

Gender Planning and Animal Traction

by

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Women loading crops on ox cart, Zambia

Why gender issues?

The issue of gender and animal traction technology was first properly brought to attention at the first Animal Traction Network for Eastern and Southern Africa (ATNESA) international workshop in January, 1992 in Lusaka, Zambia. Until that time very little attention had been given to gender issues in animal traction related projects or research. During the workshop a working group was therefore set up to focus on gender and animal traction issues. The first task that the working group set out to do was to organize a workshop on "Gender Issues and Animal Traction" in Mbeya, Tanzania in June 1992.

Why should gender constitute a particular issue of interest in the context of animal traction technology?

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To answer such a question it is necessary to examine agriculture and the development planning agenda, specifically in Eastern and Southern Africa. First of all, gender or "women" have become a catch word and a fashion among those working with development policies and planning. Fashions usually fade away and people lose interest. The issue of gender and gender planning is however one of the development fads that is unyielding and persevering. Another development issue that is currently much talked and written about is the environment. The big difference between these two cross cutting issues is that the environmental issue has gained a planning status of its own and is used and integrated into the planning of programmes and projects while the gender issue has not. Gender has not yet acquired the planning status that it deserves. Part of the reason being that planning models and planning strategies are still being designed. Partly it is also a problem of prejudice, insensitivity and ignorance about the importance of gender planning. This paper will argue for the use of gender planning in all

development activities, but will focus on a planning model for animal traction related projects.

The second major reason why we would argue for gender planning is that women are under represented and in fact subordinated in status to men in general in the Eastern and Southern African region. In spite of the fact that women constitute a majority of farmers, 70 percent, in the region, they cultivate smaller farms, use less mechanized technology, produce less and work longer working hours. This should be reason enough to look at the unequal relationship between men and women as farmers. In terms of draft animals and draft technology, women in the region generally do not use draft power for agriculture or for transport. Women suffer from drudgery but very few means of relief are offered to them in terms of drudgery reducing technology. Animal traction technology could provide such a relief or at least lessen the burden and shorten the working hours. However, as mentioned, draft technology is not equally accessible to women and men and therefore does not benefit women directly. Unfortunately, animal draft power (ADP) projects have not until recently started to look at women and animal traction or gender issues.

Gender planning

This paper synthesises the ideas and problems identified during the 1992 *Gender in Animal Traction Workshop* and brings it together with the current gender planning tools and models. A rationale and background for gender planning is given as well as suggestions on how to actually get on with gender planning in ADP projects. It is hoped that it can be used as a guideline or handbook for those who plan to embark on the difficult but rewarding task of integrating gender planning into the mainstream planning and implementation of ADP projects.

The United Nations' Decade for Women 1976-85 highlighted the important, but previously conspicuously invisible, role of women in development efforts in the Third World. There were considerable shifts in policies, approaches and methods both in the academic world and in the development arena. It was during this decade that the Women in Development (WID) movement grew strong. The Women in Development movement concentrated on identifying the situation of women and aimed to ensure that they had the opportunity to play their full role in the development

process.

The WID approach first focused on equity and equality for all women. The idea was that women would be made equal through top-down equal opportunity initiatives and legislation. Later a focus on poor women became the main focus. With this approach income generating projects and small-scale enterprise projects became "women's projects". Typical of the WID approach is that it became either an "add-on" to mainstream policy and planning practice or special women's projects were created. It had difficulties to become satisfactorily incorporated into development agencies overall work. However, WID was instrumental for the creation of many women's organisations and NGO's, that still play an important role in developing countries.

Slowly the realisation came that the WID approach had its limitations in that it maintains that the development process would proceed much better only if women are fully incorporated into them, i.e. the development process would be more efficient. Women are seen in isolation and according to Moser and others this is what makes it an "add-on" to development efforts. The concept of WID is so specific that it may lead to marginalizing of women who will be looked at as a particular species with inherited handicaps. WID officers in organisations or projects have become more and more marginalized and it has been difficult for WID to attain planning legitimacy (Moser 1993).

