

# **REFERENCE MATERIAL FOR GENDER MAINSTREAMING IN AGRICULTURAL AND RURAL DEVELOPMENT**

Office for Gender Equality and Poverty Reduction  
Governance and Peacebuilding Department  
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## Reference Material for Gender Mainstreaming in Agricultural and Rural Development

The Japan International Cooperation Agency (JICA) aims to achieve gender equality and women's empowerment through gender mainstreaming in its development projects. Gender mainstreaming in development projects refers to the incorporation of a perspective that promotes gender equality and women's empowerment in all stages of a project (i.e., planning, implementation, and monitoring and evaluation). Gender mainstreaming enhances the effectiveness of the JICA's projects by addressing different issues and needs of the people of any gender and hence contributes to the realization of an inclusive society, where everyone can fulfill their potential. In the agricultural and rural development sector, gender mainstreaming will contribute to the protection of human rights of diverse people, including women, and allow all people engaged in agriculture to achieve their full potential as producers or value chain actors. In that way, gender mainstreaming is expected to facilitate agricultural and rural development and realize concrete outcomes.



**Gender** is a term that refers to socially and culturally constructed attributes associated with being female or male. Many societies not only categorize humans as "female" or "male" based on biological features but also give specific values to each and prescribed their respective roles and behaviors. Thus, gender not only refers to "sex" in a biological sense but also associates sex with specific roles and behaviors expected to women and men by society.



**A perspective of gender (or gender perspective)** is a perspective that focuses on gender issues, needs, and impacts arising from the different social roles and power relations of women and men in all spheres of the society, including policies, programs, institutions, and organizations. In development projects, this perspective is indispensable to deliver equitable benefits to women, girls and all other beneficiaries regardless of their gender.

### Purpose of Reference Material

The Reference Material serves as a guide for all stakeholders of JICA's projects to understand gender issues, the importance of gender mainstreaming in the agricultural and rural developments sector, and sample methods of how to incorporate a gender perspective into each stage of a project cycle.<sup>i</sup> The Material especially focuses on the following three sub-sectors selected in accordance with JICA's project strategies and priority issues.

#### (1) Stable food supply

Examples of activities: development of agricultural policies and plans, seed production, promotion of rice cultivation, improvement of agricultural extension systems, productivity improvement, irrigation, fishing port improvement, participatory management of fisheries resources, agricultural machinery maintenance.

#### (2) Development of food value chains

Examples of activities: development and strengthening of value chains, one village one

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<sup>i</sup> It must be noted that involvement of men is important for addressing gender issues, and also gender issues faced by men must be addressed in the efforts for transforming patriarchy. Capturing and addressing gender issues faced by other genders (other than 'women' and 'men') are also important in gender mainstreaming.

product, value-added of marine and forestry products, and market-oriented agriculture.

(3) **Animal husbandry**<sup>ii</sup>

Examples of activities: improvement of animal production and hygiene, strengthening of quarantine and prevention of communicable diseases, and milk quality improvement.

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<sup>ii</sup> For fisheries and forestry, please see (1) and (2) of this reference material. For forestry, please refer to the reference material on natural resources management as well.

## Chapter 1. Major gender issues and their causes in the agricultural and rural development sector

This chapter outlines five major gender issues and their causes that must be understood for gender mainstreaming in the agricultural and rural development sector.

- (1) Women's limited access to resources necessary for agricultural production
- (2) Women's limited access to resources for processing, transport, and sales of products
- (3) Unpaid care and domestic work limiting women in securing time for productive activities
- (4) Women's limited participation in decision-making
- (5) Sexual and gender-based violence

### (1) Women have limited access to resources necessary for agricultural production such as natural resources, inputs, and extension services

Women play key roles in agricultural and rural development, accounting for 43% of all farmers in developing countries. In the Pacific, East Asia, Southeast Asia, and Sub-Saharan Africa, almost 50% of all farmers are women. Thus, women have been contributing to agricultural production, food security, and development of the rural economy.<sup>1</sup> Nonetheless, owing to discriminative social norms, laws, and regulations about women's actions and roles, women have limited access to various resources and opportunities and are not able to fully demonstrate their capability to contribute to rural development.

Women tend to have limited access to important agricultural resources such as land, water, seeds, fertilizer, agricultural machinery as well as extension services, which inhibits women's productive activities. For example, women own less than 15% of land across the globe, which is an extremely valuable resource for agriculture.<sup>2</sup> Lack of land ownership also affects women's membership in farmer organizations, such as irrigation and water user associations, and producer associations. Because these organizations often require ownership of those lands or household headship to become their members, it is difficult for women to get granted memberships of these organizations. In Benin, Niger, and Togo, only 15–30% of the members of producer associations are women.<sup>3</sup> In addition, when extension services are targeted only at association members, those women excluded from the associations due to their ineligible status do not benefit from such services.

At the root of these inequalities, in many societies, there is a deep-rooted preconception that women are supplementary workers to men, who are the main breadwinners of the household. Thus, male household heads often own and manage their household assets and agricultural resources, such as seeds, fertilizer, and agricultural machines, and women in the same household are often not free to use those assets and resources<sup>iii</sup> for deciding on crop varieties, types of fertilizers and chemicals, or the timing of their application. In such cases, women cannot use their knowledge and experience for productive activities.

In addition to the ownership and the use of inputs, as men are often associated with professional knowledge and skills, women face challenges in access to training and extension services to learn skills to use machines, apply chemicals, and vaccinate animals. Most agricultural machines are designed to fit adult able-bodied men and are not easy to manage for women, whose physique and stamina are different from those of men. It is also reported that a preconception that

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<sup>iii</sup> Use of agricultural machinery is often associated with men. World Bank, FAO and IFAD (2009) Gender in Agriculture Sourcebook. p.175.

it is men who use machinery has led to the division of labor, in which only men use machines and women do drudgery manually for long hours.<sup>4</sup> With regard to training and extension services, a lack of training and extension services about agricultural technology and machines meeting women's needs is another factor that hampers women's participation. Women's participation in training also tends to be limited because training sessions are often conducted during the time when women are busy doing housework.

#### **Gender gap in rural areas - (1) Invisible women in extension services**

In Zambia, while 78% of women are engaged in agriculture, women's share of extension workers is only 25%. A survey conducted in the forest, savanna, and transition zones in Ghana shows that 11-12% of male household heads received a visit from extension workers but only 2% of female household heads in the transition zone received a visit and those in the forest and savanna zones received none.

(Source: the example from Zambia: JICA and JDS (2016) Country Gender Profile: Zambia. pp.18-21; the example from Ghana: World Bank and International Food Policy Research Institute (2010) Gender and governance in rural services: insights from India, Ghana, and Ethiopia. pp.132-133.)

#### **(2) Women in rural areas have limited access to resources for processing, transport, and sales of products**

Many women also face issues of access to business resources. Those who do not have bank accounts or land for collaterals face limited access to financial services, making it difficult to start, manage, and expand their businesses. Bank accounts are generally required to receive financial services. Sixty-five percent of women worldwide have a bank account, whereas 72% of men have a bank account, and the number of women without a bank account exceeds that of men by more than 200 million.<sup>5</sup> In developing countries, the percentage of men with a bank account is 59%, whereas that of women is 50%, which is nine percentage points lower than that of men.<sup>6</sup> In some countries, such as Cameroon, women need permission from their husbands or male family members to open a bank account.<sup>7</sup>

Rural women also face limited access to training on business related knowledge and skills, such as those for processing and marketing.<sup>8</sup> In order to perform effective marketing, it is important to get timely and accurate information through a mobile phone, radio or ICT, and whether a woman have such information sources influence her business. When there is only one mobile phone in a family, the male household head often uses the phone; the female family member cannot use it freely.<sup>iv</sup> The use of ICT for marketing is progressing; however, rural women in developing countries have limited access to the Internet and ICT. The percentage of women who use the Internet is 79.9% in developed countries, but only 14.1% in developing countries.<sup>9</sup> In rural areas, where electricity coverage and other infrastructure are not well developed, unlike cities, not many people use the Internet. Internet users in rural areas are estimated to account for 24% of all internet users,<sup>10</sup> and it is thought that rural women in developing countries may have restricted access to the Internet. The social norm that regards means of transport, such as motor bikes and cars, as belonging to men and does not allow women to travel alone for a long distance also makes it difficult for women to freely access markets.

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<sup>iv</sup> In 2016, in low-income countries, the percentage of women with Internet access is 31% lower than that of men. UN (2017) The Sustainable Development Goals Report 2017. p.55.

### **Gender gap in rural areas- (2) Digital divide**

In low- and middle-income countries, 83% of women possess mobile phones. This number is 7 percent point lower than that of men, equivalent to 143 million people. The gap is wider for smartphone owners at 15 percent point. Fifty-eight percent of women in low- and middle-income countries use the Internet through mobile phones. However, the figure is 15 percent point lower than that of men (the difference is 234 million people). (Source: GSMA (2021) Connected Women: The Mobile Gender Gap Report 2021. pp.7-8)

### **(3) Unpaid care and domestic work takes much time of women, leaving limited time for productive activities**

Women farmers take responsibilities for much of the unpaid care and domestic work, such as household chores, child rearing, attending family needs, and caring for the sick, in addition to agricultural work and small businesses. Globally, women spend three times as much time as men do on unpaid care and domestic work.<sup>11</sup> The workload of the domestic work for women, particularly in rural areas, is heavy, as they must spend more time and energy on fetching water, washing, and cooking because of poor infrastructures of electricity and water and road conditions.

Furthermore, women usually spend time on community activities, such as community cleanup and waste management. If men in the households have migrated for work women may cover their absence and need to take more responsibilities, such as participation in as members or management of village development committees. This takes up much of their time, leaving little time for rest, leisure, or learning for new productive activities and small businesses. Overwork can even harm their health.

### **(4) Women farmers often cannot participate in decision-making on productive activities and development of relevant regulations and policies**

Despite rural women's important roles in agricultural production, their participation in decision-making tends to be limited at the household, community, and administration levels. At the community level, men tend to be leaders of producer groups and cooperatives, excluding women from decision-making. Farmer organizations tend to have a small number of female members, because male household heads often join the association. Thus, women's voices cannot be heard and are not reflected in group decisions.

