>
</tbody>
</table>
Sustainable Agriculture and Natural Resources Management

Sustainable Agriculture and Natural Resource Management activities seek to increase agricultural productivity through adoption of practices that maintain the long term ecological and biological integrity of natural resources. Activities in this sub-sector cut across the rural, social, and environmental issues of natural resource management to sustain significant increases in farm productivity through the efficient use of land and other resources. The goal is to provide better economic returns to individuals and contribute to the quality of life and economic development.

Rationale for Integrating Gender into Agriculture and Natural Resource Management

Strategies for sustainable agriculture development and NRM stress participation and empowerment of farmers and communities, as well as partnership development among all stakeholders. Gender relations at the community and family levels play a crucial role in the success of these efforts to harmonize agricultural intensification with environmental integrity and promote social equity while maintaining economic and production objectives.

Uttar Pradesh Sodic Land Reclamation Project in India

The project sought to reverse the trend in productivity decline on vast stretches of sodic lands through a land reclamation process. It also aimed to make the process sustainable by preventing further increases in salinity through the effective management of programs with strong community participation and NGO support. Not only has the project used the latest technological methods, but it has also emphasized social aspects to ensure stakeholders' commitment in sustaining the activities to manage the sodic lands.

The project is ahead of its target thanks to the motivation and participation of male and female farmers. Some of the highlights are:

- 45,000 hectares of land have been reclaimed and brought under cultivation
- Cropping intensity has gone up
- 59,000 landless laborers have been allocated land and the need to seek off-farm employment has been reduced
- Women's groups have been formed which have become important centers of economic activity
- Access to institutional credit has improved: banks now extend group credits to women for related activities such as dairy farming, nursery raising, and trading
- The overall social and economic well-being in the villages has improved.

The project's enormous success is based on using social and institutional mechanisms to coordinate community efforts. Some important lessons:

- Correct sequencing of project activities: first, establish property rights and land titling, then create groups and organizations, and finally, bring in the technical solutions and resources
- Encouraging equal participation of men and women in problem-solving; and
- Developing local capacity among local people for decentralized management of degraded lands.

In a remarkable development, the project initiatives have resulted in a new legislation in land titling requiring joint registration in the names of both husband and wife for allocation of reclaimed land.

Systematic Integration of Women in a National Program: Indonesia Integrated Pest Management (IPM) Training Project

The IPM training project is implemented in 12 main rice-producing provinces to stabilize agricultural production, particularly rice, and promote environmentally sound crop production systems. Using farmers' field-school methodology, the project trained farmers and farmer-trainers and built awareness about the health and environmental hazards of continued use of pesticides in rice production.

Project outcomes had a far-reaching impact on rice production systems in the country. At the implementation completion in 1999, a total of 900,000 farmers and 23,000 farmer-trainers, of which 160,000 were women, had been trained in IPM. Crop yield was maintained although pesticide use was reduced and the project improved the environment and farmers' health.

In spite of strong social, cultural and religious barriers, a significant number of women beneficiaries participated in all project activities. Women farmers were successfully trained in IPM, and leadership developed among women farmer-trainers. Women became very active in post-field-school activities and in farmers' networks and associations. The following gender-related activities led to the success in integrating women's project activities all around the country:

- A national target of 30% participation of women farmers in IPM field schools
- Gender analysis by farmers during planning and selection of participants for farmers' field-schools (FFS). Guidelines were issued also to match the percentage of women farmer-trainers with the percentage of female participants in the FFSs
- Annual gender studies on women's participation and leadership in the National IPM program
- Monitoring and evaluation of women's participation in individual field-schools
- Women's participation as IPM alumni and leaders in post-field schools' activities played a big role in networking among women farmers and in the informal spread of IPM.
## Checklist of Gender-Related Issues and Activities during Project Cycle

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</tr>
</thead>
<tbody>
<tr>
<td>✓ Division of labor between men and women in farming activities in project area</td>
<td>✓ Gender inclusive project activities geared towards meeting specific needs of men and women</td>
<td>✓ Women’s farm productivity and their role in decision making</td>
<td>✓ Women’s role in agriculture and NRM strengthened</td>
</tr>
<tr>
<td>✓ Constraints men and women farmers face in improving productivity</td>
<td>✓ Interventions to improve women’s access to productive resources within existing social and cultural context</td>
<td>✓ Quality of participation of women in agriculture and NRM</td>
<td>✓ Improvement in women and men farmers’ income and overall social wellbeing</td>
</tr>
<tr>
<td>✓ Men and women’s access and control over resources at household level</td>
<td>✓ Community mobilization in adoption of sustainable practices and NRM</td>
<td>✓ Awareness among men and women about sustainability in farming practices</td>
<td></td>
</tr>
<tr>
<td>✓ Men and women farmers’ understanding and capacity to adopt sustainable practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Policy and Institutional

| ✓ Prevailing system in land tenure security and women’s land rights | ✓ Project initiatives to address gender differences in land rights | ✓ Women farmers’ access to land | ✓ Gender equity in access and management of land resources |
| ✓ Existing capacity of institutions to provide support to farming needs of men and women | ✓ Capacity building in extension and other services to address gender | |

### Technology Development

| ✓ Farmers’ knowledge of sustainable farming and NRM | ✓ Technological support in conservation approaches by community, women’s groups | ✓ Information dissemination on farmer oriented sustainable practices in agriculture and NRM | ✓ Improved management and sustainability of land resources |
| ✓ Gender specific technology needs to improve productivity and sustainability | ✓ Focus on women and the less privileged—productivity increase in degraded lands and post harvest technology | ✓ Women’s participation in field demonstrations and technology adoption | ✓ Increase in productivity and fertility of degraded land |

### Notes to Task Teams

| ✓ Collect background information on men’s and women’s dynamics in agriculture and NRM to identify gender issues. | ✓ A preliminary gender study or an engendered PRA is advisable to help identify specific areas of emphasis in the project. | ✓ Emphasis should be given to assessing improvement in the quality of women’s participation. | ✓ Impact of women’s participation should be seen in overall context - social, economic, environmental |
| |

## Suggested Gender-Related Indicators for Agriculture and Natural Resource Management Projects

### Sub-sector Indicators
- Changes in the role of men and women in agriculture in project area
- Increase in number of female headed households, women as landowners, etc.
- Increase in awareness about conservation-oriented practices among men and women.

### Input Indicators
- Incorporation of women farmers’ landless laborers in project activities
- Women’s level of participation in extension programs’ planning and implementation
- Mass media materials on technology and practices available
- Support for technology adoption – research, training, inputs
- Amount of funding for gender specific activities.

### Output Indicators
- Improvement in access to resources by men and women farmers
- % of men and women adopting sustainable practices
- Increase in number of women participating in field training and farmers’ groups activities
- Increase in productivity of degraded lands.

### Impact Indicators
- Improvement in land management practices, reduction in land resource degradation
- Improvement in productivity of degraded lands and
- Improvement in women’s income
- Women’s empowerment and overall well being – nutrition and health.