In the 1990's the Gender and Development (GAD) perspective started to gain ground although WID



Donkey carrying water drums, South Africa

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remains popular among development agencies and in certain academic circles. The advocates of GAD claim that it is a reaction to the marginalisation of WID in institutions. There are now increasing efforts to integrate GAD into mainstream development.

GAD with a focus on “gender” rather than “women” recognises the social differences in society. The focus is on the socially constructed relationship between men and women and recognises that women have been systematically subordinated. The gender approach can also be seen as part of a wider socioeconomic approach as it opens the door to analysis of social categories as class, age, ethnicity, etc. The GAD approach does not see women in isolation. As a planning method it seeks to provide the instruments to allow women and men the equal opportunity to benefit from the development process.

The concept of gender

Gender refers to the *social relationship* between women and men. The *roles* and *positions* of women and men in a given society are socially determined and constructed. Gender relations are constituted in terms of the relations of power and dominance that structure the life and fate of women and men. Thus, gender relations are flexible, changeable and are shaped through social interaction. Sex on the other hand is a biological definition, which has fixed and unchangeable qualities.

The relations between men and women often change with economic transformation. These relations are not necessarily harmonious and without conflict. They may be relations of conflict as with many socially constructed relations (e.g. class). More often than not they take the form of male dominance and female subordination. But the degree and pattern of the subordination may vary.

A gender analysis means analysing the forms and the links that gender relations take and the links between them and other wider relations in society. These relationships are workable and may be changed by political, economic and opinion-shaping influences. Development efforts should therefore look at the possibilities to empower women to change the gender relations and roles that lead to subordination.



Drawing : Joel Chikware

Women carry out most household/reproductive tasks

Gender roles

Gender role refers to behaviour and activities that are considered suitable for women or for men in a certain cultural context. Gender roles reflects the social expectations with regard to women and men. The defined roles in society also leads to a defined *division of labour* in a particular context.

The Gender and Development approach examines the different roles of men and women and the analysis of the division of labour provides a rationale for the different work women and men do. The work and roles can arbitrarily be divided into the following categories:

Reproductive role: Child bearing and rearing responsibilities and activities. Domestic tasks such as water fetching, fire wood collection, cooking, cleaning etc. Reproductive tasks are usually undertaken by women.

Productive role: Comprises work done by both women and men for cash or kind. This includes agricultural production for marketing, exchange or subsistence. It includes work in the formal and informal sector. Some activities carried out in certain production systems may be both reproductive and productive.

Community-managing role: Comprises activities undertaken primarily by women at the community level. The community managing activities ensures the maintenance and provision of collective resources such as health care, education, water and fire wood.

Community-politics role: Activities mostly carried out by men at the community level organizing at the formal political level. The community politics consists of activities within the political authority and decision making apparatus within the traditional or national framework.

Women in the Third World are often described as having “triple roles” since many often carry the bulk of the work in the three first categories of tasks. The fact that an increasing number of the world’s households are now headed by women gives even more reason for development planners to be attentive to women’s and men’s roles in society.

Gender needs and interests

It is essential to differentiate between the *access* and *control* individuals have over resources and benefits. In particular it is important to look at the access women and men have to the resources they need to carry out their activities and the control they have over the benefits that derive from these activities. Analysis of the flow of resources and the access men and women have to this flow is fundamental in understanding how women and men will benefit from a development project.

Different activities that women and men are involved in, and the different roles they have, consequently leads to different *gender needs and interests*. Gender needs and interests are developed by virtue of the social position of women and men.

Practical gender needs relates to what women and men require to fulfil their socially accepted roles. They are practical in nature and often concerned with inadequacies in living conditions such as water provision, health care, and employment. Practical gender needs are often closely related to the division of labour and the conditions of individuals in a specific context.

Strategic gender needs relates to the division of labour, power and control and may include issues such as legal rights, ownership, equal wages, the right to speak and organize, etc. Meeting strategic gender

needs implicitly means achieving greater equality between women and men. Identifying strategic gender needs represents an effort to change unequal gender relations. Strategic gender needs refers to the position of individuals in a society. A gender analysis is therefore an effort to try to understand the roles, positions and conditions of men and women in society.

