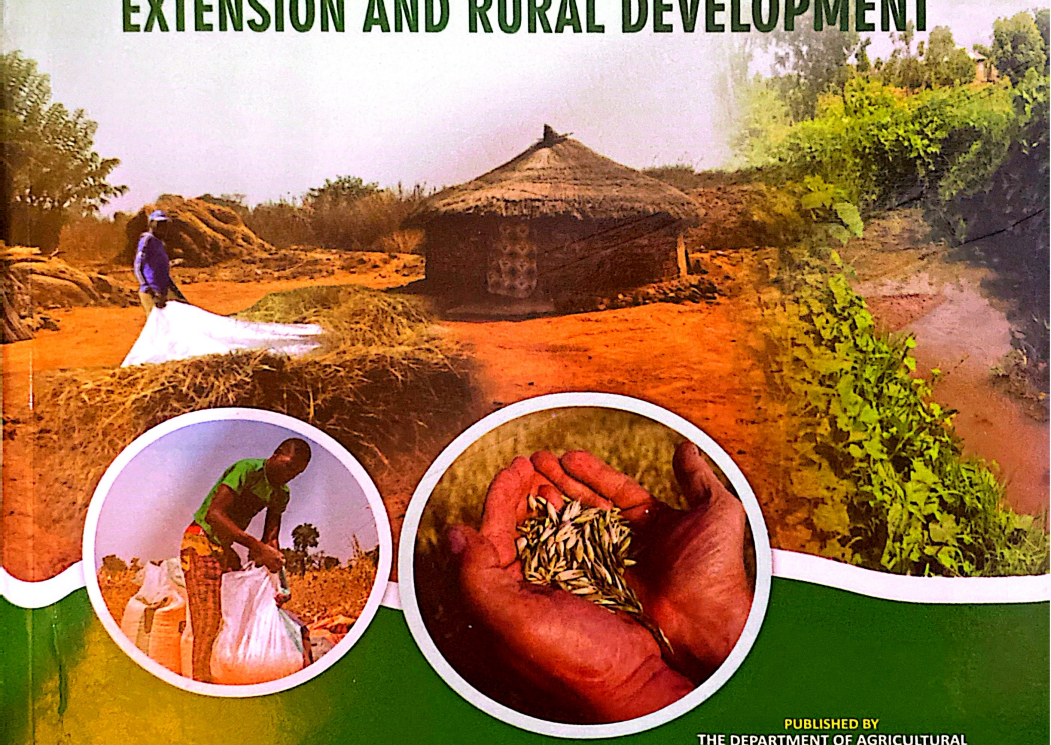
FUNDAMENTALS OF AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT



PUBLISHED BY
THE DEPARTMENT OF AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT, UNIVERSITY OF ILORIN, ILORIN, NIGERIA.

EDITED BY:
SIDIQAT ADERINOYE-ABDULWAHAB, Ph.D. (Reading)

FUNDAMENTALS OF AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT

PUBLISHED BY THE
DEPARTMENT OF AGRICULTURAL EXTENSION
AND RURAL DEVELOPMENT
UNIVERSITY OF ILORIN, NIGERIA

EDITED BY:
SIDIQAT ADERINOYE-ABDULWAHAB, Ph.D. (Reading)

Published by:
THE DEPARTMENT OF AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT
UNIVERSITY OF ILORIN, NIGERIA

© 2023

All rights reserved
No part of this publication may be reproduced or transmitted in any form or means, by photocopying or otherwise, without prior permission of the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

