This presentation is part of the

Agriculture and Nutrition Global Learning and Evidence Exchange (N-GLEE)

held in Kampala, Uganda from December 10-12, 2012.

For additional presentations and related event materials, visit: http://spring-nutrition.org/nglee-africa
Review **why gender is important** in leveraging agriculture for nutrition and articulate **pathways** through which gender modifies the relationship between agriculture and nutrition.

Presentation of case studies within the USAID Africa Feed the Future portfolio where gender has been **successfully** leveraged (or alternatively where lack of attention to gender **inhibited successful** implementation) within agriculture programs for nutrition impact:

1. Community Connector Program (Uganda)
2. Honey Value Chain

Assessment and evaluation tools available to measure gender inputs and impacts in agriculture and nutrition linkage projects.
Agriculture is highly “gendered” in developing economies (SOFA 2011):

- Women make up a large percentage of the agricultural labor force in developing countries (on average 43%, 50% in Africa);

- Women are disadvantaged in productive asset ownership (including land and livestock), control of productive inputs (including access to credit, insurance, technology etc.);

- Gender differences in base education levels, access to services (extension), natural resource knowledge;

- Female farmers produce less than men not because they are less efficient/able farmers, but because they lack equal access to resources.
Snapshot: Access to agricultural inputs

Number of studies reviewed

- Technology related to input use, access, adoption: 15 men favored, 8 women favored, 0 no statistical difference
- Access to water and soil management techniques: 5 men favored, 9 women favored, 0 no statistical difference
- Access to ag extension and ag labour: 5 men favored, 8 women favored, 0 no statistical difference
- Access to social capital and political capital: 4 men favored, 5 women favored, 0 no statistical difference

Source: Peterman, Behrman and Quisumbing, 2010. IFPRI Discussion Paper 975 (SOFA background paper)
By closing the gender-resource gap:

- **Productivity boost:**
  - Women could increase productivity on their farms by 20-30%
  - This would raise total output at national level by 2.5-4%

- **Productivity gains of this magnitude have potential to:**
  - Reduce in the number of hungry people in the world by 12-17%
  - Lift 100-150 million people out of hunger

- **Multiplier effects on broader economic and social realms:**
  - Women, relative to men, spend more on food for the family.
  - Women’s incomes are more strongly associated with child health and nutrition.

Reviewing the “7 key pathways”

- Pathway 1: Own production $\rightarrow$ food consumption
- Pathway 2: Income $\rightarrow$ food purchase
- Pathway 3: Income $\rightarrow$ healthcare purchase
- Pathway 4: Food prices $\rightarrow$ food purchase
- Pathway 5: Women’s time use $\rightarrow$ care capacity
- Pathway 6: Women’s workload $\rightarrow$ maternal energy use
- Pathway 7: Women’s control of income $\rightarrow$ resource allocation
Of seven key pathways, three are specifically women-focused, but **ALL** are gendered;

Gender has been identified as the “key element” in the linkage between agriculture and nutrition;

*You cannot successfully and effectively link agriculture and nutrition without accounting for gender issues.*
Goal: Improve nutrition and food security through integrated nutrition and agriculture interventions.

Nutrition and health BCC, agricultural extension and savings promotion through pre-existing groups.

5 year project in 15 districts in northern and southern Uganda.

Started Jan 2012.
What we have learned through implementation:

- Training and periodic sensitization
- Equipment and tools used
- Recruitment of staff/community based trainers
- Support in the field against abuse related to gender
- Senior management’s belief
Challenges

• Most poor women (especially younger ones) do not join groups

• High levels of illiteracy among women
  - high school drop out
  - teenage pregnancies
  - forced marriages

• Few opportunities for women from poorer families to earn income

• Strong cultural beliefs that define gender roles – including increasing gender-based violence, alcoholism, and position of men
Is Gender seriously part of analysis and planning?

- In-depth analysis (not just disaggregating the data).

- Community Connector included gender in the situation analysis BUT in-depth assessments and analysis are ongoing.

- Now serious inclusion (leadership needed for enforcement not just the “Gender Expert”).
The family cohesion is key in meeting households’ aspirations:
Family Life Model

Family cohesion and dynamics in the family and community

- Wealth
- Health
- Food
Decisions and control of resources: women want to involve men!