Gender analysis tools

Key issues in a gender analysis include:

- a. Identification of the *division of labour* for both *reproductive* and *productive* activities;
- b. Identification of the *resources* available to men and women to carry out their activities, and the *benefits* they derive from these activities;
- c. Analysis of the *needs*, both practical and strategic, the *conditions* and *positions* of women and men in a given social, economic and political context;
- d. Analysis of the relationship between the division of labour and the access to resources, to the social, economic and environmental factors in the local context.

The first step in gender sensitive programme/project planning is a gender analysis. Various tools have been developed to help us do this.



Women and men have different gender roles and tasks

Drawing: Joel Chikware

Tool 1 Activity Profile/ Gender Roles Identification

An activity profile can assist in identifying the roles and tasks that women and men have in a society. Gender planning recognizes that women (low-income women) have a triple role: reproductive, productive and community managing activities. Men primarily undertake productive and community politics roles. Gender roles identification provides the performance criteria to apprise and evaluate the extent to which actions and interventions may achieve the gendered objectives of a project.

Reproductive activities/household production

- food processing
- house building
- child care activities
- health care
- domestic tasks

Production of goods and services

- agricultural activities
- income generating activities
- production for consumption or trade etc.

Community managing

- maintenance of resources, water, health care, education

Community politics

- formal political organizing
- traditional politics

Consider :

- Where activities are done
- When they are done
- How much time each job takes
- Why women do some tasks and men others
- How roles and responsibilities have changed over time or differ by age, ethnic or social group

Key issues for animal traction projects:

1. Who is currently using ADP for which activities?
2. Which of the identified activities could be done with ADP?
3. Which activities are mechanized? How does this improve the labour situation?
4. Which activities are time consuming and labour intensive? Who does this work?
5. Are there seasonal demands for mechanization of activities?
6. Will the project have a positive/negative impact on women's reproductive or productive tasks?
7. Is the project addressing the need for labour reduction in reproductive activities as well as productive activities?
8. What implications for training schedules does this information have?
9. Will any new pattern in division of work emerge as an effect of the project activities?
10. Will other members of the household, children and older people, be affected by the project activities?
11. Will the project affect basic services and needs such as transport, water and fuel?

Tool 2 Access and Control Diagnosis

Identifying the gender-specific activities in production, reproduction, and maintenance is a necessary, but not sufficient, step in the data preparation for project design and implementation. An analysis of the flow of resources and benefits is essential in understanding how a project will affect women and men.

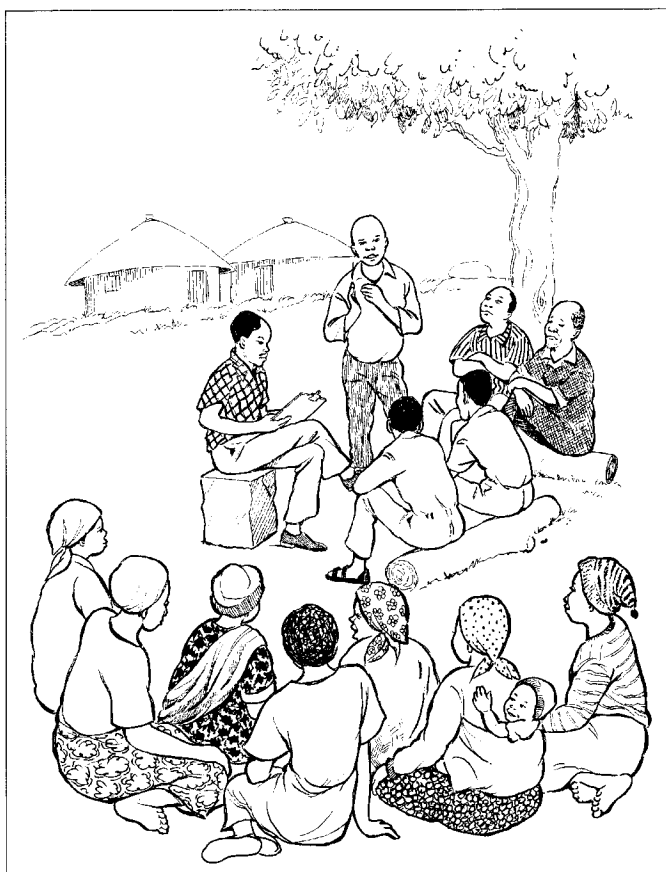
The necessary differentiation between access and control of resources can be directly related to the control and access of benefits derived from project activities. Access to resources does not necessarily imply the power to control them. To provide access to resources and benefits can be a first objective in project planning.