ISBN: 978-978-782-123-7

TABLE OF CONTENTS

FOREWORD v
PREFACE vii
LIST OF CONTRIBUTORS xi

CHAPTER ONE
RURAL SOCIOLOGY: PRINCIPLES AND PRACTICE
DAUDU, A. K., ADEKUNLE, O. A. and ADESIJI, G. B. 1

CHAPTER TWO
AGRICULTURAL EXTENSION PRINCIPLES AND TEACHING METHODS
ADISA, R. S. and ADEBAYO, S. A. *24*

CHAPTER THREE
ADOPTION AND DIFFUSION OF INNOVATION PRACTICES IN AGRICULTURAL EXTENSION
ADESIJI, G. B. 36

CHAPTER FOUR
APPROACHES IN AGRICULTURAL EXTENSION
DOLAPO, T. A. 48

CHAPTER FIVE
RURAL ADULT EDUCATION
ADERINOYE-ABDULWAHAB, S. A. *57*

CHAPTER SIX
PROGRAMME PLANNING, MONITORING, AND EVALUATION IN AGRICULTURAL EXTENSION
ADEFALU, L. L. 68

CHAPTER SEVEN
ADMINISTRATION AND SUPERVISION IN AGRICULTURAL EXTENSION
OGUNLADE, I. *95*

CHAPTER EIGHT
PARTICIPATORY APPROACHES IN AGRICULTURAL EXTENSION SERVICES
BOLARIN, O. *101*

CHAPTER NINE
THEORIES AND PRACTICE IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT
OMOTESHO, K. F. 110

CHAPTER TEN
ROLE OF GENDER AND YOUTH IN SUSTAINABLE RURAL DEVELOPMENT
KAYODE A. O. 121

CHAPTER ELEVEN
GENDER ANALYSIS IN AGRICULTURE: PRINCIPLES AND FRAMEWORKS
DAUDU, A. K. 132

CHAPTER TWELVE
CONTEMPORARY ISSUES IN AGRICULTURAL EXTENSION
KAREEM, O. W. 151

CHAPTER THIRTEEN
AGRICULTURAL VALUE CHAIN ADDITION AND ENTRENEURSHIP
AWOYEMI, A. O. 168

CHAPTER FOURTEEN
AGRICULTURAL JOURNALISM IN NIGERIA
BOLARIN, O. 177

CHAPTER FIFTEEN
APPLICATION OF ICT IN AGRICULTURE
ADEBAYO, S. A. 187

CHAPTER SIXTEEN
RESEARCH METHODS IN AGRICULTURAL EXTENSION
ADEKUNLE, O. A. and DAUDU, A. K. 194

CHAPTER SEVENTEEN
PARTICIPATORY TRAINING MANAGEMENT
KAREEM, O. W., OGUNLADE, I. and ADEFALU, L. L. 221

Index 244

List of Contributors

Oluwasegun Adetokunbo ADEKUNLE (Ph.D.) is a Professor in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Israel OGUNLADE (Ph.D.) is a Professor in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Gbolagade Benjamin ADESIJI (Ph.D.) is a Professor in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Rashid Solagberu ADISA (Ph.D.) is a Professor in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Lawal Lateef ADEFALU (Ph.D.) is a Reader in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Sidiqat ADERINOYE-ABDULWAHAB (Ph.D.) is a Reader in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Sijuwade Adebukola ADEBAYO (Ph.D.) is a Reader in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Olufemi BOLARIN (Ph.D.) is a Senior Lecturer in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Kemi Funmilayo OMOTEṢHO (Ph.D.) is a Senior Lecturer in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Ajoke Oluwatoyin KẠYODE (Ph.D.) is a Senior Lecturer in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Abdulrazaq Kamal DAUDU (Ph.D.) is a Lecturer I in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Oyedola Waheed KAREEM (Ph.D.) is a Lecturer I in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Adeseye Oluwasikemi AWOYEMI (Ph.D.) is a Lecturer II in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

Tawakalitu Abiola DOLAPO (Ph.D.) is a Lecturer II in the Department of Agricultural Extension and Rural Development, University of Ilorin, Nigeria

CHAPTER ELEVEN

GENDER ANALYSIS IN AGRICULTURE: PRINCIPLES AND FRAMEWORKS

DAUDU, A. K.

Introduction

Agriculture is central to the livelihoods of the rural poor. However, women, especially in many developing countries, comprise the largest percentage of the workforce in the agricultural sector. They play a predominant role and have an important economic contribution to agricultural production. Yet these roles are often unrecognised. Failure to recognise the roles, differences, and inequalities has an implication on the success of agricultural development. Agricultural intervention that aims to support beneficiaries has gender implications i.e., it will impact men and women differently. Thus, closing the gender gap in agriculture is important so as to ensure productivity and food security.

Non-differentiation of beneficiaries has often resulted in the invisibility of women farmers. Gender analysis is one of the analytical processes that help visualise and identify differences and similarities between men and women farmers, thus providing the basis for effective and gender sensitive project intervention. The gender analysis tools not only allow men and women farmers to describe their daily activity but also identify the different constraints that they face in agricultural production, processing, and marketing. The gender analysis tools also help to identify men's and women's roles including their duties as well as implications for project strategies. There are fundamental constraints such as lack of conceptual clarity as well as practical applicability of gender issues and these should bring about significant changes if critically addressed. One of the approaches in addressing the issue is application of relevant tools and methods. Handbooks and manuals are a favourable consideration to serve as a practical guide in interpreting gender issues in agriculture. To this end and with the objective of upgrading the knowledge and skills of students and those who work on gender related projects, this chapter aims at providing basic gender analysis tools so as to create gender-sensitive interventions.