Even women’s groups can insist on involvement, leadership or support of men.

How do we best engage and involve men to help reduce women’s work loads?
## Gender considerations in choice of foods used to prepare meals in households during busy periods

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes short period to cook</td>
<td></td>
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<tr>
<td>Food that needs little attention while cooking</td>
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<tr>
<td>Foods that need little processing before cooking</td>
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<tr>
<td>Needs little water to cook</td>
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<tr>
<td>Needs little fuel to cook</td>
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<tr>
<td>Can be kept to the next day without spoilage</td>
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<tr>
<td>Convenient to carry to workplace/garden</td>
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<tr>
<td>Can be handled by young children left alone at home</td>
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<tr>
<td>Easy to access in the farms or in the household</td>
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</tbody>
</table>
Inclusive Agriculture Sector Growth

- The value chain approach
- The whole picture
  - The local legal and policy environments
  - Access to and information about markets
  - Local capacity and support

Gender-sensitive value chains
Case Study 2: Value Chains

“Add women and stir” to the value chain
Characteristics of Gender Equitable Value Chain Programs

Value chain programs that support gender equity goals:

- Understand men’s and women’s roles and relations
- Foster equitable participation
- Address the needs of women
- Support women’s economic advancement
- Promote gender equitable market-driven solutions
- Design equitable benefit-sharing mechanisms
- Include men (in addition to women) in defining the “problem” and the solution
Gender-equitable Value Chains
Guide to Integrating Gender into Agricultural Value Chains

- Phase 1 – Map gender relations and roles along the value chain
- Phase 2 – Identify gender-based constraints
- Phase 3 – Assess the consequences of gender-based constraints
- Phase 4 – Act to remove gender-based constraints
- Phase 5 – Measure success
Honey Value Chain

- **Input**
  - Protective Materials
  - Hives

- **Production Honey**
  - 90%
  - Protective Material
  - 10%
  - Family Farms
  - 90%
  - Small-scale Producers
  - 10%

- **Traders Honey**
  - 90%
  - Home-based
  - 10%
  - Small-scale Traders
  - 100%

- **Processing/Packaging**
  - 100%
  - Home-based

- **International Market**
  - 100%
  - Marketing

- **Local Market**
  - 10%
  - Honey drawn for local beer

- **Skills**
  - Technology
  - Capital/Loan
  - Trade Union
  - Trade Policy
  - Market Info

- **Buyers Info**
  - Rates
  - Market Access

- **Capital/Loan**

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Exercise

• What questions would you ask to gain a better understanding of how to focus the project in order to support gender integration?
Gender-sensitive Honey Value Chain

- **Capital/loan**
- **Skills**
- **Trade Union**
- **Trade Policy**
- **Market Info**
- **Technology**
- **Input - Hives + Protective Materials**
- **Production Honey**
- **Traders Honey**
- **Processing/Packaging**
- **Marketing**
- **Intl. Market**
- **Local market**

Women help husbands in family farms/business/trading

Red arrows indicate female participation (Female [W]), and blue arrows indicate male participation (Male [M]).
Part III: Gender assessment

What is “gender assessment?”

Including information on women AND men [girls AND boys] and their relationship to each other in:

- Scoping and formative studies
- Monitoring data
- Cross sectional assessments
- Longitudinal impact evaluations
- Qualitative studies
- Reporting
Some generalizations

- Inputs and outcomes must be measured at the individual level;

- Entails significant costs: Monetary, time and logistical costs (e.g. may need to employ female enumerators, women may be less likely to be at home if they need to be interviewed);

- Complex – there are no set of “one size fits all” gender indicators, as relationships are often determined by cultural norms, and important to measure both objective and subjective indicators;

- No set of standardized indicators or methods for gender-agriculture-nutrition assessment, however some progress has been made!
Documenting gender program effects is key to understanding how, why and what impact programs have:

- **Gender in Nutrition Research**: Well established, standardized measurements, most nutrition outcomes focus on individual indicators already.