Men occupy most of the important positions of local and central government organizations, such as ministries and research institutions, because of the perception that men should take responsibilities of technical and professional work and that women lack the capacity to perform the duties due to missing opportunities to receive professional education. Thus, policies, plans, and technologies tend to be developed on the assumption that farmers are men despite the fact that about the half of farmers are women. Officials and extension workers who disseminate agricultural technologies and policies to farmers also tend to be men. As a result, little attention has been paid to the situations, issues, and needs of women farmers.<sup>12</sup>

### **(5) Rural areas with traditional customs tend to have issues of sexual and gender-based violence**

Globally, it is estimated that one in three women above 18 years of age experience violence by an intimate partner or non-partner.<sup>13</sup> Violence against women is a common issue across cultures and societies, and rural areas are no exception. Especially in rural areas with strong social norms that men should control and women should obey, there are serious issues of sexual and gender-based violence (SGBV), such as child marriage, domestic violence (DV), and sexual violence,

which harm the physical and mental health of women and girls and hinder their social and economic participation. Child marriage, which is prevalent in many regions,<sup>14</sup> is especially prevalent in some African countries.<sup>v</sup> Child marriage is a serious issue in rural areas. Child brides are deprived of education opportunities, which lead them to depend on their spouses and family-in-law economically. This vulnerable position often leads to DV by family members and close relatives.

The recent situation of sexual violence against young women and girls and teenage pregnancies in rural Africa is alarming. Many teenage girls drop out of school because of pregnancy and childbirth and are deprived of education. Because of social norms regarding children outside of wedlock as family shame, they are expelled from home without stable jobs and live in poverty, raising the child alone. Such children also fall into extreme poverty, alienation, and discrimination in the community.<sup>15</sup>

Violence against women and girls causes severe social and economic damage to rural villages. Child marriage, DV, and sexual violence against women and girls increase medical and social welfare costs. Women may not be able to engage in economic activities because of physical and mental damage. The cost caused by violence against women and girls is estimated to account for 2% of the GDP of a country,<sup>16</sup> which shows the magnitude of the damage to the society.

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<sup>v</sup> The percentage of women who get married before the age of 18 is 76% in Niger, 68% in the Central African Republic, 54% in Mali, 53% in Mozambique, and 43% in Nigeria. Girls Not Brides website. <https://atlas.girlsnotbrides.org/map/somalia/> (Accessed Nov. 25, 2021)

## Chapter 2. Importance of gender mainstreaming in the agricultural and rural development sector

Following the gender issues and their causes presented in the previous chapter, this chapter explains the importance of a gender perspective in development projects from two aspects: realization of gender equality and women's empowerment, and increase of development effectiveness. It also outlines international frameworks for achieving gender equality in the agricultural and rural development sector.

### 2-1 Why is gender mainstreaming important for the agricultural and rural development sector

The various issues facing rural women introduced in the first chapter come from gender discrimination and gender inequality. Implementation of gender-responsive agricultural and rural development projects can mitigate such problems, build a fairer society, and increase the effectiveness of projects.

#### (1) Gender mainstreaming can help build a fairer society

Many rural women often face discrimination, being put in a disadvantaged position in the locality and society because of their gender, and cannot achieve their full potential. However, everyone has an inherent right to economic and social participation and benefits of development, irrespective of gender, ethnicity, and social status. Gender mainstreaming in agricultural and rural development is indispensable to realizing a society where both women and men can enjoy such rights, achieve their potential, and live with dignity.

#### (2) Gender mainstreaming can promote effective and appropriate development

From the viewpoint of effective development, it is important to create an environment in which women can play an active role in society fully and safely. It is estimated that if women do not suffer heavy workload, use their knowledge and experience, participate in decision-making,<sup>vi</sup> and use productive inputs as much as men do, the agricultural production of developing countries can increase by 2.5-4% and, globally, the number of people suffering hunger can be reduced by 12-17% (about 100 to 150 million people). It is also estimated that, if women achieve their full potential, they can improve productivity and product quality, and decrease post-harvest losses, which will lead to 20-30% increase in production.<sup>17</sup>

Furthermore, an increase in women's income and participation in decision-making in the household economy may improve family welfare, including family nutrition, medical care, and education of children. A JICA's irrigation and rice production project implemented in Tanzania reported that, with the project intervention, farm families of the project target started joint decision-making on the household economy. This change has led to stronger voices of the wives and an increase in household expenses for education and health care.<sup>18</sup> A study conducted in Bangladesh, Cote d'Ivoire, Ethiopia, Ghana, Nepal, and Niger also showed a positive correlation between the income and asset ownership of women and expenses for children's food and education.<sup>19</sup>

As for animal husbandry, women often take daily care of animals. Therefore, introduction and

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<sup>vi</sup> A project in Mexico introduced a hybrid sheep with exotic breeds to improve wool production. However, the introduced sheep produced little or died because of the difficult mountain environment. The project worked with women shepherds who traditionally in charge of sheep production to select sheep based on their criteria. This resulted in higher yield and quality. World Bank, FAO and IFAD (2009) Gender in Agriculture Sourcebook. p.604.

improvement of animal husbandry may help increase in women's income and family welfare as well as increase and diversification of household incomes.<sup>20</sup> Women also process and cook meat in the household. Management of animal hygiene and appropriate processing and cooking of meat are especially important for the prevention of avian influenza and other infectious diseases. In other words, women, who protect the health of family and animals, play an essential role in One Health that aims at the integrated protection of humans, animals, and the environment. Thus, it is important to mainstream gender in animal husbandry.<sup>21</sup>

### (3) Gender mainstreaming can enhance sustainability of project outcomes

Even when modern technology or systems have been successfully introduced in a project, if they do not meet the needs of women or if they may cause an increase in women's workload, long-term sustainability of the project outcomes cannot be expected. A JICA Advisor introduced an improved fish smoking kiln to women in fishing villages of Senegal, designing the kiln and conducting training, reflecting the needs and views of the women. His effort led to the success in improving their production of smoked fish and the women raised their incomes through selling better quality of the fish.<sup>22</sup> As clearly shown in this case, it is critical to understand gender roles and needs, using a gender perspective, for enhancing the sustainability of development outcomes.

## 2-2 International frameworks to achieve gender equality in agricultural and rural development

The international community also emphasizes the importance of gender equality and women's empowerment, and gender mainstreaming is one of the major strategic frameworks to achieve the development goals in the agricultural and rural development sector, including Sustainable Development Goals (SDGs).

### (1) The 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) (2015)

Gender equality and women's empowerment are considered a prerequisite for achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. In other words, gender equality and women's empowerment are the means to realize all 17 goals and 169 targets, and actions for achieving gender equality and women's empowerment are required.

Among the 17 goals, Goal 5, which addresses gender equality and women's empowerment, aims to empower women and eliminate gender-based discrimination and build a society in which all people equally enjoy their rights and opportunities, and share responsibilities. The following is a list of targets of Goal 5, which is related to the agricultural and rural development sector. Relevant points are highlighted in orange.

- 5.1 End all forms of discrimination against all women and girls everywhere.
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

- 5.b Enhance the use of **enabling technology, in particular information and communications technology**, to promote the empowerment of women.
- 5.c Adopt and strengthen **sound policies and enforceable legislation** for the promotion of gender equality and the empowerment of all women and girls at all levels.

The table below shows other Goals, Targets and Global indicators relevant to both the agricultural and rural development sector and gender equality and women's empowerment, except for Goal 5.

Goal	Target	Global indicator
1. End poverty in all its forms everywhere.	1.4 By 2030, ensure that <b>all women and men</b> , in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.	1.4.2 Proportion of <b>total adult</b> population with secure tenure rights to land, (a)with legally recognized documentation and (b)who perceive their rights to land as secure, <b>by sex</b> and by type of tenure
	1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and <b>gender-sensitive development strategies</b> , to support accelerated investment in poverty eradication actions.	1.b.1 Pro-poor public social spending
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	2.1 By 2030, end hunger and ensure access by <b>all people, in particular the poor and people in vulnerable situations</b> , including infants, to safe, nutritious and sufficient food all year round.	2.1.1 Prevalence of undernourishment (PoU) 2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES)
	2.2By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.	2.2.1 Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age 2.2.2 Prevalence of malnutrition (weight for height >+2 or <-2 standard deviation from the median of the WHO Child Growth Standards) among children under 5 years of age, by type (wasting and overweight) 2.2.3 Prevalence of anemia in <b>women aged 15 to 49 years</b> , by pregnancy status (percentage)
	2.3 . By 2030, double the agricultural	2.3.1 Volume of production per labor unit

	<p>productivity and incomes of small-scale food producers, in particular <b>women</b>, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.</p>	<p>by classes of farming/pastoral/forestry enterprise size 2.3.2 Average income of small-scale food producers, by <b>sex</b> and indigenous status</p>
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\*: Highlights in orange indicate relevance to achieving gender equality and women’s empowerment.

Reference: Prepared based on the information from

<https://www.mofa.go.jp/mofaj/gaiko/oda/sdgs/statistics/index.html> (Accessed April 20)

## (2) United Nations Decade of Family Farming (2019-2028)

On December 20, 2017, the United Nations (UN) General Assembly adopted a resolution and declared the decade from 2019 to 2028 as the “UN Decade of Family Farming (UNDF).” Following the International Year of Family Farming 2014, the UNDF recognizes the importance of family farming in the eradication of hunger and positions family farming as indispensable for food security, improved livelihoods, natural resource management and conservation, and the achievement of SDGs.<sup>23</sup> The resolution “encourages all States to develop, improve and implement public policies on family farming and share their experiences and best practices of family farming with other States” and “invites Governments and other relevant stakeholders, including international and regional organizations, civil society, the private sector and academia, to actively support the implementation of the Decade.”<sup>24</sup> The “United Nations Decade of Family Farming 2019-2028: Global Action Plan” launched by the Food and Agriculture Organization of the United Nations (FAO) and the International Fund for Agricultural Development (IFAD) in 2019 sets out to “promote gender equity in family farming and the leadership role of rural women” as its third pillar out of seven. The pillar has six outcomes: 1) “Improved and active engagement of rural women in family farming and in rural economy,” 2) “Increased access of women in family farming to natural resources, (re-)productive assets, information, infrastructure, financial services and to markets,” 3) “Increased capacity of women farmers and their organizations on technical, advocacy and leadership skills enhancing their participation within their organizations and in policy-making processes,” 4) “Reduce all kinds of violence against women and girls in family farming and in rural areas,” 5) “Improved knowledge on successful experiences of women achieving affirmative political, social, economic and cultural change towards gender equality.”<sup>25</sup>

## (3) United Nations Food Systems Summit 2021

In September 2021, the United Nations Food Systems Summit was held in New York. The summit aimed to 1) “Ensure access to safe and nutritious food for all,” 2) “Shift to sustainable consumption patterns,” 3) “Boost nature-positive production,” 4) “Advance equitable livelihoods,” 5) “Build resilience to vulnerabilities, shocks and stress.”<sup>26</sup> To achieve these outcomes, gender equality and women’s empowerment was regarded as one of the “levers for change” and seven main issues were identified: 1) “women’s rights to land,” 2) “economic empowerment of women,” 3) “unpaid care and agricultural labor burden,” 4) “women’s leadership,” 5) “access to technologies,” 6) “changing norms and addressing institutional barriers,” 7) “gender-responsive agricultural and food systems policies.”<sup>27</sup>

### Chapter 3. Mainstreaming gender perspective in project cycle

Gender mainstreaming in a project means integrating a gender perspective in all the stages of the project: planning, implementation, monitoring, and evaluation. This Reference Material presents the following five practical steps to mainstream a gender perspective in a project.