Basic gender terms and definitions

It is important to spend enough time discussing the terms and definitions in order for the users of gender concept to fully comprehend their significance.

1. ***Gender:*** It describes the socially constructed roles and duties of men, women, and youths. It comprises expectations and likely behaviours of the old, young,

women, men, and the roles that we learnt to fill from childhood. In short, gender refers not to women or men per se, but to the relations between them, both perceptual and material.

2. ***Sex:*** It refers to the genetic and physiological characteristics and traits that indicate whether one is male or female. This means that sex is defined by the possession of male or female genitals.
3. ***Gender equality:*** It is the result of the absence of discrimination in opportunities, allocation of resources or benefits, and in access to services on the basis of a person's sex.
4. ***Gender equity:*** It entails fairness and justice in the distribution of benefits, duties, and roles between men, women, and youths. It is acknowledged that men and women have varying needs in gender power-play and these differences ought to be recognised and tackled in a way that fixes the disparities between the sexes.
5. ***Gender relations:*** It refers to social relationships between both sexes within a specified time and place. These social relationships explain the differences in power relations between the sexes.
6. ***Gender roles:*** They are the tasks, duties, roles, and learned behaviours as assigned to men and women, boys and girls in a given society/community. These roles reflect in activities ascribed to the male and female on the basis of perceived physical differences and these are further reinforced through the gender division of labour. Gender roles differ across societies, cultures, social classes, ages and at different eras in history. Commonly, gender roles can be classified into productive, reproductive and community roles.
7. ***Productive role:*** Productive roles include all tasks which contribute to the income and economic welfare of the household and community. These include the production of goods and services for income or sustenance. Both women and men perform a range of productive roles. Examples of productive activities in agriculture are cultivation, livestock rearing, processing, transporting, and marketing.
8. ***Reproductive role:*** Reproductive activities are those activities carried out to reproduce and care for the household. Activities such as childbearing, cooking, washing, cleaning, nursing, and taking care of the sick in a household are reproductive roles. These tasks are usually handled by women in a typical African setting.
9. ***Community role:*** These are those activities undertaken at the community level to meet the group's common basic needs. They are sometimes referred to as *community managing* role and they include: supply and maintenance of commonly used resources; examples of which are water, health care and education. Community roles also include social and political activities at the village and local levels. This also includes social events such as ceremonies and celebrations where communities participate in groups. Most of these activities

are dominated by men and women depending on which sex is assigned what role in the given community.

10. ***Empowerment:*** It refers to the process of increasing the opportunity of people to take control of their own lives. It is about people living according to their own values and being able to express preferences, make choices and influence (individually and collectively) the decisions that affect their lives. To empower people (regardless of their sex) means the ability to develop self-reliance, gain skills, possess knowledge, and increase their authority to make decisions and air their opinion, and to have the ability to challenge societal norms.

11. ***Gender needs:*** Gender needs arise because the needs of both sexes differ, i.e., men and women play different roles, they do different types of work, have different degrees of access to services and resources, and they experience unequal relations. In gender analysis a distinction is made between practical gender needs and strategic gender needs.

12. ***Practical gender needs***:
    a. Are related to individuals' essential daily needs that determine their survival.
    b. Are concerned with the promotion of resourcefulness rather than tackling the issue of empowerment in a bid to improve their living condition.
    c. Can include the provision of services (clean water, shelter, and health care) as well as income generating opportunities in development programmes. Meeting practical needs means giving response to immediate perceived necessities.

13. ***Strategic gender needs:***
    a. Refers to the relative status/position of women/men in pursuit of empowerment and equity.
    b. Strategic interests may include legal rights, increased decision making, protection from domestic violence, etc.
    c. Practical and strategic interests are mutually exclusive (projects that only target practical needs may not be sustainable unless strategic interests are also considered).

Table 1: Practical and Strategic gender needs

Practical needs	Strategic needs
Tend to be immediate & short-term	End up being long-term
Related to daily needs: food, housing, income, health, etc.	Related to a subordinate position: lack of resources and of education and training, vulnerability to poverty and violence, etc.
Can be satisfied by specific inputs (provision of food, technologies, health facilities, etc.)	Can be satisfied by confidence building, improved self-confidence, education, political mobilization, strengthening of women's organisations, etc.
Can improve women's living conditions	Can improve the situation the women have in the society
Generally, does not change the traditional roles and social relations	Can give more power to women and transform the social relations

14. ***Gender Mainstreaming:*** Gender mainstreaming is defined by the United Nations as the procedure for evaluating any planned action for women and men in all aspects and at all stages. It is a strategy for harnessing men and women's concerns and endeavours with the intent of inclusivity in the design, application, monitoring and appraisal of policies and programmes in socio-political and economic domains so that both sexes uniformly benefit without inequality being perpetuated. The ultimate goal of mainstreaming is to realise gender parity.