- **Gender in Agriculture Research**: Less well established, still focus on men, at the household level or very basic indicators such as “counting bodies” – however lots of progress (ongoing) and in the last 5 years.
• **Household Hunger Scale:**

• **Women’s Dietary Diversity:**
  The applicable disaggregated food groups in Module L of the FTF PBS should be aggregated into the nine food groups specified in Volume 8 of the M&E Guidance Series and the number of food groups consumed summed.

• **Exclusive Breastfeeding and Minimum Acceptable Diet:**

• **Underweight, Stunted, Wasted Children:**
  See B. Cogill, 2003 *Anthropometric Indicators Measurement Guide*. Be sure to use the WHO *Child Growth Standards*.  

• **Underweight Women:**
  Underweight in non-pregnant women of reproductive age (15-49 years) is defined by a body mass index (BMI) < 18.5. BMI is calculated as weight (in kg) ÷ height (in meters).

• **Anemia:**
  See: ICF/Macro. 2011 *DHS6_Biomarker_Manual* and *Infant Feeding and Children's and Women's Nutritional Status*. 
World Bank and country partners with funding from BMGF developed Living Standards Measurement Survey Integrated Surveys on Agriculture (LSMS-ISA).

Build on nationally representative panels, large-scale, in 8 countries: Ethiopia, Malawi, Mali, Niger, Nigeria, Tanzania and Uganda.

Use Computer Assisted Personal Interviewing (CAPI) and pilot innovative ways of collecting indicators.

Household, Agriculture, Community level surveys.

Multiple visits per year, ability to link to SES and other economic indicators.

Information, sourcebooks and data publicly available through the WB website: here.
EX 1: Integrated Surveys on Agriculture (2)

Most comprehensive, comparable statistics on gender-differences in agricultural inputs, productivity, farm related labor:

- Basic crop production;
- Productivity of main crops;
- Land holdings;
- Farming practices;
- Input use and technology adoption;
- Access to and use of services, infrastructure and natural resources;
- Livestock;
- Fishery.

Harvesting in Nigeria, Credit: Yosef Hadar
How is gender-disaggregation captured?

- Plot level using IDs
- Labor inputs, decision making, land, crop ownership etc.
EX 2: The Gender and Agricultural Assets Project (GAAP)

- Joint initiative between the IFPRI and the International Livestock Research Institute (ILRI) and 9 implementing partners funded by the BMGF.

- Evaluate the impact of agricultural development activities on women’s and men’s access to and control over key assets using quantitative and qualitative approaches.

- Clarify which strategies have been successful in reducing gender gaps in asset access and ownership.

- Develop and share methods of collecting and analyzing gender-disaggregated asset information to put gender considerations at the center of assessment efforts.
Not all assessments are quantitative!

Women’s land titling evaluation in Orissa and WB India, Landesa

- Focus group discussions
- Asset ownership, food security, bargaining power games
- Life histories
Mirco-irrigation treadle pumps in Kenya and Tanzania, KickStart

Participatory Impact Diagrams (PID) from sex disaggregated FGDs
The toolkit seeks to answer “the why, what and how to collect, measure, and analyze gender and assets data in qualitative and quantitative evaluations.”

Includes an appendix of “Cases” on the use of gender-disaggregated assets modules being developed:

- World Bank: rural land certification in Ethiopia;
- FAO’s Agri-Gender Statistic Toolkit;
- USAID Handbook for Promoting Gender Equitable Opportunities in Agricultural Value Chains, Greater Access to Trade Expansion (GATE) Project;
- Gender Assessment: Initiative to End Hunger in Africa (IEHA);
- SIDA: Gender Aware Approaches in Agricultural Programmes
- ‘In Her Name’ project: Measuring the gender asset gap in Ecuador, Ghana and India.
Piloting and developing the Women’s Empowerment in Agriculture Index (WEAI)

• Partnership between IFPRI, the Oxford Poverty and Hunger Initiative (OPHI) and USAID.
• Design, develop, and test an index to measure the greater inclusion of women in agricultural sector growth that has occurred as a result of US Government intervention under the FTF Initiative
• “Greater inclusion” is defined as “the empowerment of women in their roles and engagement throughout the various areas of the agriculture sector, as it grows, in both quantity and quality.”
What is new about the WEAI?