Identify who has access to and control over the following resources, and the benefits from these resources:

Land	- land titles, ownership, inheritance
Capital	- income from production and labour
Labour	- labour of children, hired, etc. for reproductive and productive tasks
Skills/technologies	- often linked to who has greater access and control over credit and education
Education	- primary education, training
Credit/savings	- credit linked to control over assets such as land; control over income, collateral
Information	- extension, informal training, written information
Political power	- may be determined by law or based on culture, tradition, religious beliefs

Key issues for animal traction projects:

1. Do women and men have equal access to animals and equipment used for traction?
2. Who controls ADP resources? How will this affect the project?
3. How can the current patterns of control over ADP be changed?
4. Do women and men have equal access to ADP skills and training? Do women benefit from this training? What implications does this have for the project's proposed training programme?
5. Can women own land and cattle? Can this affect the project?
6. Who has access to credit for ADP?
7. Who are decision-makers in the villages? How can this affect the implementation of the project activities? Can they be involved and contribute to the project activities? Will they be positive/negative towards project activities?
8. How has information about ADP been shared in the village so far? Have men and women both benefited? Why or why not?
9. Does the access to and control over resources differ between women as individuals and women's groups?
10. Can the project affect women's access or control of typical "female resources" negatively?



Drawing: Joel Chikware

Table 2: Access and Control Profile, see page 19

Community politics often exclude women

Tool 3 Opportunities and Constraints

Gender analysis also requires taking into consideration other factors which could influence the potential impact of the project, and present **opportunities** or **constraints** to project goals and activities. The reason for specifying these determining factors is to identify factors which can facilitate or constrain the project. The task for project design and implementation is to assess the factors below in terms of whether and how they will have an effect on or be affected by the project (see *Table 5*). The following factors are suggested:

- a. Socio-cultural factors:* societal norms, societal organization, traditions, religion, organizational and institutional arrangements.
- b. Economic factors:* poverty level, inflation rates, infrastructure, income distribution, economical organizations, infrastructure, etc.
- c. Environmental factors:* the quality and availability of land, availability of water and fire wood, etc.
- d. Political factors:* power relationships and control of government bureaucracy, legal systems, systems for collective decision-making, etc.
- e. Demographic factors:* migration patterns, life expectancy, infant mortality, etc.
- f. Institutional structure:* government, extension, education, health care, funding agency, etc.
- g. Legal parameters:* right to ownership, voting, family rights, etc.

Key issues for animal traction projects:

1. What perceptions and beliefs exist about ADP, specially in terms of gender? How could these affect the project goals and activities?
2. How can cultural norms be seen as an opportunity for the project?
3. Are there economic considerations in women using ADP - i.e. choice of crop and market stability? Can "typical women's crops" (e.g. beans) be focused on?
4. What environmental issues are crucial to women? Can these be effected by the use of ADP?
5. How will the project overcome conflicts due to project activities?
6. Are there inherent constraints in the organizational structure of the project?

By using these tools, project planners may be able to develop a "picture" of gender roles and relations in a society. The situation of women emerges in terms of what the conditions are that they face, and the position they hold in a particular society - this knowledge enables strategies to be defined which will meet the practical, as well as strategic needs of women.