- **Step 1 “Social and gender analysis”**: Conduct a social and gender analysis. Specifically, identify gender issues through analyzing related policies, structures, organizations, and different experiences, challenges and needs of women and men in the region, in view of promoting gender equality and women’s empowerment.
- **Step 2 “Formulation of an activity plan”**: Formulate a plan of activities to address the gender issues identified at Step 1.
- **Step 3 “Setting gender indicators”**: Set quantitative and qualitative indicators to objectively measure the effects of the activities.
- **Step 4 “Implementation and monitoring with a gender perspective”**: Establish a gender-responsive implementation structure. With a gender perspective, implement activities, and monitor the progress, results, and impacts (unexpected positive and negative effects of project implementation).
- **Step 5 “Evaluation with a gender perspective”**: Evaluate implemented activities that had incorporated a gender perspective, and their results and impacts.

The table below shows the five steps for gender mainstreaming applied in three project phases: project formulation phase, project implementation phase, and after project completion. Step 1 to 3 fit into the project formulation phase, Step 4 is the project implementation phase, and Step 5 is the phase after project completion. Although a gender perspective must be incorporated throughout all phases, it is particularly important to mainstream a gender perspective in the project formulation phase (Step 1 "Social and gender analysis" to Step 3 "Setting gender indicators").

Project formulation phase			Project implementation phase	After project completion
Step 1 Social and gender analysis	Step 2 Formulation of an activity plan	Step 3 Setting gender indicators	Step 4 Implementation and monitoring with a gender perspective	Step 5 Evaluation with a gender perspective

The following table indicates where to refer in the Reference Material according to the project cycles of technical cooperation, Official Development Assistance (ODA) loan and ODA grant.

Scheme	Project cycle	Where to refer in the Reference Material
Technical Cooperation	At the time of preparing the Terms of Reference (TOR) for the data collection survey, detailed design study and basic design study	Step 1 (Analysis)
	At the time of drafting Main Point Discussed in the Record of Discussion (R/D) (activities related to gender), PDM, and Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of preparing the TOR of the project, implementing the project, and reviewing a monitoring sheet	Step 4 (Implementation and monitoring)

ODA loan	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Documents (1)	Step 1 (Analysis)
	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), Records of hearings, and drafting Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of supervising the project and reviewing Project Status Report	Step 4 (Implementation and monitoring)
ODA grant	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Record (1)	Step 1 (Analysis)
	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), and Ex-Ante Evaluation Document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of supervising the project and reviewing Project Monitoring Report	Step 4 (Implementation and monitoring)

Details of Steps 1 to 5 are explained in the following sections.

## Step 1. Social and gender analysis

The first thing to perform in gender mainstreaming of a project is to identify gender issues through social and gender analysis. Specifically, a survey is to be conducted to collect and analyze gender-disaggregated data and related information in the target countries and areas to understand the current situation and issues of each gender. It is especially important to understand 1) behaviors and actions of people of different genders and their beliefs and values, 2) social and cultural norms and practices affecting those people, and 3) issues that they face based on their gender.

The table below is a "List of Survey Items and Contents for Social and Gender Analysis" to be referred to when preparing a survey. It shows exemplary survey items with respective survey questions. When a survey content is related only to a specific sub-sector, the name of the sub-sector is shown in a square bracket, "[Stable food supply]". The list also includes 'Basic information' that helps better understand the current situation and issues related to gender in the sector and the sub-sectors. Furthermore, since every project is expected to contribute to Goal 5 of the SDGs, including the elimination of sexual and gender-based violence (SGBV), it is desirable to collect and analyze a wide range of data; thus, the survey items include those related to Goal 5. It should be noted that these survey items and contents are examples. Thus, in accordance with the purpose and scope of the project, survey items and contents should be modified or added.

### List of survey items and contents

Survey items	Survey contents
Macro level	
Policies and systems	
Gender mainstreaming of relevant policies and plans	<input type="checkbox"/> How are gender equality and women's empowerment positioned in the policies and plans of agriculture and sub-sector of the target country?
Gender mainstreaming policy	<input type="checkbox"/> What measures are promoted in policies, strategies and action plans of the national machinery mandated to promote gender equality and women's empowerment, such as ministry of women or ministry of gender, aiming to empower rural women?
Laws on land rights, inheritance, and marriage, such as civil code and law on land registration	<input type="checkbox"/> Do related laws (civil code, law on land registration, law on cooperatives) ensure equal rights of women? <input type="checkbox"/> Do related customary laws on land ownership, inheritance, household headship, and freedom of movement also ensure equal rights of women?
Laws on farmer organizations	<input type="checkbox"/> Do laws on farmer organizations, such as producer associations and water user associations, have gender-responsive articles?
 It must be noted that, even when statutory laws stipulate gender equality, customary laws may have the same legal power as statutory laws and could be discriminatory.	
Statistics	
Agricultural population	<input type="checkbox"/> What is the composition of agricultural population by gender? <input type="checkbox"/> Are there any sectors or occupations in which many women engage?
Educational attainment	<input type="checkbox"/> What are the enrolment rates and literacy rates by gender? <input type="checkbox"/> Are there any differences in literacy rates and enrolment rates between genders in the target area? Do illiterate adult women have an opportunity to learn how to read and write?
Land ownership <sup>vii</sup>	<input type="checkbox"/> What is the land ownership rate by gender?
Meso level	
Organization and structure	

<sup>vii</sup> For women's rights in laws related to land and business, see Women, Business and the Law of the World Bank, and for education and health, Gender Inequality Index of UNDP.

Gender mainstreaming policy and system of the implementing agency	<input type="checkbox"/> How are gender equality and women's empowerment promoted in both divisions in charge and the whole organization? <input type="checkbox"/> What structure is established and what measures are taken for gender mainstreaming? (e.g., establishment of a position in charge of gender mainstreaming)
Proportion of female officers	<input type="checkbox"/> What are the numbers and proportions of staff members, managers, and extension workers of the implementing agency by gender? <input type="checkbox"/> What issues do women face in work?
Cooperation with organizations specialized in gender	<input type="checkbox"/> Are there any possibilities of collaborations with ministry of women/gender for project implementation? If there are, what collaboration work is being undertaken?
Activities of other donors and NGOs for gender equality	
Policies, plans and achievements of other donors and international NGOs in relevant areas	<input type="checkbox"/> What are the duration and contents of other actors' assistance in the relevant areas? <input type="checkbox"/> Are there any overlapping activities with other donors and NGOs in terms of contents and target population? <input type="checkbox"/> Are there any possibilities for collaboration for creating synergistic effects?
Construction sites (for infrastructure only)	
Employment and working environment of construction workers	<input type="checkbox"/> What is a percentage of construction workers by gender? <input type="checkbox"/> What are the reasons if female workers are fewer than male? e.g., gender norms, including fixed gender division of labor, specification of eligibility for men only in recruitment and/or any requirements that look neutral but exclude women indirectly in the local contexts, and risks of SGBV for engaging in construction. <input type="checkbox"/> Do female construction workers face challenges? What are they? e.g., restrooms/toilets and/or changing rooms set up only for men use, gender harassment to the women by their co-workers and/or residents near the sites, and lack of a reporting system for those issues. <input type="checkbox"/> Is there any culture or custom for paying less to women even if they engage in same work as men? (wage discrimination)
SGBV risks	<input type="checkbox"/> Have female construction workers and/or local women near the construction sites experienced SGBV?
Micro level	
Gender division of labor among farmers	
Gender division of labor in productive activities	<input type="checkbox"/> How are women and men involved in each step of production and sales activities? Are there specific roles designated to groups of people based on gender, age, and socioeconomic status? <input type="checkbox"/> At each step of productive activities, what issues do people face and what needs do they have? (by gender) <input type="checkbox"/> In the process from production to sales, are there any vulnerable segments where people work long hours, do tedious or too heavy work, with unstable incomes? (Note) different steps from production to sales [Stable food supply] Crop cultivation (from land preparation, sowing, to post harvest treatment, processing, sales), fisheries (fishing, processing, sales), forestry (land preparation, planting, thinning, harvest) [Development of food value chain] Processing, distribution, sales [Animal husbandry] Production and preparation of feed, cleaning of animal husbandry barns/sheds/coops, vaccination, milking and processing
Gender division of labor in natural resource management	<input type="checkbox"/> Are there any differences in involvement and activities of women and men in management and conservation of natural resources and maintenance of irrigation facility? [Stable food supply] Management of irrigation facilities, water supply and drainage systems,