15. ***Gender analysis:*** It is a methodical procedure used to identify, organize, and explain gender differences and the importance in gender power dynamics. We tend to better understand the interactions between men and women when gender analysis is employed; and it becomes easier to determine the constraints and opportunities that men and women face within the farming system. The analysis answers the following questions:
    a. *Division of labour*: who within the household carries out which agricultural tasks (What do men and women do?)
    b. *Who has access to and control* over productive resources and services?
    c. *How are resources distributed and who makes the decisions* (what decisions do men and women make in the family/community)?
    d. What is the *rationale* behind the gender differences?

Why is gender analysis carried out?

- To better understand the opportunities/problems in the community and plan interventions which are beneficial to all.

- To expose the barriers to women's full participation and economic development.
- To make decisions and implement the project/programme that promotes gender equity.
- It helps to find the best strategies and solutions to address the different needs and dynamics of men and women living in poverty.

Gender analysis can be done using:

- Formal interviews, surveys, and mapping.
- Household interviews and focus group discussions (FGDs)
  One of the approaches to conduct gender analysis is using household interview as this will help to elicit information (qualitative/quantitative) that can give better understanding about the issue. For example, in semi-structured interviews general questions or topics are initially identified and they become the basis for further questioning during the interview. This allows the interviewer and interviewee to have detailed discussion on the issues. Focus group discussion of small groups (usually 5-10 people) are formed for an open discussion which is usually anchored by a facilitator/moderator. Unlike individual interviews, focus group discussion provides an opportunity for interactions among participants.

2. Gender analysis tools/frameworks

Gender analysis tools/frameworks are approaches used to generate data and information during gender analysis. They answer questions such as: who does what, who has what, who needs what and what should be done to close the gaps between what women and men need. In order to conduct gender analysis various tools have been developed among which two of them are presented below: ***Harvard gender analysis framework*** and ***Gender Analysis Matrix (GAM).***

2.1 Harvard gender analysis framework

- It is one of the most commonly used gender analysis frameworks.
- It is developed based on the understanding that women and men are affected by development activities differently.
- Harvard framework uses: *Activity profile, 24-hour day activity clock, Seasonal calendar, and access & control profile.*

2.1.1 Activity profile

This tool examines the gender-based division of labour. It categorises activities into productive and reproductive; while showing who does what, when, and where.

Table 2: Activity profile

Activities	Who does the work?	
	Women	Men
Household tasks		
Cleaning		
Fetching firewood		
Fetching water		
Preparing food	X	
Taking care of children		
Washing clothes	X	X
Productive activities		
Land clearing		X
Cultivation and maintenance		
Harvest/Post-harvest activities	X	X X

Table 3: Example of gender activity analysis for maize crop

Activities	Who does the work?	
	Women	Men
Land preparation		
Land clearance	X	X X
Ploughing		X
Cultivation and maintenance		
Seed selection		X
Sowing/planting	X	X X
Weeding	X X	X
Daily maintenance	X	X X
Harvest/Post-harvest		
Harvesting	X	X X
Threshing	X	X X
Storage	X X	X
Processing	X X	X

How to conduct this tool (activity profile)?

- Interviews have to be conducted separately for men and women.
- In case translators are needed they assist the translation process. Make sure they understand the topic and only translate (instead of interpretation and putting the words in the mouth of the respondent).
- Major tasks/activities are listed on the left-hand column while who performs that particular task is noted on the right-hand column.
- Symbol (X) can be used to represent who does that particular activity. An extra symbol (i.e., XX) is used to reflect the relative contribution of a person performing that activity i.e., who is spending more time on that particular task. In case both men and women share the task equally each of them gets similar (i.e., each of them gets X or XX), whereas if only one of them is entirely responsible for that particular activity the symbol will be noted only for that person.
- While conducting this tool, it is important to probe because respondents provide socially desirable answers by responding with "we are both involved" when in the actual fact, one person may be spending twice as much.
- To be able to capture the differentiated contributions, it is advised to use an excel file. For example, one can decide to take 10 points as maximum. For instance, if it is only the man that is involved in land preparation activity, he will get 10 points; if both husband and wife get involved equally in washing clothes then each get 5 points; whereas in harvest/post-harvest activity the husband is more involved in the task than his wife so the scoring could be 6 to 4, or 7 to 3, or 8 to 2 or 9 to 1 depending on the information obtained while probing during an interview.

