CABI Project and Programme Gender Strategy

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Contents

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Executive Summary

The purpose of this gender strategy is twofold: firstly to provide a brief and general introduction to gender for CABI staff, and secondly to provide practical guidance on how to include gender in CABI's projects and programmes. Key gender definitions are provided as well as key issues that are relevant to CABI's work in agriculture, natural resource management and information management

Projects should be gender responsive, identifying gender roles and issues relevant to the project, and considering this information throughout the project life cycle. Guidance is given on gender issues that project teams *must* consider at each stage of the project cycle, along with suggestions for ways in which projects can engage more intensively with gender as appropriate. This includes:

- identify gender roles and issues relevant to the project
- consider this information throughout the project cycle
- ensure that project documents and targets are gender disaggregated
- collect gender disaggregated data
- facilitate meaningful participation of relevant stakeholders, including marginalised groups (e.g. women, youth)
- ensure that project budgets contain adequate resources to cover all measures taken to ensure that a project is gender responsive

Additional information about incorporating gender into project planning, implementation, monitoring and evaluation and data collection is provided.

Introduction

CAB International (CABI) is a not-for-profit science-based development and information organisation, owned and run by its 47 member countries. CABI has its headquarters in the UK and operates through a network of centres around the world. We improve people's lives by providing information and applying scientific expertise to solve problems in agriculture and the environment.

CABI's work is organised in two areas: **International Development,** carrying out projects and research on agricultural, environmental and microbiological problems of global concern; and **Publishing** of electronic and printed scientific information. It also leads the global Plantwise initiative which aims to provide poor farmers in developing countries with better access to the advice and information needed to produce healthy crops.

The CABI Project and Programme Gender Strategy focuses specifically on CABI's development projects and research, and provides guidelines on mainstreaming gender considerations throughout the project cycle. It has been prepared following a review of the gender policies, strategies, and resources of CABI's key donors, and reflects current international best practice in gender mainstreaming. Plantwise has a separate programme-level gender strategy which gives more detailed guidance specific to the programme.

Gender Mainstreaming in CABI

Gender mainstreaming aims to ensure that CABI's work provides equitable benefits and opportunities for both women and men. It entails understanding the priorities, constraints, and needs of different groups (men, women, old, young, etc.) and ensuring that these are taken into account in project design, decision making, implementation, and monitoring and evaluation. It is not the same thing as focusing on or prioritising women. The essence of gender mainstreaming is to make the invisible, visible, not just at household level, but within the household as well. Factors such as gender, age, class, ethnicity, and disability shape the priorities and needs of different groups, as well as their ability to access different types of services and sources of information. Seeking the views of different segments of society and incorporating an awareness and analysis of these differences throughout the project cycle is essential to ensuring that CABI is able to provide equitable benefits for all stakeholders and their families, including those who are often left behind by gender-blind approaches.

Key Definitions

Gender – Gender is a set of socially constructed roles associated with being male and female. This encompasses differences in economic, social, and political resources and responsibilities, livelihood strategies, and a wide range of other factors within a given society. Gender is context-dependent, varying between cultures and across time, and interacts with social attributes such as age, class, or ethnicity to shape the opportunities and constraints faced by individuals. It is a tool to understand how a society is organised. Gender is not the same as sex, which refers to the biological differences between men and women.

Gender equality – Gender equality is the equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. The aim is not that women and men become the same, but that their opportunities and life chances become and remain equal[1].

Gender equity – Gender equity is fairness in treatment for women and men, according to their respective needs. It may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities[2].

Gender analysis – Gender analysis is the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender[3].

Gender mainstreaming – Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality[4].

Gender awareness – Gender awareness is the conscious knowledge that people and communities are not homogenous. Programmes and projects that are ***gender blind*** do not see the differences between gender roles, including the gender division of labour and skills. If a project is ***gender neutral,*** it recognises the differences between genders but takes no action to address these differences. ***Gender sensitive*** projects will recognise the differences and support addressing these differences, while ***gender responsive*** projects will not only recognise the differences, but also address the different needs, priorities and aspirations of those involved. It is important to remember that women's participation alone is not enough to make a project gender responsive. A women-only programme can still be gender-blind if it reinforces traditional gender roles rather than promoting gender equality.

The context-dependent nature of gender cannot be emphasised enough. Gender roles, constraints, and opportunities cannot be assumed to translate from one culture to another, and can vary significantly even within a country. Moreover, type and amount of agricultural work varies with age and other social factors; women and men are not homogenous groups. Existing cultural constraints should not be used as a reason that a project is not gender responsive. Rather the project should be implemented and evaluated with these constraints in mind and try to work with and around them. This underscores the need for gender awareness to be embedded within projects and programmes, and for analysing the nuances of gender roles in the different contexts where CABI works. This strategy therefore provides a broad overview of key gender issues in CABI's work to help project teams develop their thinking on gender in specific contexts, as well as practical guidance on how to address gender at each stage of the project cycle.

Key Gender Issues in CABI's Work

Although CABI's projects and programmes fall under the four main themes of Commodities, Invasive Species, Knowledge for Development and Knowledge Management, many of the gender issues encountered under these themes are similar. Therefore the issues have been discussed below in relation to agriculture, natural resource management, and information.