	<p>and fishing areas [Animal husbandry] Management of rangeland, drinking water and wastewater treatment</p>
Gender division of labor in housework	<input type="checkbox"/> Who takes on unpaid domestic work, including fetching water and collecting fuelwood, and unpaid care work for children, the elderly and the sick? (These should be examined by gender, age, positions in the household)
Gender division of labor in community activities	<input type="checkbox"/> Are there any differences in roles taken in community activities by gender?
<b>Farmers' access and control over resources</b>	
Opportunities to organize women's groups	<input type="checkbox"/> Are there any women's groups to deal with crop cultivation, animal husbandry, forestry, fisheries, or sales? [Stable food supply] Women producer associations, water user associations, forest associations, and fisheries associations [Development of food value chain] Women cooperatives, savings and loans groups [Animal husbandry] Women dairy associations, pig farming associations, poultry farming association <input type="checkbox"/> Can women access to technical assistance and financial services through their membership of women's groups?
Access to infrastructure necessary for production	<input type="checkbox"/> Can anyone use facilities necessary for production, irrespective of gender? [Stable food supply] Irrigation facility, demonstration farm, ice plants at fishing ports [Development of food value chain] Markets, public transportation, storage, cold chain
Access to natural resources	<input type="checkbox"/> Can anyone access to and use the natural resources in the area irrespective of gender? [Stable food supply] Irrigation water (dam, pond, river), cultivated land, common farm, common forestry, fishing areas [Animal husbandry] Rangeland, drinking water (pond, river)
Access to services necessary for productive activities	<input type="checkbox"/> Can anyone, irrespective of gender, use public services necessary for productive activities such as those in the following? [Stable food supply] Agriculture insurance [Development of food value chain] Business development services, transportation [Animal husbandry] Animal breeding, vaccination, treatment of diseases
Access to training, education and information	<input type="checkbox"/> Are there any differences by gender in access to training and technical information? <input type="checkbox"/> Can anyone participate in extension services and related activities and training irrespective of gender?
Access to financial services	<input type="checkbox"/> Can anyone access loans from the bank and microfinance institutions irrespective of gender? <input type="checkbox"/> Can anyone open a bank account irrespective of gender? <input type="checkbox"/> What is the situation of lending for farmers in the target area by gender?
Access and control over assets and agricultural inputs	<input type="checkbox"/> Who has the ownership of household assets such as land and animals? Are there any differences in owned assets by gender? <input type="checkbox"/> Are there any differences in ownership and use of agricultural inputs as below between different genders? [Stable food supply] Crop cultivation: machines, such as tractor, water pump, cultivator, thresher, draft animals, seeds, fertilizer, chemicals, and other inputs

	<p>Fisheries: nets and other fishing gears, fishing boat, fingerings, feed Forestry: seedlings, brush cutter, chainsaw and other machines</p> <p>[Development of food value chain] Equipment and materials for processing and packaging</p> <p>[Animal husbandry] Inputs, such as feed, animal barns, sheds, and coops, vaccine, and machines such as milking machine</p> <p><input type="checkbox"/> Can any family members own and use household assets, such as mobile phones and radios, irrespective of gender?</p>
Access and control over labor	<p><input type="checkbox"/> Are there any customs or practices of mutual help to cope with labor shortage at each stage of production activities, such as below in the target area? Can anyone use such systems irrespective of gender?<sup>viii</sup></p> <p>[Stable food supply] Transplanting, harvesting, post-harvest work such as threshing</p> <p>[Development of food value chain] Processing, packaging, distribution, sales</p> <p>[Animal husbandry] Production and preparation of feed, milking, processing, transport</p>
Access and control over means of transport	<p><input type="checkbox"/> Can anyone own means of transport, such as motorbikes or bicycles, irrespective of gender?</p> <p><input type="checkbox"/> Can anyone use the means of transport for productive activities, such as agricultural or business activities, irrespective of gender? Can they use the means of transport for reasons other than productive activities?</p>
	<p>Participation in extension activities and farmer organizations often requires household headship or ownership of a certain amount of land. Such requirements tend to hinder women's participation. Thus, it is necessary to collect information on membership requirements to understand the current practices.</p>
<b>Farmers' participation in decision-making</b>	
Decision-making on facility maintenance	<p><input type="checkbox"/> Who makes decisions on maintenance of facilities, such as irrigation (are there any power differences by gender in the decision-making process)?</p>
Decision-making of community organization	<p><input type="checkbox"/> Among household members, who participate(s) in community organizations, such as community development committees? Are there any differences in participation by gender?</p> <p><input type="checkbox"/> Can women participate in a decision-making process of local administration?</p>
Decision-making of farmer organizations	<p><input type="checkbox"/> Are there any gender differences in participating in decision-making of farmer organizations, such as agricultural cooperatives, water user associations, dairy farmers associations, and fishery associations?</p> <p><input type="checkbox"/> Are there women leaders in such associations?</p>
Decision-making on production, such as agricultural activities of the household	<p><input type="checkbox"/> Are there any gender gaps in decision-making on productive activities at the household level?</p> <p>[Stable food supply] Purchase of agricultural inputs, selection of crop types, areas of cultivation, timing and method of cultivation, task allocation</p> <p>[Development of food value chain] Purchase of equipment and materials, timing and method of processing and sales, sales price</p> <p>[Animal husbandry] Selection of breeding, feed, raising method, purchase of vaccine</p>
Decision-making on the use of natural resources	<p><input type="checkbox"/> Are there any differences on the ground of gender in household and community decision-making for the use of natural resources, such as water and forest?</p>
Decision-making on management of household income and expense	<p><input type="checkbox"/> Who decides on household expense? Are there any power differences by gender in decision-making?</p> <p><input type="checkbox"/> Who participate in decision-making on loans for productive activities or daily expense?</p>

<sup>viii</sup> Female-headed households with young children tend to lack labor and need support.

Decision-making on household care work	<input type="checkbox"/> Do women get involved in decision-making on care of the sick and access to medical services? <sup>ix</sup>
Other experiences of women and girls in the household and community	
Social norms restricting women's freedom	<input type="checkbox"/> Are there any restrictions in women's mobility in the target country, area or community? Can women go to markets and rangeland freely? <input type="checkbox"/> Are women allowed to interact with men who are not relatives?
Perception on roles and capacity of women held in the society	<input type="checkbox"/> In the target country or area, do men tend not to accept women as a serious business partner? <input type="checkbox"/> What do local leaders, men and boys think about women's rights and participation in decision-making? What do they think about women's roles in the society? <input type="checkbox"/> What do other people in the area think about women's rights and participation in decision-making? What do they think about women's roles in society?
Situation of female-headed households	<input type="checkbox"/> How different is the situation of female-headed households from that of male-headed households?
Women's health	<input type="checkbox"/> Are there any issues in women's and children's health? (e.g., prevalence of anemia in women, infant mortality, and maternal mortality rate) <sup>x</sup>
Sexual and gender-based violence (SGBV)	<input type="checkbox"/> Do women experience sexual and gender-based violence, including DV? <input type="checkbox"/> Are there harmful customs and traditions, such as child marriage, female genital mutilation, and high bride price?
 <b>The following documents will be useful for desk review.</b> [Gender information by country] (See also the reference list at the end of this document) <ul style="list-style-type: none"> <li>• Asian Development Bank (ADB): Country Gender Assessments<sup>28</sup></li> <li>• FAO, USAID and others: Gender profile reports</li> <li>• United Nations Development Programme (UNDP): Gender Inequality Index<sup>29</sup></li> <li>• World Economic Forum: Global Gender Gap Index<sup>30</sup></li> <li>• OECD: Social Institutions and Gender Index (SIGI)<sup>31</sup></li> <li>• World Bank: Women, Business and the Law<sup>32</sup></li> <li>• JICA: country gender profile report<sup>33</sup></li> </ul> <p>It is also useful to collect information from reports of the national machinery working for gender equality and women's empowerment (e.g., ministry of women/gender) in respective countries, local NGOs and women's associations, international NGOs.</p>	
 Women are not homogeneous; they are in different conditions with different issues and needs, and get influenced differently by development projects according to their variety of attributes (e.g., age, social status, ethnicity, religion, disability, education, sexual orientation and gender identity, types of family and households <sup>xi</sup> , income levels). Therefore, it is essential to understand what types of women (and people of other gender) live in the project target area.	

 **[Tips on survey methodology]**

Social and gender research methods include literature review, interviews (including Key Informant Interviews and Focus Group Discussions), field observations, and inspections. It is also useful to use "gender analysis tools" (referred to the attached list of reference materials at the end of the document) specifically developed to gain more accurate understanding of gender relations, such as gender division of roles and labor, and access and control over resources. Other points to be considered in conducting surveys are as follows.

<sup>ix</sup> There might be a case in which women cannot decide on their own about care and domestic work even when they do all the work.

<sup>x</sup> If women and girls are not traditionally allowed to decide themselves to go to a clinic when they do not feel well or get pregnant, or if they are routinely discriminated and have poorer diet compared to men, such daily discrimination can manifest as a health problem. Thus, it is useful to investigate women's and girls' health status to understand the situation of gender-based discrimination.

<sup>xi</sup> For example, gender of the household head, single parent or couple, number of children.

- \* Interview both women and men to see if there are differences in their perceptions.
- \* When forming groups for interviews or discussions, carefully assess if target groups should be gender-mixed or single-gender. It depends on the cultural practices and social norms of the target country/area as well as the content and purpose of the information to be gathered. If women have difficulties expressing their opinions in front of men, it is desirable to interview women and men separately. On the other hand, mixed group discussions may provide the participants with an opportunity to deepen their discussions while understanding each other's perceptions.
- \* Girls and boys may also have different needs and perspectives, thus make an effort to collect their voices.
- \* For sensitive contents such as SGBV, it is preferable that staff of local NGOs with experience and expertise conduct individual interviews rather than group interviews. Carefully protect anonymity and confidentiality of the respondents.

In order to identify gender issues based on the collected data and information, the following points should be taken into account during the analysis.

- Division of labor: Are there any stereotyped gender division of labor?
- Access: Are there any gender disparities in the access to resources, services and the benefits derived?
- Control: Who manages and owns resources and services? Who controls benefits (are there any gender-based biases)?
- Decision making: Are there any gender-based biases in participation in decision-making?
- Organizational capacity: Do relevant institutions have policies, experience, and capacity to promote gender equality and women's empowerment?
- Sexual and Gender-Based Violence (SGBV): Are there any SGBV within the scope of the agricultural and rural development sector?  
(Example: DV issues in the target households)

In addition, to ensure the project help the promotion of gender equality and women's empowerment, consider the following points:

- Will the benefits from the planned project be equally enjoyed by all beneficiaries regardless of gender? If there are any possibilities that they may not be equally beneficial to all, what are the reasons? What should be done to make them equally beneficial?
- What are the entry points for eliminating inequalities, such as gender-based prejudices, and social, cultural, and institutional constraints, and further promoting gender equality in a society?