The interpretation: each activity, as performed, by each respondent is scored, converted into points in an excel sheet, and pulled together so that average result is summarised in the form of table or figure (Fig 1).

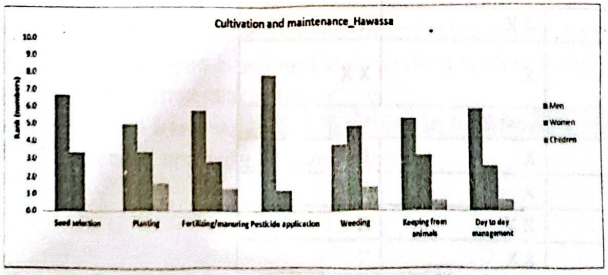


Figure 1: Graphic interpretation of activity profile
(Source: Assefa et al, 2014)

2.1.2 Daily activity clock (24 – hour daily calendar)

Daily activity clock aims at analysing the roles of men, women and children during the 24 hour. It helps to show how each person spends a typical day from the time they wake up in the morning up until they retire to sleep. The tool is particularly useful for looking at relative workloads between women and men. The clock confirms who works the longest hours, who focusses more on each activity, who does a number of tasks in a day, and who has the most leisure time and sleeping time. Information about the daily activity can be obtained through FGD (Focus Group Discussion).

Table 4: Daily activity clock

Time	Daily Activities	
	Women	Men
05:00		
06:00		
07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		

How to conduct this (daily activity clock) tool?

- The discussion has to be conducted with separate groups of women and men farmers, because they might have different interests. Men tend to speak in public because of cultural norms while women usually shy away. If we put men and women together, the views and interests of men may likely dominate the discussions.

- The group (approximately 8-15 persons) should be composed of a representation of the community, i.e., model, and non-model farmers.
- The facilitator of the Focus Group Discussion should encourage the respondents to discuss thoroughly about their engagement on the daily activities. In case translators are needed they assist the translation process. Ensure they understand the topic and only translate (instead of interpretation and putting the words in the mouth of the respondent).
- Ask the group members to list the activities that they undertake in their daily routines.
- Each participant should be given a chance to express his/her own experience followed by others explaining whether they agree or not on those activities and their time management. In order to prevent a situation that one person dominates the discussion; it would be wise to ask each person turn by turn so that a person provides his/her reflection on the question.
- Record the activities on a flip chart paper. Once this is completed, let the group discuss on activities that are most tedious/time-taking/labour-intensive. Moreover, as a facilitator let them discuss on the mechanisms they follow to cope with the situation and their suggestions for future improvement.

The interpretation: the information collected can be summarised and interpreted in a descriptive way. For example, which tasks are for women and men, the frequency for each activity, the average time (in hour) that women and men are involved per day.

2a: Mekelle Daily activity calendar (Female group)

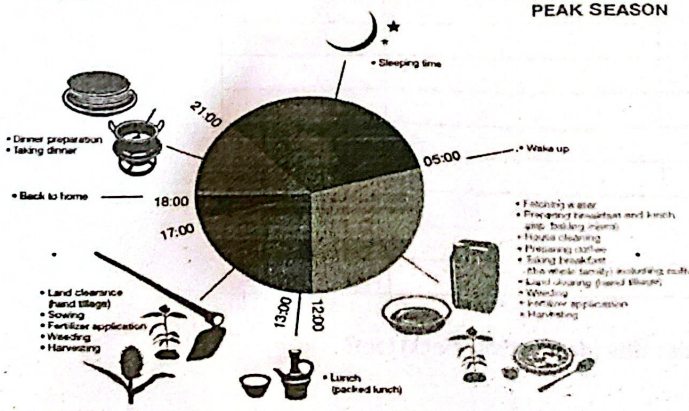


Figure 2: A typical Women's daily activity chart during the peak season (Source: Assefa et al, 2014)

2.1.3 *Seasonal calendar*

Seasonal calendar is equally a participatory tool that is used to explore the seasonal variations of agricultural activities in months. They are conducted throughout the year for a given crop. Seasonal calendar gives an idea about workload that both women and men have and in what specific time of the year.

Table 5: Seasonal calendar

Activity	Who	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												

How to conduct this (seasonal calendar) tool?