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Woman plowing with two donkeys, Kenya

Tool 4 Gender Needs and Interest Analysis

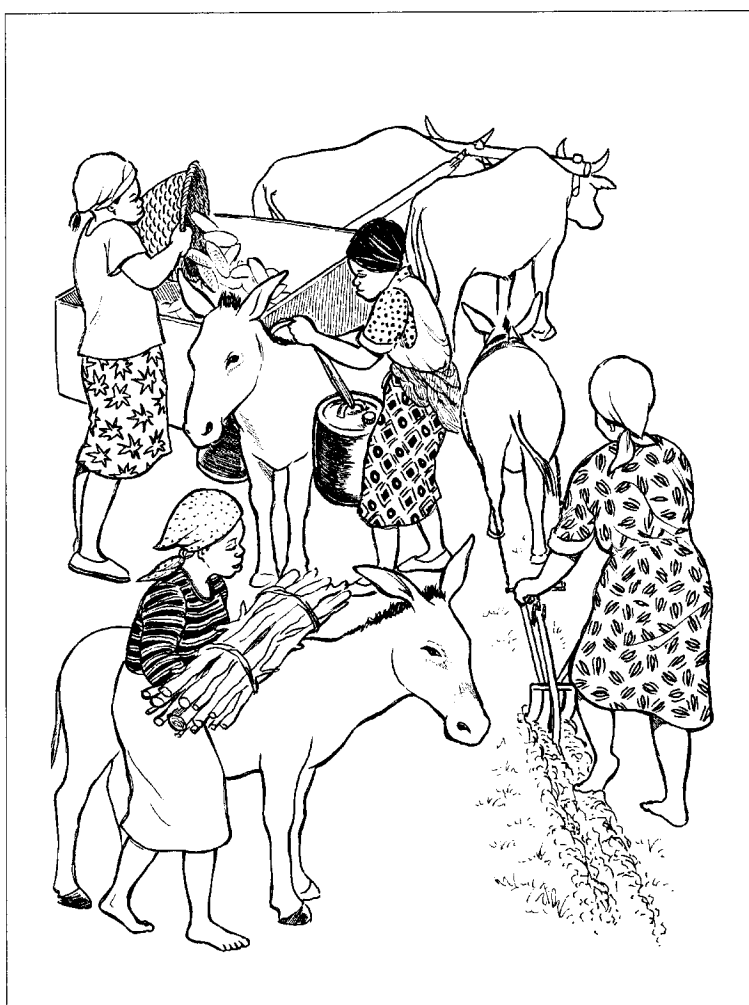
Practical gender needs: refer to the immediate and practical daily needs such as food, water, housing, income, health, etc. and the conditions in which women and men live. They are unique to specific contexts, and can be addressed by provision of specific inputs. Practical gender needs (PGN) do not challenge the divisions of labour and women's subordinate position in society. Meeting women's practical needs improves their ability to carry out traditional roles and responsibilities, but does not alter gender relations in a society.

Strategic needs - refer to long term issues which are common to almost all women (and men). They relate to women's disadvantaged position, lack of power, education, resources etc. Strategic gender needs (SGN) vary according to context, are related to gender division of labour, power and control and may include such issues as legal rights, domestic violence and equal wages. Strategic gender needs can be addressed by increasing women's self-confidence, education, organizations and mobilization etc., to ensure that women are in control of their development as agents of change. Meeting women's strategic needs means empowering women, challenging women's subordinate position and transforming relationships.

Projects need to identify the practical and strategic need before doing the planning of the project. Without this identification the working objectives (see *Table 3* and *5*) might not hit the target and the expected change will not take place and introduction of ADP to women will not take place.

Key issues for animal traction projects:

1. What are some practical needs of women which can be met by the use of ADP? Are these included in project objectives?
2. What are some practical concerns of women which could have a negative or positive impact on the project?
3. How could the position of women affect the goals of the project?
4. What are some strategic needs of women which the project can address?
5. What impact could the proposed project activities have on women's position?
6. What may be the reactions of the community if women's strategic interests are met?
7. How can the changes in the roles and position of women and men be made sustainable?