- An aggregate index in two parts:
  - **Five domains of empowerment (5DE):** assesses whether women are empowered in the 5 domains of empowerment in agriculture
  - **Gender Parity Index (GPI):** reflects the percentage of women who are as empowered as the men in their households

- It is a survey-based index, constructed using interviews of the primary male and primary female adults in the same household, piloted in Bangladesh, Guatemala and Uganda.
An individual is considered to be ‘empowered’ if he/she achieves adequacy in 80% of the weighted indicators.
### Module G2: Role in Household Decision-Making Around Production and Income Generation

#### Table

<table>
<thead>
<tr>
<th>Activity Code</th>
<th>Activity Description</th>
<th>Did you (singular) participate in [ACTIVITY] in the past 12 months (that is during the last [one/two] cropping seasons)?</th>
<th>How much input did you have in making decisions about [ACTIVITY]?</th>
<th>How much input did you have in decisions on the use of income generated from [ACTIVITY]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Food crop farming: crops that are grown primarily for household food consumption</td>
<td>Yes 1</td>
<td></td>
<td>G2.01</td>
</tr>
<tr>
<td>B</td>
<td>Cash crop farming: crops that are grown primarily for sale in the market</td>
<td>No 2 &gt;&gt; next activity</td>
<td></td>
<td>G2.02</td>
</tr>
<tr>
<td>C</td>
<td>Livestock raising</td>
<td></td>
<td></td>
<td>G2.03</td>
</tr>
<tr>
<td>D</td>
<td>Non-farm economic activities: Small business, self-employment, buy-and-sell</td>
<td></td>
<td></td>
<td>G2.02/G2.03: Input into decision making</td>
</tr>
<tr>
<td>E</td>
<td>Wage and salary employment: in-kind or monetary work both agriculture and other wage work</td>
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<td></td>
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<tr>
<td>F</td>
<td>Fishing or fishpond culture</td>
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</tbody>
</table>
Scoring criteria:

- **Aggregation Method:** Respondent must have achievement in two (must be above the threshold for two questions)

- **Inadequacy cut-off:** Inadequate if 1) individual participates BUT does not have at least some input in decisions or 2) does not make the decisions nor feels s/he could to at least a medium extent
### MODULE G6: TIME ALLOCATION -- page 9 to 10

<table>
<thead>
<tr>
<th>Activity</th>
<th>Night</th>
<th>Morning</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sleeping and resting</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>B Eating and drinking</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>C Personal care</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>D School (also homework)</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>E Work as employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Own business work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Farming/livestock/fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Shopping/getting service (incl health services)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Weaving, sewing, textile care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Cooking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Domestic work (incl fetching wood and water)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L Care for children/adults/elderly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Travelling and commuting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N Watching TV/listening to radio/reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O Exercising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P Social activities and hobbies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q Religious activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R Other, specify…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The total time spent includes primary and secondary activities:
Total workload = sum of primary + 0.5(sum of secondary)
Ex: Workload (2 of 2)

Scoring criteria:

• **Aggregation Method**: NA

• **Inadequacy cut-off**: Inadequate if worked more than 10.5 hours in the previous day.
Uganda: How to increase empowerment?

Results: 37.3% women empowered, 54.4% have gender parity
Disempowered women have adequate achievements in 64.4% of domains
The WEAI can be used to:

- Track changes over time in:
  - Percentage of empowered men/women
  - Absolute empowerment score among the disempowered
- Show how to increase women’s empowerment
- Monitor progress toward gender equality
- Correlate empowerment and gender equality with other measures including:
  - Household consumption, food security, welfare
  - Nutrition indicators
  - Socio-economic status including education
Gender Assessment “checklist”

- Pre-assessment, chart pathways and how gender interacts with intervention components;
- Who is being interviewed – who is doing the interviewing [Yes, it matters!]?
- How is a household defined?
- Measure both input, output and process indicators at an individual level, as well as household level;
- Start with examples and commonly used indicators and modify based on cultural context.
- When in doubt, ask! Incorporate qualitative components to inform the “why” and “how.”
Gender “best practices”? 


Thank you!

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