- Interviews have to be conducted separately for men and women groups.
- Draw a matrix and list major activities associated with production of a given crop. Activities can be recorded in the left-hand column (e.g., land clearing/preparation, sowing/planting, fertilizer application, weeding, harvesting). Likewise, on the right-hand side, each month can be indicated along one axis. Activities are recorded corresponding to respective month using a symbol **X**. The matrix can be prepared separately for rain-fed as well as irrigation periods.
- It is important to stress that the questions are not about "what is the most appropriate time to conduct this task", but rather "when did you conduct this task in the past year (the reality)". Moreover, the respondents should be left to discuss what is most common and not to be seen as flowing in line with the suggestion/advice of extension agents.
- Record the activities on flip chart paper.

  The interpretation: the collected data can be summarised and interpreted descriptively by investigating which tasks are for women and men, what are the busiest months (peak seasons), and when is the less busy time (slack season), etc.

2.1.4 *Access and control profile*

The allocation of resources between women and men is better understood by differentiating access to resources and control over them. ***Access*** refers to the opportunity to make use of a resource while ***control*** is the power to decide how a resource is used and who has access to it. Access and control profile is a tool that helps in determining power relations and interests. It is used for analysing the resources available and what benefits are given to the people involved. Holistically, it is about who has access and who has the final decision-making ability (control over resources and to have the opportunity to impose the choice on others).

Table 6: Access and Control profile

Resources	Access		Control		Remarks
	women	men	women	men	
Land					
Fertilizer					
Seed					
Oxen					
Sheep/goat					
Chicken					
Dairy cows					
Agricultural equipment					
Training					
Credit					
Water					
Fuel wood					
Others					
Benefits from X					
.....					

How to conduct this (access and control profile) tool?

- Interviews have to be conducted separately for male and female groups.
- Draw a matrix and list major resources including land, agricultural input, and others in the left-hand column. Likewise, on the right-hand side, indicate who has access to, and control over each resource. Use a symbol **X** to indicate who has the access/control over the resource.
- A double letter (i.e., **XX**) is used to reflect the relative access/control of a person over that particular resource. In case both men and women have equal access or equal control, each of them gets similar numbers (i.e., each of them gets **X**),

whereas if only one of them is entirely in control of that particular resource, the symbol will be noted only for that person.

- While conducting this tool, it is important to probe because respondents may give socially desirable answers: e.g. "we are both in control" even though one person might be spending twice as much time as the other. Such nuances should be considered to be able to fully understand the gender dimensions of the particular activity.
- To better capture the differentiated access and control, it is advised to use an excel file. E.g. one can decide to take 10 points as maximum. (See Gender activity profile).
- Record the activities on flip chart paper.

The interpretation: the collected information can be summarised and interpreted in a descriptively.

2.2 Gender Analysis Matrix (GAM)

The Gender Analysis Matrix (GAM) is an analytical tool that is used to determine the differentiated impact that an intervention might have on women and men (Parker, 1993). It assesses the impact with respect to the positive and negative changes that a given intervention has brought in terms of labour, resources, time, and socio-cultural factors. GAM understands the impact in terms of labour (whether the new technology is more (or less) labour-demanding (if it is an additional burden to them or not), resource (whether the new technology is more (or less) resource intensive (e.g., seed, fertilizer, pesticide) as compared to the conventional) time (whether the new technology is time taking or time saving) and cultural perspective (the changes in social aspects of the peoples' life as a result of the intervention).

Table 7: Gender Analysis Matrix (GAM)

Intervention	Level of analysis	Labour	Resource	Time	Cultural change
	Women				
	Men				

How to conduct this (gender analysis matrix) tool?

- Individual interviews have to be conducted separately.
- Each block is filled out to determine the impact of an intervention on respondents' life. Based on their answers, the increase (↑) and decrease (↓) signs are used to describe the effect. The signs indicate whether the intervention has impact on men and women in terms of labour, resource, and culture. Besides signs, it is wise to

document the stories and examples that respondents mention, to substantiate the analysis.

The interpretation: information gathered can be summarised and interpreted descriptively.

2.3 Decision-making on benefits

It has been reported that men have consistently controlled the decision-making process in farming activities especially in cash crop production despite women's key role in the agricultural sector. To help put an end to this, it makes sense to profile who, between men and women, has access to and control over the respective technology that is being introduced. The individual interview should be concluded with a checklist focusing on how women and men have conducted the gender analysis. This would help to increase the understanding of the gender components in relation to benefits attained from the introduced technologies. Table 8 shows a checklist that may capture some points and can be used in individual interviews.