Against the gender issues identified in Step 1, Step 2 and the subsequent Steps propose effective activities and present some points to keep in mind during implementation: Step 2 lists up gender-responsive activities for helping develop Activities section of a Project Design Matrix (PDM) (see "List of Effective Activities for Solving Gender Issues" in Step 2), and Step 4 introduces tips for the implementation of the activities set in Step 2.

## Step 2. Planning gender-responsive activities

In order to address gender issues identified in the previous Step, an activity plan needs to be developed and reflected in the PDM. In planning activities, it is important to take into account all three of the following aspects.

### **(1) Actions to strengthen agency of women and girls (Agency)**

Actions to empower women and girls to overcome their relatively disadvantaged positions through strengthening their capabilities and increasing their opportunities. (Example: extension services on how to improve productivity and quality, and business development; leadership training; introduction of agricultural machinery and training on handling of the machines; improving access to financial services using ICT, market information, and sales opportunities; training of female extension workers; and support to women's groups.)

### **(2) Actions to change people's mindset, attitudes and behaviors (Relations)**

Actions to transform gender power relations by addressing patriarchal social norms, people's attitudes and behaviors.

(Example: raising awareness and deepening understanding of gender equality and women's empowerment among stakeholders of producer associations and water user associations; promotion of farm management through inclusive decision-making by women and men; gender training for government officials and women and men farmers.)

### **(3) Actions to transform policies and institutional mechanisms (Structure and systems)**

Actions to review and develop relevant policies and institutional mechanisms to promote gender equality and women's empowerment.

(Example: development and amendment of policies and systems on inheritance and ownership of land, and business environment for promoting gender equality and women's empowerment; development of regulations or quota systems to increase the number of women in positions, including officials, researchers, extension workers, members and board members of village development committees and farmer organizations such as agriculture, forestry, and animal husbandry cooperatives.)

These three aspects are interrelated, and it is necessary to work on all these three when promoting gender mainstreaming activities to address the identified gender issues. For example, let us assume that women obtain technological knowledge and skills after receiving training in the processing or management of small businesses. However, when the perceptions of the people in the area and village and business practices remain gender unequal, even if a woman wants to start a business, business partners may not recognize her as an equal partner, or she may not be able to sign a contract without permission from her husband.<sup>xii</sup> Thus, the woman cannot use her knowledge and skills obtained from the training. Likewise, if women's participation in farmer organizations, such as producer groups, water user associations, or irrigation cooperatives, is limited, they cannot use their knowledge and skills from the training and fail to benefit from group purchases and sales of such associations. Therefore, when a project conducts training on

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<sup>xii</sup> According to "Women, Business and the Law 2021" of the World Bank, women of Central Guinea and Eswatini cannot sign a contract in the same way as men. Eswatini's marriage law puts married women under the protection of their husbands, and married women cannot sell or buy immobile assets. All Africa (2019) Swaziland: Eswatini's Landmark Ruling On Marital Power. <https://allafrica.com/stories/201909180615.html> (Accessed November 2, 2021)

processing techniques and management for a small business targeting women farmers to support their acquisition of knowledge and skills, the project needs to facilitate understanding of the husbands and the local community, and amendment of the membership requirements of farmer organizations, so that women can become members of farmer organizations.

Below are the examples of effective activities to tackle gender issues.

### List of useful measures to address gender issues

Identified gender issues	Useful strategies and measures (example)
<b>Policies and systems</b>	
Women's needs and safety are not incorporated in a design and master plan of infrastructure, such as an irrigation.	<input type="checkbox"/> Conduct gender training for policymakers in charge. <input type="checkbox"/> Conduct training and study tour to observe good practices.
Policies rarely reflect women's needs.	<input type="checkbox"/> Develop a system to pick up women's voices, such as consultation meetings with women's groups.
<b>Implementing agency</b>	
The implementing agency does not have the organizational capacity to promote gender mainstreaming.	<input type="checkbox"/> Conduct training on the concept of gender mainstreaming targeting decision-makers of the implementing agency <input type="checkbox"/> Conduct practical training on gender mainstreaming targeting those who oversee project implementation in the implementing agency. <input type="checkbox"/> Establish a position of an officer in charge of gender mainstreaming, such as a gender focal point within the implementing agency.
 <i>Gender training</i> covers the following: the concept of gender and gender equality and women's empowerment; gender issues in agricultural and rural development; gender analysis; the impact of gender bias on organizational operations and systems; the significance of gender mainstreaming (e.g., sound organizational operations, improved project results and sustainability); creating action plans to promote gender mainstreaming; and prevention of and response to harassment and SGBV.	
The implementing agency lacks understanding and methods of gender mainstreaming.	<input type="checkbox"/> Work together with the national machinery, such as ministry of women or ministry of gender, from project planning, implementation and monitoring.
<b>Gender division of labor</b>	
Women cannot use much time on productive activities, extension activities, and business because of gender division of labor, in which women are assigned to the role of and spend time on unpaid care and domestic work.	<input type="checkbox"/> Conduct gender training targeting both women and men in the area for raising their awareness of women's contribution to health of family members, household economy and gender equality (e.g., highlighting how many hours women spend for car work and subsistence agriculture).
Women's work is not always valued. Their work for subsistence agriculture tends to be taken as an extension of housework.	<input type="checkbox"/> Conduct gender training targeting both women and men in the area to understand contribution and critical roles of women in subsistence agriculture and to family income and health, in addition to the importance of gender equality and women's empowerment. <input type="checkbox"/> Add value to the subsistence crops and sell or introduce new crops or new breeds of animals to increase income.
Gender division of labor assigns women to low valued work (e.g., weeding, daily care for animals, and scaling of fish)	<input type="checkbox"/> Conduct awareness-raising activities on women's roles in agriculture and gender equality and women's empowerment, targeting women and men in the target area (e.g., having discussions in mixed gender groups, or single gender groups to facilitate attitudinal changes and fair division of labor). <input type="checkbox"/> Introduce time-saving technologies and machines for women.



Close attention is required when involving women in extension and productive activities not to increase their work burden in addition to their housework. The project may include measures, such as facilitating fairer housework sharing, setting up a temporary nursery during training or conducting short-term training (so that women do not feel burdened with long and frequent training), or introduce labor-saving technology and machines for domestic and productive work.

**Access and control over resources**

More men than women tend to benefit from the use of agricultural and fishery infrastructure.

- If there are too few women in water user associations to manage an irrigation facility, identify the reasons (e.g., membership requirements) and take measures to mitigate negative outcomes and facilitate women's participation.

Women have few opportunities to use machinery because of the preconception that it is men who manage machines. Machines tend not to fit with women's physique and stamina.

- Train women in machine operation.
- Conduct gender training for engineers.
- Include a step to understand roles, activities, knowledge and experience of women in the technology development process.
- Develop machines and technologies that meet women's needs.
- Introduce labor- and time- saving technology and machines to ease women's productive work.

**Women's participation in agricultural extension is limited.**

- Women find training materials difficult to understand, mostly because of their low literacy level.
- Training tends to be conducted during the time when women are busy for care work, which makes it difficult for them to participate especially when they have a young child.
- Female extension workers are few.
- Not many extension workers understand the needs and constraints of women farmers
- The targets of extension activities do not always include women farmers.

- Develop visual materials to accommodate the needs of trainees.
- Open a literacy class.
- Organize a temporary nursery while conducting training.
- Conduct training targeting women to increase female extension workers.
- Develop gender-responsive training curriculum for extension workers.
- Conduct gender training for extension workers.
- Set a quota for women participants (if there are participant selection criteria requiring land ownership, change the criteria because such criteria may exclude many women)
- Raise awareness of extension workers so that they understand that women must be included.

**Women have limited access to services such as financial service.**

- Women often face difficulties in preparing application and contracts because of low literacy and lack of financial literacy.
- Many women do not have capital to buy agricultural inputs for production and sales, or expansion of cultivation and business.
- Women without land ownership cannot take a loan which requires land as collateral.

- Organize women's groups so that women can receive services as a group or they can coach each other within the group.
- Include microfinance activities in the project.
- Work with local microfinance institutions to facilitate access to financial services.
- Consider the use of financial service targeting women SME, such as We-Fi.<sup>xiii</sup>
- Work with microfinance institutions to create a loan service, which does not require land as collateral, such as group lending.

<sup>xiii</sup> A World Bank initiative to support women entrepreneurs. <https://we-fi.org/> (Accessed November 9, 2021)

<ul style="list-style-type: none"> <li><input type="checkbox"/> Women without means of transport have difficulty in access to financial services.</li> <li><input type="checkbox"/> There is lack of business services meeting women's needs because service providers do not understand their needs and constraints.</li> <li><input type="checkbox"/> Women without mobile phones have limited access to business information because of digital divide.</li> <li><input type="checkbox"/> Women have limited access to markets and services, including those for vaccination and insemination, because of their limited time and lack of means of transport</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Help organize a cooperative that can receive group lending or groups, such as village savings and loan associations (VSLAs).</li> <li><input type="checkbox"/> Introduce methods that enable women transact remotely, such as mobile financial services.</li> <li><input type="checkbox"/> Work with financial institutions to organize group loans or regular outreach activities.</li> <li><input type="checkbox"/> Set up an opportunity for service providers and potential female users to discuss and exchange opinions.</li> <li><input type="checkbox"/> Share information and work together with service providers to develop new services meeting women's needs (e.g., business development service including training on financial literacy)</li> <li><input type="checkbox"/> Include ICT training in business training targeting women.</li> <li><input type="checkbox"/> Set up public Internet access points for women.</li> <li><input type="checkbox"/> [All sub-fields]</li> <li><input type="checkbox"/> Facilitate group purchase.</li> <li><input type="checkbox"/> [Development of food value chain]</li> <li><input type="checkbox"/> Organize women's groups and support their negotiation with the government and local transport service providers to secure means of transport.</li> <li><input type="checkbox"/> [Animal husbandry]</li> <li><input type="checkbox"/> Provide mobile services (e.g., mobile vaccination service) to women farmer groups.</li> </ul>
<p>Women not have access and control over household incomes. Women engaged in subsistence agriculture have less cash income compared to men.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate joint decision-making of target families (e.g., training on household economic management targeting both women and men).</li> <li><input type="checkbox"/> Introduce cash crops or processing technology to add value.</li> </ul>
<b>Participation in decision-making</b>	
<p>Women tend not to have household decision-making power on purchase of agricultural inputs, and productive activities, such as cultivation, animal husbandry and processing; this limited decision-making power hampers their effective operation.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate joint household decision-making on productive activities.</li> <li><input type="checkbox"/> Conduct gender training targeting both women and men farmers.</li> </ul>
<p>Farmer organizations, such as agricultural cooperative, producer groups and water user associations, do not have many female members.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct awareness-raising targeting members of farmer organizations to promote acceptance of female members.</li> <li><input type="checkbox"/> Help amend membership requirements, such as land ownership or household headship.</li> <li><input type="checkbox"/> Facilitate participation of members as a couple in related activities.</li> <li><input type="checkbox"/> Establish women's wings.</li> </ul>
<p>Women's negotiation power in business limited.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Help organize women's groups.</li> <li><input type="checkbox"/> Conduct training on negotiation skills and necessary knowledge.</li> </ul>
<b>Other experiences of women and girls in their households and areas where they live</b>	
<p>There are very few role models of women entrepreneurs and engineers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate networking opportunities for women entrepreneurs and engineers.</li> </ul>
<p>The target area has an issue of high incidence of DV.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct gender training that covers SGBV, targeting extension workers and facilitators of farmer group activities.</li> <li><input type="checkbox"/> Include a facilitation method in livelihood improvement activities, in which images of an ideal household without</li> </ul>