Drawing: Joel Chikware

Animal draft power can help women in their duties

Table 3: Developing an organizational strategy and action plan, see page 20

Table 4: Objectives and evaluation indicators, see page 21

Gender Entry Strategy and Planning

Gender planning is contextually specific and is the result of a gender diagnosis and analysis, participation of women and men in the consultation process and the formulation of explicit gender objectives for intervention, set by project planners. None of these procedures, on their own, ensure that the project will in fact be gender sensitive and meet gender needs. Planners and project implementors have to formulate an entry strategy.

An entry strategy identifies what and when in the project cycle it is possible to accomplish within a specific context (see *Table 6*). The first step in formulating a gender strategy is to identify gender objectives. The gender objectives derive from the gender analysis, in consultation with women and men in the project area. Identification of the gender needs, both strategic and practical, help to formulate the objectives, i.e. meeting the needs identified through the gender analysis.

The second stage of the formulation of an entry strategy is to assess the opportunities and constraints of the institutional and operational structure of the project and also the environment in which the project is operating. This necessary in order to ensure that the objectives set can be translated into a practical gendered plan of action with realistic entry points.

This planning method can be used by any ADP project, or any project, in order to prepare for the strategy and action plans needed. When and if all the above questions have been considered but not necessarily answered the projects should be ready to go ahead with a gender sensitive planning specially geared towards the promotion of animal draft power for women and women headed households.

Do:

- **emphasize gender awareness in all levels and activities of a project/programme**
- **include women in all aspects of project design, implementation and evaluation**
- **recognize that the first step is gender sensitizing training for project personnel and all others involved**
- **use gender analysis tools in the process of gender training awareness**
- **be creative in designing approaches of promoting ADP**
- **believe that women's access to ADP is a necessary first step to control of ADP**
- **look for ways of including women and letting their voices be heard**
- **listen to women's needs and priorities**

Don't:

- **assume that ADP technologies can fit into any culture**
- **assume men's perspective is the same as women's**
- **assume that the ADP technology is too heavy, difficult or inappropriate for women, because you don't see them using the technology**
- **assume that women will control the benefits from ADP even if they use it**
- **assume that women automatically are gender sensitive/understand gender issues**
- **interpret women's silence as a lack of interest in ADP**
- **take for granted that women's positions can be changed easily**

Table 5 : Gendered working objectives and entry strategies, see page 22

Table 6: Project cycle entry points, see page 25

Gender Planning Training

Training has been identified as the most critical component and tool in ensuring that an organisation or a project successfully integrates gender planning into their work. Gender planning training has three specific objectives that also apply to ADP projects. Firstly, the training provides participants with an understanding of the issues of gender, planning and development as they relate to different concerns identified by the funding agency, the recipient country or the project. Secondly, training introduces participants to gender planning tools that they can use to appraise, monitor and evaluate projects. Thirdly, training equip the participants with the tools to integrate gender planning methodology into the projects planning cycle.

The basis of the approach is planning, not analysis, as an objective in itself. It is gender planning rather than planning for women in development projects. The purpose of training therefore is to provide tools not only for analysis but also for training into practice. Gender planning can only be effective when identified as a process. Consequently, the first task in undertaking such training is the development of a training strategy. Before a project commences, especially if it is a project with a high participatory standard, it is most useful if all staff have been gender planning trained before the real project activities start in the field with the farmers.

Training courses can be designed in many ways depending on the target group, the purpose of the training and the time available. However, there are basic steps and issues that must be included into any gender planning cycle. The following four modules are suggested by Moser (Moser 1993) to be included in any general gender planning training course:

- Module I Objective: To clarify fundamental concepts relating to gender, development and planning.
- Module II Objective: To introduce the conceptual rationale of gender planning and the methodological tools to translate them into practice.
- Module III Objective: To apply gender planning tools to the project.
- Module IV Objective: To operationalize and institutionalize gender planning methodology; identification of the major constraint and opportunities.