Table 8: Check list: Decision-making on benefits

1. For what purpose do you use the money that is generated from cash crop sale?				
2. Who decides on how to use this money? *-In case it is the husband,* to what extent do you (*as a wife*) agree on how the money is spent? -Would you (*as a wife*) spend it differently? If yes, how?				
To what extent are you (*as a wife*) free to use the income and resources that you generate?				
4. How do you partake or share in decision-making in the household?				
5. Who is responsible for expenses on:				
Expense	**Men**	**Women**	**Joint (we decide together)**	**Comment**
Children education				
Clothing				
Health care				
Daily food items				
Inputs for the land				
Inputs for home garden				
Others				

How to conduct (approach)?

- Individual interviews have to be conducted separately.
- Make sure that the respondent is at ease and alone while conducting the interview, so that he/she can freely speak about these sometimes-sensitive topics.
- While conducting this, it is important to ***probe*** to fully understand the gender dimensions of the particular activity.

  The interpretation: information gathered can be summarised and interpreted descriptively.

3. **When to conduct gender analysis?**

   Gender analysis should be undertaken at all stages of a programme/project cycle, i.e.:

- Identification of the project or activity
- Formulation
- Implementation and
- Monitoring and evaluation

Gender analysis is an effort to understand how gender issues relate to development processes, through the application of a set of questions and tools that are to be integrated in all steps of the project. Therefore, it is imperative to ask how a particular activity, decisions or plan will affect women differently from men, as the analysis is based on the premise that women and men play different roles in the society. They are equally connected with different problems, different needs and priorities. It is for this reason that gender analysis must be applied at all stages of the development process (MOWA, 2009).

The basic assumption in gender integration in the project cycle—including monitoring, evaluation, and impact assessment—is that men and women are not homogenous and are, therefore, involved in and affected by projects differently. For example, the identification and formulation phase is the most important stage when it comes to integrating the gender dimension into the project. It allows the compilation of a balanced set of ideas, giving special attention to male and female opinions. It addresses the potential impacts the project will have on the lives of women and men. Besides, it allows the collection of necessary information on gender issues through indicators that will be useful later in assessing the impacts of the project. The gender division of labour could be an example of a tool that can be used in these phases. This tool illustrates "who does what" and how time is used among the community. Such information is essential for good project formulation as it helps to understand which stakeholders will be most influenced by the project and therefore reveals who should be more involved in the design and planning of that activity.

During implementation, monitoring and evaluation, gender analysis helps to assess differences in participation, the effect of the project on gender relations, and disparities in the benefits and impacts between males and females. At this level, it is important to consider the following key questions:

- Do women/men benefit from the programme in the same way?
- Are some women/men negatively impacted by the programme?
- Have gender relations of women/men in the target group changed as a result of the programme? Have gender gaps been reduced?
- Are new gender issues emerging within the programme?
- Are there new external factors affecting gender besides the programme (+ or –)?
- Are women/men supportive of the programme or do they wish to change it (partly/totally)? Who? Why? How?

4. What to do with the results of gender analysis?

Gender analysis helps to assess the roles and duties of men and women in agricultural productivity. Besides, it identifies the constraints that men and women farmers face in the production system. Thus, its result should be the start of a process to formulate and implement recommendations/possible solutions that can translate into practice. For instance, the gender analysis, conducted by CASCAPE, has revealed that although the newly introduced technologies gave better yield, they also increased a work burden to farmers especially to female farmers. The study recommended that introduction of labour-saving technologies could be one solution to reduce the workload.

Bibliography

Assefa, B.; de Roo, N.; Ahmed, A.; Tsegaye, A.; Boka, B.; Zelleke, B.; Tekie, H.; Tariku, J. (2014). Gender Analysis in CASCAPE Interventions: Gender-based roles and constraints in agricultural production. CASCAPE Working Paper.

FAO (2004). Helping Farmers make better decisions in farming and marketing, a reference guide.

http://info.worldbank.org/etools/docs/library/192862/Module2/ppt/PPTsforModuleII.ppt.

http:tamarackcommunity.ca/downloads/gender/Tools.pdf.

https://watsanmissionassistant.wikispaces.com/file/view/Module+3+Mainstreaming+Gender+in+Project+Cycle.pdf http://www.oecd.org/gender/

Parker, R. (1993). Another point of view: A manual on gender analysis training for grassroots workers. New York: UNIFEM.

The Federal Ministry of Women Affairs (MOWA), (2009). A Training Manual on Gender Mainstreaming and Sensitization.
United Nations (1997). The Report of the Economic and Social Council for 1997.