	DV and measures to realize the visions (see GALSt <sup>xiv</sup> and the good practice (1) below).
<b>Construction of infrastructure</b>	
<ul style="list-style-type: none"> <li>- Employers tend to hire men over women for construction work of infrastructure, including an irrigation facility</li> <li>- Women face challenges in the working environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote women’s employment as construction workers through, for example, setting a percentage of women among all employees (a quota system).</li> <li><input type="checkbox"/> Promote/arrange a female-friendly working environment, such as <ul style="list-style-type: none"> <li>➤ equal pay for equal work regardless of their gender,</li> <li>➤ ensure privacy and safety for women through different ways, including setting up separate toilets for women and men (and possibly all-user toilets), separated break space for women and men, and lighting for nighttime work; and</li> <li>➤ write down above in an agreement with a contractor.</li> </ul> </li> </ul>
Risks of SGBV increase among female construction workers and local women around the site during a period of construction.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take safety measures at the sites, including education of gender equality and women’s empowerment as well as human rights to construction workers.</li> <li><input type="checkbox"/> Write down prevention and responding to in an agreement with a contractor.</li> </ul>

### Good practices in gender mainstreaming

The following shows good practices in gender mainstreaming relating to two or three of the above aspects.

**Example of JICA's activities 1: Uganda “Northern Uganda Farmers' Livelihood Improvement Project”, 2015, Technical cooperation**

**Project overview:** the project supported livelihood improvement of farming families in northern Uganda, aiming to promotion of market-oriented agriculture and improvement of quality of life. The target population includes female heads of households who lost their husbands in the war, single mothers, former child soldiers, people with disability, illiterates, and orphans. The local community and its culture and customs were traditionally male-dominant. Therefore, gender mainstreaming was always promoted with a slogan, “no one left behind,” in the project.

**Gender-responsive activities**

- **Change in gender relations through gender awareness-raising training (agency, attitudinal and behavioral change)**

In providing technical training for target farm families, the project conducted gender training as the first session of the training to clearly present the message that “let’s work together with the perspective of gender equality” and requested the target farmers to join the activities with their spouses.<sup>xv</sup> During the training, the project helped beneficiaries develop action plans to pursue life satisfaction of the whole family.

<sup>xiv</sup> Gender Action Learning System (GALS) is a women empowerment method developed by Oxfam. Participants envision an ideal life as an individual first, then as a family (visioning), identify obstacles in achieving the ideal, and set milestones towards that goal. Then, they take action to realize the ideal. DV can be singled out as an obstacle to realization of the ideal. See Oxfam (n.d.) Gender Action Learning System.

[https://www.oxfamnovib.nl/redactie/Downloads/English/SPEF/141023\\_2-pager\\_Flyer\\_GALS\\_Oxfam.pdf](https://www.oxfamnovib.nl/redactie/Downloads/English/SPEF/141023_2-pager_Flyer_GALS_Oxfam.pdf) (Accessed April 16, 2022)

<sup>xv</sup> The number of participating farm families at the time of final project evaluation is 2,332. Of which, men account for 38% and women 62%. JICA (2020) Final evaluation report on the Northern Uganda Farmers' Livelihood Improvement Project he Project. p.24.

The project promoted fair distribution of housework and agricultural activities within each participating family. To help the training participants to use income from vegetable sales for realizing a happy life of each family member, the project asked them to set goals, draw plans for the entire family, and share the goals and plans among the participants. For improving the quality of life, the project invited the spouses of the participants to join discussions and activities as a pair. As a result, the people in the target area acquired the vegetable production techniques regardless of gender, and became able to plan for agricultural management, household economic management, and food ration so that they can secure food for self-consumption. Men started making an agricultural management plan, considering nutritional value at the same time, and the families started to grow grains, vegetables, legumes, livestock, and fruit trees so that all family members could have balanced diet all year round. Furthermore, men showed some behavioral changes; some men even started coming back home with fish and meat when they went to town. Many of them drank and gambled less than before. Increase in communication between the wives and husbands led to reduction of quarrel and violence against women.

- **Raised awareness of officials (attitudinal and behavioral change)**

As another result of the project, the extension workers and top officials of the Ministry of Agriculture also understood that only improvement of technology and incomes cannot improve the quality of life of the farming families. They also developed their capacity to implement gender mainstreaming in agricultural and rural development.

### **Example of JICA's activities 2: India "Rajasthan Water Sector Livelihood Improvement Project", 2016, ODA loan**

**Project overview:** The project promoted women's participation in socio-economic activities and improved irrigation efficiency, agricultural productivity, and livelihood of farm families through rehabilitation of irrigation facility and agricultural management support. The project conducted a thorough social and gender analysis before project planning. Based on the knowledge from the analysis the project successfully planned detailed activity contents, developed a support system, and allocated activity budget in order to increase women's participation.

#### **Gender-responsive activities**

- **Collection of detailed information in the project formulation phase**

At the preparatory survey phase, the project team collected information through desk review, visits to government stakeholders, a household survey targeting 20 households, and interviews of women and men's groups of farmers. The detailed information through the research included government gender mainstreaming policy and initiatives, women's limited participation in water user associations, activity profiles, time use, access and control over resources of women's and men's, and their roles within value chains.

- **Amendment of the law to allow women to join water user associations (change in systems)**

The state law stipulated land ownership as an eligibility criterion for the membership of water user associations, and most women were not eligible because traditionally they were not allowed to own land. Thus, the Water Resource Department, with the support of JICA, worked with the state government and amended the state law to accept women's membership if their spouses own land. Thereafter, women's participation in water user associations progressed in the entire state, and women are even nominated for management committee members.

- **Increase of women's participation in decision-making (enhanced agency)**

Following the state law amendment, with the support through the project, 184 women's wings were set up, and women's participation in the decision-making process of the water user associations progressed. Women's participation in decision-making resulted in as many as 1,009 women-friendly facilities, such as

washing steps and washing ghats, designed and constructed. These activities enhanced ownership of the irrigation facility among women farmers.

- **Change in the Water Resource Department (attitudinal and behavioral change)**

Gender training was conducted for the Water Resource Department to change their perception on gender.

Now the Department plans to recruit more women engineers.

### Step 3. Setting gender indicators

After considering activities with a gender perspective, indicators (gender indicators) will be set to measure expected results (changes) of such activities. When setting indicators, set quantitative indicators as much as possible to objectively assess the status of the changes. If it is difficult to set quantitative indicators, qualitative indicators can be set to measure the progress of change. Examples of gender indicators are indicated below.

#### List of gender indicators

<b>Policy and systems</b>
<input type="checkbox"/> Number of gender training for policymakers and number of trainees by gender <input type="checkbox"/> Number of study tours to learn good practices and number of participants of the visit by gender <input type="checkbox"/> Number of women researchers and government officers trained through project activities, specifically targeting women, and proportion of women among all researchers and officers <input type="checkbox"/> Establishment of a system to pick up women's voices, such as consultation meetings with women's groups
<b>Implementing agencies</b>
<input type="checkbox"/> Number of gender training sessions targeting leadership of the implementing agency and number of participants by gender <input type="checkbox"/> Number of gender training sessions targeting officers in charge of the project and number of participants by gender <input type="checkbox"/> Proportion of officers in charge of project implementation by gender <input type="checkbox"/> Existence or absence of officer in charge of gender mainstreaming, such as gender focal point <input type="checkbox"/> Increase in the number and percentage of women among the participants of training in Japan and third country training <input type="checkbox"/> Percentage of engineers and workers involved in construction of agricultural facility by gender <input type="checkbox"/> Number of monitoring activities jointly conducted with national machinery such as ministry of gender
<b>Gender division of labor</b>
<input type="checkbox"/> Change in attitude of people in the household and the locality on division of labor between women and men <input type="checkbox"/> Increase in household income from women's work <input type="checkbox"/> Number of technologies and labor- and time-saving tools to reduce workload of women <input type="checkbox"/> Change in number of hours spent for productive activities and housework done by women and men (disaggregated by gender) <input type="checkbox"/> Increase in the number and percentage of men who do unpaid domestic work, child rearing, and care work <input type="checkbox"/> Reduced burden of women's domestic work
<b>Access and control over resources</b>
<b>[Agricultural facilities]</b>
<input type="checkbox"/> Number and percentage of the agricultural facility users by gender <input type="checkbox"/> Gender gaps within households in receiving benefits from irrigated land area and water supply, and crop yield; and/or frequency and distance of use of agricultural road
<b>[Technology development]</b>
<input type="checkbox"/> Number of gender training session on agricultural technology and machinery, aiming to facilitate understanding of gender roles and needs, targeting engineers; and number of training participants by gender <input type="checkbox"/> Number of research on women's agricultural knowledge, experiences and needs <input type="checkbox"/> Number of introduced agricultural machines and techniques that have been developed to accommodate women's needs and use <input type="checkbox"/> Number and percentage of the people by gender who received training on agricultural machine operation
<b>[Extension and training]</b>
<input type="checkbox"/> Increase in the number and percentage of women who participated in extension activities and training <input type="checkbox"/> Number of types of crops, which were introduced in the project and adopted by women farmers; and amount of cultivated land area for such crops <input type="checkbox"/> Number of women who obtained access to financial services or the number of women who started business, after training of the project