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Children transporting crops with the help of donkeys, Zimbabwe

Table 1

Activity profile		
	Women/girls	Men/boys
A. Agriculture: activity 1 activity 2, etc Income Generating: activity 1 activity 2, etc Employment: activity 1 activity 2, etc Other:		
B. Reproductive Activities Water related: activity 1 activity 2, etc Fuel related: Food preparation: Childcare: Health related: Cleaning and repair: Market related: Other:		

Table 2

Access and control profile for gender planning in animal traction projects

A. Resources	Access		Control	
	Women	Men	Women	Men
<i>Land</i>				
<i>Equipment</i>				
<i>Cattle</i>				
<i>Labour</i>				
<i>Cash</i>				
<i>Training</i>				
<i>Credit</i>				
<i>etc.</i>				
B. Benefits	Access		Control	
	Women	Men	Women	Men
<i>Outside income</i>				
<i>Extension</i>				
<i>Asset ownership</i>				
<i>Basic needs</i>				
<i>Education</i>				
<i>Political power</i>				
<i>etc.</i>				

Table 3

Developing an organizational strategy and action plan
1. Identify the overall goal/objective of the project or policy in terms of gender issues or approach, (e.g. increase the capacity of the project to meet women's needs in agriculture).
2. Identify key action areas which need to be addresses in order to meet your goal/objective, (e.g. training of staff in gender sensitivity, develop implements that meet women's needs etc.).
3. Identify working objectives that your organization has the resources and ability to carry out within a specified time, (e.g. to establish, within 6 months, an effective process to monitor the projects impact on women).
4. Develop an action plan to achieve the objectives, the action plan should answer the questions of: who, how, what, where and what resources are required.
5. Develop monitoring instruments to indicate whether the progress is going as planned. What are the indicators that things are going well/not well.
6. Develop an evaluation plan in order to know if the objectives are achieved. What indicators will be used? How will you measure impact?

Table 4

Objectives/Evaluation Indicators

A grid or chart can be used to develop the action plans to include gender planning in animal traction projects. One example is given

Objectives	Key action areas	Outputs	Indicators
1. To increase women's agricultural production through the use of ADP	Mobilize women in groups Provide ADP training for women	Facilitation of women's groups Training aimed at both men and women	Women's groups or mixed groups started Women cultivate larger areas Women market more crops
2.			
3.			

Table 5

Objectives and Entry Strategy Grid

Examples on how an objective grid for ADP projects can look and some of the problems encountered.

Working objectives	Constraints	Opportunities	Entry strategies
1. Equal participation of women and men at village level in setting the direction for the project	<ul style="list-style-type: none">● Women are not used to being on official committees and in meetings● Men are considered decision makers● Women are very busy with production and reproduction responsibilities with seasonal variations.● Village leaders may be used to including women in village level committees	<ul style="list-style-type: none">● Project is well respected by villages● There is a female community development worker in the area● Women are heavily involved in most agricultural activities● Women have extensive knowledge about local agricultural issues which may be different than men's.	<ul style="list-style-type: none">● Formation of village committee consisting of equal numbers of women and men to work directly with project.● Leadership roles of committee will be shared between women and men.● Special efforts will be given to ensure women's concerns are heard in the committee.● Female extension workers will be involved to help mobilise and encourage women's participation.● Meetings will be held at times convenient for women and men.● Local women's leaders (formal or informal) may be approached to assist in mobilising women.

Table 5 continued

Working objectives	Constraints	Opportunities	Entry strategies
2. To facilitate women's use of ADT to increase their agricultural production and income.	<ul style="list-style-type: none"> Individual women do not have control over oxen nor equipment Many women do not know how to use ADT effectively Women do not have a lot of experience in managing viable projects 	<ul style="list-style-type: none"> Women are very interested to use ADT There are no cultural restrictions to women using ADT There is land available in village Women have a strong tradition of working in groups 	<ul style="list-style-type: none"> Mobilise/or work with existing women's groups Provide credit to group to purchase oxen and equipment Provide training for group members to use ADT for all agricultural activities Provide management and leadership training for the group members Assist group to manage agricultural project for income generation
3. To ensure agricultural extension workers promote ADT with women and men in villages	<ul style="list-style-type: none"> Many agricultural extension workers are male, and are not used to meeting with female farmers. Women are not used to receiving information from agricultural extension workers Extension workers only meet with women especially when concerning ADT. 	<ul style="list-style-type: none"> Agricultural extension workers are present in most villages Women are keen to learn new techniques Women's groups are present in many villages 	<ul style="list-style-type: none"> Provide gender awareness training for extension workers Emphasise potential benefits for both women and men when introducing project to villagers Evaluate extension workers on his/her "household" approach Extension worker organise special training sessions for women's groups