Further Reading

https://www.caribank.org/uploads/2014/03/Report-Mainstreaming-Gender-in-the-BNTFProject-Cycle.pdf.
www.ifpri.org/sites/default/files/publications/ifpridp00973.pdf
http://www.egfar.org/documents/mainstreaming-gender-equality-african-agriculturalresearch-and-development-study-constrai http://gaap.ifpri.info/
http://www.fao.org/sofa/gender/key-facts/en/
http://www.slideshare.net/jagriti/gender-analysis-37793182
http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender_Mainstreaming_Training_Manual_2007.pdf.
https://www.usaid.gov/sites/default/files/documents/1865/201sab.pdf

Sample questionnaire for conducting gender analysis

Objectives of the study

- Assess the different roles and activities that women and men perform in agricultural production.
- Analyse the gender differences in decision-making and benefit sharing of agricultural activities.
- Identify potential constraints that affect both farmers in the production activities.

Methodology

Target groups:

- Separate groups of women and men who are engaged with the target crop (a mixture of model and non-model farmers; male headed households (MHH) and female headed households (FHH) if possible)
- Key informants (to know the overview of cropping and livestock systems, technology/market developments in the area, etc.)

Approach:

- A checklist/open-ended questionnaire should be used for interviews with individuals.
- A focus group discussion should be conducted with men and women (separately) on seasonal calendar, daily calendar.
- For the focus group discussion, a flip chart, cards, and markers should be used.
- If applicable, a checklist for marketing questions can be used.

A: HOUSEHOLD SOCIO-ECONOMIC CHARACHTERSTICS

Woreda:	*Kebele:*	*Location:*		*Date:*
Name:	Male/Female:			
MHH:	FHH:	Model / Non-Model:		
Total no of HH:	Male:	Female:	Boys:	Girls:
Age: Education:				
Own cultivated land (ha):				
Rented land (ha):				
Homestead (ha):				
Plants grown in Homestead:				
Major crops grown in cultivated/rented land:				
Who decides to plant these crops?	Wife:	Husband:		Joint:
Any constraints observed on plants grown in Homestead?				
Any constraints observed on crops (esp. on target crop)?				
Do you keep livestock?	Yes/No	Please mention them:		

B: ACTIVITY ANALYSIS FOR TARGET CROP

Activities	Women	Men	Children	Remark
Land clearance				
Tillage – hand				
Tillage – oxen				
Seed variety selection				
Planting/sowing				
Fertilizer application				
Manuring				
Pesticide spraying				
Weeding				
Watering (if irrigated)				
Keeping the crop from birds/rodents/other animals				
Day to day management				
Harvesting				
Threshing/cleaning				
Transportation to storage site				
Storing				
Transport to market				
Way of transporting				
Who sells?	Why?			
Where do you sell?				
When do you sell? (e.g. big market days, which month,)				
How do you sell (using scale, bag?)				
What is the most tedious/time consuming task?		Why?		
How do you manage labour during peak season?				

How do you manage if key adult in HH is sick or unavailable?

C. INPUT SUPPLY, TRAINING/EXTENSION/CREDIT SERVICES

Which varieties of the target crop do you often plant?
Why do you prefer this variety?
How do you intend to get the seed in the future?
Did you receive any training regarding this new variety?
If yes, please mention
Did you receive any other training/extension service other than CASCAPE project?
What type of training would you need in your activities?
Do you have access to credit?
If yes, what is it called, how it works?
For what purpose do you use the credit? Who decides?

D. WHO IS INVOLVED IN MANAGEMENT; WHO HAS CONTROL/DECISION OVER RESOURCES?

Resources	Who is involved in management			Who has control/decision over resources			Remark
	Women	Men	Children	Women	Men	Children	
Cultivated crop							
Home-garden							
Cattle/dairy							
Poultry							
Goats *							
Sheep*							
Beehives/ honey							

* Small ruminants

E. GAM (Gender Analysis Matrix)

Impact of intervention (e.g., new crop variety) on labour, resource, and culture

Respondent	Labour	Resource	Time	Culture
Women				
Men				

Labour: e.g., is it labour-demanding, additional burden to women?

Resource: e.g., is it input (e.g., fertilizer/seed) demanding?

Time: e.g., is it time demanding?

Culture: e.g., does it bring change in gender role (e.g., is it easy to do it.... so that men/women can do it interchangeably), new food taste, new working culture, etc.

F: QUESTIONS RELATED TO DECISION-MAKING

For what purpose do you use the money? (In case the household sell the "surplus" amount of target crop **X**) Education (explain):
Daily food items (explain):
Agricultural inputs (explain):
Other (explain):

Who decides on how to use this money? Husband Wife Joint

Generally, what are your main constraints in your daily activities (related to the production of target crop)?