<input type="checkbox"/> Increase in production and income of women farmers as the result of extension and training <input type="checkbox"/> Number of training sessions that adopted tools and methods accommodating participants' needs (e.g., visual aid) <input type="checkbox"/> Number of materials by type, developed through the project to accommodate women's needs <input type="checkbox"/> Number of literacy classes for women farmers when illiteracy is a reason for women's absence from training <input type="checkbox"/> Number of training sessions with measures taken for facilitating women's participation, such as scheduling time that is convenient for women <input type="checkbox"/> Number of training sessions with nursing services; and number of women who have used those services <input type="checkbox"/> Increase in the number and percentage of female extension workers, who have joined training of the project <input type="checkbox"/> Number of curriculums for gender-responsive training for extension workers developed in the project <input type="checkbox"/> Number of an extension worker in charge of gender mainstreaming <input type="checkbox"/> Number of gender training sessions targeting extension workers
<p>[Financial services]</p> <input type="checkbox"/> Number and percentage of women who have taken a loan from microfinance institutions; and the amount of loans <input type="checkbox"/> Number of women who use financial services that target women-owned or –managed SMEs, such as We-Fi and the amount of loans <input type="checkbox"/> Amount of loans as a group; number of group members by gender who took a loan; and the amount of the individual loans <input type="checkbox"/> Number of established groups for savings and loans; and number of the group members by gender <input type="checkbox"/> Number of people who took a loan from the savings and loan group by gender; and the amount of individual loans and their purposes <input type="checkbox"/> Number of mobile financial service programs, developed through the project in cooperation with financial service providers <input type="checkbox"/> Number of people by gender, who took a loan using a mobile phone; and amount of individual loans
<p>[Services for productive activities]</p> <input type="checkbox"/> Number of the uses of mobile services (e.g., mobile vaccination program); and number and percentage of users by gender <input type="checkbox"/> Number of women's group members who used group procurement; and total amount of purchase
<p>[Business services]</p> <input type="checkbox"/> Increase in the number and percentage of women who received business services <input type="checkbox"/> Increase in individual sales revenue brought by business services (difference by gender) <input type="checkbox"/> Number of new business services accommodating women's needs
<p>[Market access]</p> <input type="checkbox"/> Volume of goods that women's groups transported jointly <input type="checkbox"/> Volume of goods transported by a contractor under a contract signed by women's groups <input type="checkbox"/> Number of Internet access points that women can use; and number of users by gender
<p>[Household income]</p> <input type="checkbox"/> Change in percentage of people who feel that women are more involved in decision-making on household expense compared to the period before the project, by gender
<p>Participation in decision-making</p>
<p>[Household decision]</p> <input type="checkbox"/> Change of or in attitudes of family members toward women's participation in decision-making on productive activities <input type="checkbox"/> Change in the number and percentage of households, where women and men make joint decisions <input type="checkbox"/> Number and percentage of people, by gender, who participated in gender training in the community
<p>[Farmer organizations]</p> <input type="checkbox"/> Number and percentage of members by gender <input type="checkbox"/> Number and percentage of people in leadership by gender <input type="checkbox"/> Number and percentage of participants in awareness-raising training on women's leadership by gender <input type="checkbox"/> Amendments to regulations that can exclude women <input type="checkbox"/> Number of organizations or meetings which require participation as a couple <input type="checkbox"/> Number of organizations with women's wing
<p>[Business]</p> <input type="checkbox"/> Number of women's groups that receive business support of the project <input type="checkbox"/> Number and percentage of participants by gender in training on knowledge and skills necessary for successful negotiation

<b>Other experiences of women and girls in their households and areas where they live</b>	
<input type="checkbox"/>	Number of networking activities of women entrepreneurs; and number of women entrepreneurs supported in the project
<input type="checkbox"/>	Number of gender training sessions on SGBV, such as DV, targeting extension workers and facilitators of farmer group activities; and number of participants by gender
<input type="checkbox"/>	Number and percentage of project beneficiaries, by gender, who think the relationships between women and men in the household have improved; and qualitative data that can indicate the improvement taken from responses in beneficiary interviews
<b>Impact</b>	
<input type="checkbox"/>	Increase in the number and percentage of women who think that they are respected by their partners
<input type="checkbox"/>	Increase in the number and percentage of beneficiaries who value women's ability by gender
<input type="checkbox"/>	Change in the number and percentage of beneficiaries by gender who think DV in the area has decreased
<input type="checkbox"/>	Decrease in the number of incidences of family quarreling and DV
<input type="checkbox"/>	Change in attitude justifying wife beating <sup>xvi</sup>
<input type="checkbox"/>	Increase in the number and percentage of women who feel easier to go to towns, markets, health facilities, and meetings
<input type="checkbox"/>	Increase in the number and percentage of women who own land
	Although some quantitative indicators (e.g., the number and percentage of women) may not be easy to set if the information is not available at the project sites, but if there is information from other projects in target country and communities, it may be useful for producing indicators for the project in preparation.
<b>Construction of infrastructure</b>	
<input type="checkbox"/>	Percentage of women among construction workers
<input type="checkbox"/>	Satisfactory levels of construction workers on working environment (by gender)
<input type="checkbox"/>	Number of trainings on gender equality and women's empowerment and human rights, targeting to construction workers
<input type="checkbox"/>	Number of participants of the trainings (by gender)
<input type="checkbox"/>	Changes in understanding of gender equality and women's empowerment (comparison of answers to questionnaires before and after the trainings)
<input type="checkbox"/>	Incorporation of an article on prevention and responding to SEAH into an agreement with a contractor
<input type="checkbox"/>	Equal pay for equal work regardless of any gender (only for cases where gender-based wage discrimination have been observed)

### Women's Empowerment in Agriculture Index (WEAI)

Women's Empowerment in Agriculture Index (WEAI) is an aggregate index to measure empowerment and participation of women in agriculture at the national and regional levels. Development actors, such as USAID and IFPRI, have launched WEAI in 2012 to measure the women's empowerment outcomes through projects, supported by USAID.

WEAI measures empowerment of rural women in the following two sub-indexes.

- 1) Sub-index of five domains of women's empowerment: (1) Decision-making over production, (2) Access to resources, (3) Control over income, (4) Group participation and leadership, and (5) Time allocation
- 2) Sub-index of change in women's decision-making and influence in the household

For data collection of WEAI, it is recommended to collect responses from a man and woman of the same household, using a questionnaire with the questions about the following items: (1) "Role in household decision-making around production and income," (2) "Access to productive capital" (land, livestock, fish pond, farm equipment, mechanized farm equipment, non-farm business equipment such as sewing machines, buildings, TV, cookware, mobile phones, transport such as bicycles, motorbikes, and cars), (3) "Access to financial

<sup>xvi</sup> Changes may include that a person no longer justifies wife beating because a wife goes out without informing her husband or does not care for children.

services,” (4) “Time allocation,” (5) “Group membership,” (6) “Physical mobility,” (7) “Intrahousehold relationships,” (8) “Autonomy in decision-making, self-efficacy, life satisfaction,” and (9) “Attitude about DV.” WEAI can be referred when setting indicators in the planning of JICA projects.

Source: IFPRI HP, “WEAI Resource Center” <https://weai.ifpri.info/> (Accessed March 3, 2022)

## Step 4. Gender responsive project implementation and monitoring

In the implementation of a project, it is necessary to consider the situation of women and men and the issues and needs of each gender based on the information collected in Step 1. To set up an implementing structure, it is necessary to take measure to ensure gender balance among the project staff, raise gender awareness of the staff, and prevent workplace harassment. During implementation, the project should promote the participation of people of all genders and also pay attention to awareness raising of people in the target area, especially men who work and live close to the women targeted in the project. The diversity among women should be kept in mind throughout the project.

To monitor activities, the project collects information and assesses the implementation of the project (including participation status of women and men) and the status of achievement of outcomes, using the gender indicators presented in Step 3. When an additional gender issue is identified, the project should try to find effective countermeasures, and if such countermeasures could be incorporated into the project based on the scope and progress of the project, it is desirable to reflect such modifications in PDM and PO accordingly.

The following is the points to remember for gender-responsive project implementation and monitoring.

### Points to remember for gender-responsive project implementation and monitoring

Category	Points to remember
Implementation structure	<ul style="list-style-type: none"> <li>● Analyze the gender balance of the members of the counterparts (C/P), and assess possibilities of negative effects of gender imbalance, if any, on the project implementation. Try to balance the gender of the C/P members, unless there are any justifications for the gender gap.</li> <li>● If female extension workers are few, find a way to increase the number of such workers.<sup>xvii</sup></li> <li>● Assign a focal point of gender matters among C/P and/or extension workers.</li> <li>● Conduct gender training, targeting C/P, project staff, and Japanese experts, ideally prior to and during the project. If the participants did not have enough understanding of gender issues and mainstreaming, successive sessions or a course of gender equality and women's empowerment are preferred.</li> <li>● In the process of project staff recruitment, organize a meeting with each potential recruit before signing a contract, and clearly state the project policy on sexual harassment and sexual exploitation and abuse. Request the candidate to sign a form of pledge agreement with the policy.</li> <li>● Japanese experts need to fully understand the culture and customs of the target country and risks of sexual exploitation and abuse, and harassment. Behave carefully and call for attention among the experts so that no one takes discriminatory actions, including unintentional ones.</li> <li>● Establish a consultation and reporting procedure that can be accessed by all the stakeholders, including the project team and beneficiaries, to respond SGBV and harassment cases.</li> <li>● If possible, assign international or local gender specialists.</li> </ul>
Implementation of activities	<ul style="list-style-type: none"> <li>● Research the time use of women in the target area before extension activity implementation, and ensure that time and venue of the activities are carefully selected to</li> </ul>

<sup>xvii</sup> Some job types may have more women than men. For example, the majority of gender focal points of agriculture ministries are often women. In this case, it could be good to facilitate involvement of more men because gender is not only about increase in the number of women. In some cases, imbalance can be justified for good reasons. For example, when nutrition training has only women trainees in the area where interaction between women and men are restricted only to among close relatives, trainers also need to be women only.