Table 5 continued

Working objectives	Constraints	Opportunities	Entry strategies
4. To encourage household use of ADT for productive and reproductive activities	<ul style="list-style-type: none">• ADT and oxen are seen as high prestige resources and are not usually used by women• Women do not receive training on using ADT from their husbands• Domestic activities are seen as "women's work" and therefore not requiring mechanisation• Women lack self confidence to try to use ADT	<ul style="list-style-type: none">• Many reproductive tasks could be made easier by the use of ADT• Women are often responsible for production activities when husbands are away• Women are physically capable of using ADT• Women can be assisted to increase production of their crops with ADT	<ul style="list-style-type: none">• Discuss division of labour and types of work done in household with women and men emphasising the relationship between production and reproduction activities• Highlight positive economic impacts of greater use of ADT by household members throughout the year• Training husbands and wives together to use ADT - with special sessions for women alone until they feel self-confidence + men are aware of their abilities• Ensure equipment is available and appropriate for activities done by women especially for women's crops.

Table 6

Entry Points and Steps for Integration of Gender Issues in the Project Cycle
Some suggested interventions

Project Cycle Stage	Activity	Data Needed	Output	Responsible	Constraints	Action needed
Identification	Initial gender screening discussion	Overall gender disaggregated data. Specific gender related data to sector and project.	Indication of specific gender and socio-economic issues to be targeted.		Lack of gender disaggregated data. Desk officer lacks gender analysis training and tools	Gender policy. Gender specialists required for preliminary studies
Preparation	Gender diagnosis, gender needs assessment, gender roles identification.	Detailed gender disaggregated socio-cultural data from project area	Identification of gender objectives. Identification of target group.		Lack of training to conduct gender diagnosis. Reluctance to carry out diagnosis.	Gender specialist needed to assist with gender diagnosis
Design	Gendered project planning	Gender disaggregated data over allocation and control over resources.	Project design ensures equal and equitable participation of women and men. Gender planning indicators identified.		Terms of Reference for staff not gendered. Project "too technical" to include gender. Gender an "add on".	ToR gendered for staff. Engage gender planning specialists.
Appraisal	Gender impact appraisal using participatory methods.	Gender disaggregated data related to project, sector and area.	Project strategy and planning scrutinised. Gender indicators assessed. Gender needs assessment.	Independent consultant	Lack of gender planning competence. Appraisal technical and financial aspects only.	Second opinion asked from consultants with gender planning expertise. ToR gendered.
Implementation	Women's and men's equal opportunity to participate and benefit from project activities.	Gender indicators and gender checklists.	Changed gender relations within project and in project activities for target population.	Recipient government	Staff, recipient government and/or organisation not gender sensitive. Women's role in project unclear.	Staff gender training continuous. Clarification of women's and men's roles in project.

Table 6 continued

Monitoring	Gender sensitive and specific monitoring	Gender disaggregated from project activities and impact.	Gender specific data collection for reporting	Project staff	Gender indicators lacking or difficult to use. Gender is identified as women only.	Hold internal gender monitoring seminars and discussions.
Evaluation	Monitoring and evaluation missions gender specific. Impact assessment with gender analysis.	Gender disaggregated data collected.	Recommendations and conclusions gender specific.	Independent evaluators	Evaluation technical and financial, gender not in ToR. Evaluators not gender planning trained.	Ascertain gender analysis in ToR. Request independent consultants trained in gender planning and analysis



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Participants visit MOP workshop