	<p>facilitate participation of women. Consider participation as a pair of husband and wife, in extension activities.</p> <ul style="list-style-type: none"> <li>● If women's literacy rates are low, always ensure that information and skills are conveyed in a way which facilitates the learning and comprehension by women with low literacy (e.g., illustration and photos, group learning) and that those who need the information and skills are not excluded from training simply because of their low literacy levels.</li> <li>● Ensure that women always participate in decision-making processes. Adjust membership requirements or meeting agendas for building a conducive environment for women to participate and express their views.</li> <li>● Women are not homogeneous and have different situations, issues, needs, and benefit from development projects, depending on their age, social status, ethnicity, disability, levels of education, and types of households. Thus, pay attention to diversity among women.</li> <li>● Involve the community members, including men and boys, to facilitate their understanding of gender mainstreaming.</li> <li>● Facilitate understanding of influential community and religious leaders in the target area so that the community understand that gender equality and women's empowerment can lead to improvement of living standards and economic activities of the area. Ensure their cooperation with the project (in some areas where strict gender norms and discrimination exist, the understanding and support of local leaders are especially important).</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>● If a certain gender dominates project activity participation and project benefits (e.g., both women and men can borrow money, but women's applications are more often rejected, or women can borrow smaller amount only), identify the causes of the situation, and take appropriate actions.</li> <li>● Keep monitoring if technology is available in a way accommodating women's learning experiences and styles, and if those who need such technology attend relevant training.</li> <li>● Ensure that the training time and venue are convenient to busy women. Monitor if specific persons or groups bear extra burden in their lives because of their participation in project activities. If it is the case, mitigate such unfair situations.</li> <li>● If there are differences among genders in applying and practicing skills and technology introduced through the project, identify facilitating and inhibiting factors and take action to mitigate it.</li> <li>● If possible, it would be useful to conduct participatory monitoring; engaging the beneficiaries and community, as well as the whole project team, and holding discussions on monitoring results among stakeholders.</li> <li>● If unexpected positive or negative impacts have been identified, measures need to be taken to maximize positive impacts and minimize negative impacts (e.g., positive impacts: income increase brought by women's labor participation led to recognition of women's work outside home; negative impacts: increase of domestic violence by a male family member who does not like women working outside the home).<sup>xviii</sup></li> </ul>

**Increased burden and muted voices (example of an unexpected negative impact)**

A coffee exporting company in Uganda supported small-scale farmers obtaining fair trade and organic certification. Coffee beans certified as an organic product without having intermediate exploitation and child labor in the production process can fetch higher prices. However, a survey targeting women and men of the farm families and the officer of the company in charge revealed that women and men farmers neither share work burden nor receive the same benefit from the certification. For example, acquiring and maintaining the certificate requires more labor-intensive work, such as application of organic fertilizer, than the conventional way. However, while the workload for coffee beans production has become heavier, there was no change in gender division of

<sup>xviii</sup> Nutritional status of children may go down during harvesting time, when women farmers are too busy and cannot spend much time on child rearing. Women's health would also get worse because of overworking. A project aimed at productivity increase and women's participation in labor could cause such a comparable situation. In order to avoid the situation, it is necessary to conduct awareness-raising for the entire family and introduce time- and labor-saving technology based on good understanding of gender relations.

labor, in which women took charge of the whole housework. This resulted in increase in women's workload. On the other hand, although women did much work necessary for the certification process, men took charge of decision-making on expense of household income and marketing as well as decision of the producer groups. In short, the position of the small-scale farmers within the coffee value chain improved, but that gain was enjoyed only by men who represent the household and control the producer groups' decisions. In relative terms, women's voice was weakened while their workload increased because of unchanged gender relations.

The exporting company did understand the importance of gender mainstreaming and conducted awareness-raising activities for married women and their spouses. Activity profiles were made to compare work hours during the peak season; men worked for 8 hours and women worked for 15 hours a day. The company selected one man and one woman from the community as a community facilitator and trained them in gender analysis. In some households, husbands started listening to their wives' opinions regarding how to expend incomes from coffee sales. This change has accelerated the process of production, sales, and certification.

(Source: Deborah, K. (2012) Fair trade and organic certification in value chains: lessons from a gender analysis from coffee exporting in Uganda, *Gender & Development*, 20:1, pp.111-127.)

## Step 5. Gender mainstreaming evaluation

In the evaluation phase, project achievements, implementation process, outcomes, and impacts should be assessed with a gender perspective, while evaluating the project in accordance with a prescribed project evaluation framework (ex-post evaluation) and evaluation methodology (DAC six evaluation criteria). When identifying the outcomes and impacts, attention needs to be paid to signs of emerging outcomes and impacts as well as already achieved outcomes and impacts. If there is difference in benefits received by women and men, details of the difference and its causes should be analyzed.

It should be noted that during the evaluation, whether be it quantitative or qualitative, gender-disaggregated data and information should be collected, whenever possible, and analyzed. When conducting interviews, attention should be given to gender balance and attributes of the survey participants. Group formation (either single-gender or mixed-gender) will be decided depending on the content of the interview. Gender composition of an evaluation team should also be decided after thorough consideration.

The following shows gender-responsive evaluation questions listed in accordance with the DAC six evaluation criteria.

### Check points for gender-responsive evaluation

OECD DAC 6 evaluation criteria	Check points
Relevance	<p>Development policies and needs of the target country</p> <ul style="list-style-type: none"> <li>- Are the gender-responsive activities of the project consistent with priorities of gender equality policies and private sector development policies?</li> </ul> <p>Inclusion of people with special needs</p> <ul style="list-style-type: none"> <li>- Do specific gender or groups occupy the majority of beneficiaries?</li> <li>- Prior to beneficiary selection, was information collected from various sources including women and women's groups?</li> </ul> <p>Appropriateness of the plan and approach</p> <ul style="list-style-type: none"> <li>- Did the project take an approach to avoid exclusion of any specific gender or groups?</li> <li>- Did the project take an approach so that diverse beneficiaries participate in the project activities and benefit from them?</li> <li>- Did the project take an approach to avoid additional heavy workload to specific gender or groups?</li> <li>- When the monitoring results did not show expected effects or outcomes, did the project find the reasons and made any revision based on the monitoring results?</li> </ul>
Coherence	<p>Coherence between global goals and initiatives, such as SDGs and global norms and standards</p> <ul style="list-style-type: none"> <li>- Did the gender-responsive project activities align with global initiatives?</li> <li>- Did the aforementioned activities contribute to achievement of global goals such as SDGs?</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>- Did the project make use of women's groups and women's knowledge and experience to realize effective project implementation process (e.g., technology dissemination through women's groups)?</li> <li>- Are the training participants in Japan and the third countries gender-balanced?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>- Did the gender-responsive activities achieve the expected results?</li> <li>- Did the aforementioned activities contribute to achievement of the project objectives and outcomes?</li> <li>- What types of beneficiaries benefit most from the project (e.g., if there are differences according to beneficiaries' attributes with regard to technical assistance they receive, or production increase they achieve)?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>- Did the gender-responsive activities facilitate positive impacts (e.g., improvement of</li> </ul>

	<p>children's education and nutrition, development of women's leadership outside agriculture, decrease in the number of DV incidents, reform of systems after advocating to local governments)? What are the facilitating factors?</p> <ul style="list-style-type: none"> <li>- If there are any negative impacts (e.g., women's workload increased after starting business, family relationships turned sour because of disagreement over the use of increased family income, native forest of which trees women value was lost due to tree planting activities), are there any differences in impacts depending on people's attributes, such as gender and age? What made such differences?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>- Can women continue activities, introduced through the project, on their own?</li> <li>- Can women regularly participate in associations, such as agricultural cooperatives and water user associations, and contribute to sustainability of project outcomes?</li> <li>- Are the positive changes in perception and behavior found in households and communities sustained? Is the cooperative relationship between women and men in agricultural and rural development expected to be continued?</li> <li>- Have the policies, systems, and practices that was restrictive of women's business start-up and management been changed so that women can do business as men do?</li> <li>- Do relevant agencies continue to implement gender mainstreaming?</li> <li>- Do relevant agencies continue to facilitate women's participation in decision-making?</li> <li>- Will policies, measures, system of agricultural and rural development continue to reflect women and girls' voices?</li> </ul>

Regarding effectiveness (outcomes), impact, and sustainability, identify how gender-responsive activities have contributed to the promotion of gender equality and women's empowerment, taking into account the three aspects of agency, relations, and structure and systems (see Step 2). Specifically, "agency" refers to what women have become able to do as a result of the implementation of the activities (including not only their own abilities but also changes in the external environment surrounding the women). "Relations" refers to how the activities have helped transform the gender relations among stakeholders and in societies. As for "structure and systems," the scope of evaluation includes how the activities have been integrated into policies and systems, as well as operational policies and plans of the implementing agencies, and how gender equality has been promoted in the organization. If a negative impact is identified, lessons learned should be extracted as much as possible for reflecting in future projects.

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- OECD. Social Institutions and Gender Index. <https://www.genderindex.org/>
- World Bank. Women, Business and the Law. <https://wbl.worldbank.org/en/reports>
- JICA. Gender and Development 'Agricultural and Rural Development and Gender' Self-Study Materials. <https://www.jica.go.jp/activities/issues/gender/materials/agriculture.html>
- Food and Agriculture Organization of the United Nations (FAO)'s website: <http://www.fao.org/gender/background/en/>  
<https://www.fao.org/gender/resources/country-assessments/en/> (National gender

assessment)

- Socio-economic and Gender Analysis (SEAGA) Publications (in USAID's website):  
<https://rportal.net/library/content/tools/biodiversity-conservation-tools/putting-conservation-in-context-cd/gender-issues/socio-economic-and-gender-analysis-seaga-publications/>
- International Fund for Agricultural Development (IFAD)'s website:  
<https://www.ifad.org/en/gender>
- World Food Programme (WFP)'s website: <https://www.wfp.org/gender-equality>
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- International Livestock Research Institute (ILRI)'s website:  
<https://www.ilri.org/research/themes/gender>
- Center for International Forestry Research (CIFOR)'s website:  
<https://www.cifor.org/team/gender/#:~:text=Gender%20is%20a%20high%20institutional%20priority%20for%20CIFOR%2C,ensure%20gender%20is%20firmly%20rooted%20in%20CIFOR%E2%80%99s%20programs.>

There are other useful websites of institutions such as International Rice Research Institute (IRRI), International Center for Agricultural Research in the Dry Areas (ICARDA), International Centre for Research in Agroforestry (ICRAF) for gender related documents and articles.

## Endnotes

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