Gender and Agriculture

Though farming is often thought of as a male occupation, women play a central role in agriculture worldwide, both constituting a large proportion of the agricultural labour force (43% of farmers in developing countries), and depending heavily on agriculture for their livelihoods (>60% of economically active women in sub-Saharan Africa and nearly 70% in South Asia work in agriculture). These figures are likely to underestimate women's work in agriculture, however, both because they are less likely to declare themselves as employed in agriculture in labour force surveys, and because they tend to work longer hours than men[1].

Studies of agricultural productivity consistently find that women tend to have an average of 20 - 30 % lower productivity than men; this difference is overwhelmingly attributed to differences in input levels.FAO[1] argue that closing the gender gap in access to productive resources could increase agricultural output in the developing world by 2.5 - 4% and reduce the number of undernourished people by 12 - 17%, with higher gains corresponding to countries where the gender gap is wider and where women are heavily involved in agriculture. Such a reduction in gender inequality in agriculture would also have important benefits for poverty reduction and achieving gender equality[2].

It is difficult to make broad generalisations about gender in agriculture due to the variation in gender roles, farming systems, and other factors across geographic and cultural contexts. There are a few generalisations that do generally hold true across countries, however, including:

- Women and men often have different roles within agriculture, carrying out different on-farm tasks and growing different crops. Women invest considerable effort in the production of non-food cash crops, but make an even greater contribution to the production of subsistence food crops. This work is in addition to their other tasks such as childcare, food preparation, household chores and community responsibilities. When these tasks are included in time-allocation studies, women work significantly more than men[5] and have less flexibility in the time that they can choose to carry out these activities.
- Men generally have greater access to, and control over, productive resources such as land, labour, livestock, credit, and technologies than women, as well as greater access to services such as extension and education. Women often do not even control their own time – in some parts of the world, most female farmers work on household plots controlled by their husbands; in other areas where husbands and wives have separate plots, women often have labour obligations on their husbands' plots in addition to their own.
- Due to gender disparities in access to information and technology, women may find it particularly difficult to meet the growing number of regulations (for e.g. phytosanitary standards) required by higher value markets, particularly export markets. Outgrower schemes for high value horticulture are an important source of smallholder livelihoods in some countries, but women often have trouble meeting the regulations and standards required. Where women do participate in these schemes and in other high-value agricultural activities, they may not be able to control the income from their work, particularly where activities are jointly carried out with a husband.
- Gender disparities in access to markets and market information contribute to women receiving less income from marketed crop surplus than men. Women also generally have lower bargaining power than men in input markets, and most participatory approaches meant to improve the functioning of markets and improve uptake of new technologies tend to inadvertently favour male farmers.

Given the gendered division of labour within agriculture, it is likely that the balance of male and female farmers participating in any given project will reflect the gender profile of the crop or activity being addressed in the project. Commodity crops, for example, tend to be male-dominated, so farmers participating in projects focusing on commodities are likely to be overwhelmingly male, whereas other projects (e.g. CABI's work on African indigenous vegetables) tend to attract more female farmers. However it is worth noting that even in traditional 'male' crops such as coffee, women and youth are often responsible for activities including weeding, fertiliser application, pruning, harvesting and delivery of parchment.

Gender and Natural Resource Management

Women in developing countries are generally more dependent on natural resources than men, but are often excluded from resource management initiatives. They typically have little influence in management decisions, and are rarely represented adequately in community-based, participatory management schemes seeking to protect natural resources. There are a number of key issues to consider.

- Gathering of natural resources such as firewood, wild food, medicines and fibres for subsistence and income-generating purposes is generally undertaken by women, and in many places women raise small livestock and depend on access to communal pasture land. Due to their reliance on these resources, women often have strong local and cultural knowledge of them. Management initiatives which draw upon this knowledge and address the gender-specific ways in which men and women depend on these resources and contribute to their degradation are more likely to be sustainable for those living within the area, as well as addressing conservation needs.
- Changes in the management of natural resources, in particular those with common property rights, can also affect women and men in different ways. Women typically depend more heavily on common property resources than men, so changes in resource rights (e.g. a shift from common property to controlled access) generally have a stronger impact on them. Such decisions are often taken from a purely conservation perspective, without consideration of livelihood impacts. Moreover, women are generally under-represented in resource management decisions, so even where consideration is given to customary resource use, resource managers may not understand or give importance to women's use of resources, particularly where it differs from men's.
- Informal or insecure land tenure is a strong disincentive to investing in land management or improvement. This includes not only productivity-increasing technologies but also land conservation measures such as water conservation, tree planting and the removal of invasive species. Insecure tenure can lead to deforestation and land degradation and affects large numbers of men and women worldwide, but the effect is exacerbated for women as even where a household has secure land tenure, the land is generally registered in the husband's name and women may have little or no input or control into maintaining or improving the land. Lack of tenure also reduces a woman's ability to obtain credit due to a lack of collateral, therefore restricting their ability to start small scale enterprises.
- Changes in ecosystems, for example caused by an invasive plant becoming established in an area and reducing biodiversity, could have a considerable effect on those who depend on limited natural resources and ecosystem services. This can increase the already significant time taken to gather natural resource products, and reduce the income obtained from them. This effect is likely to be predominately felt by women and mean less available time for income generating or educational activities. Any reductions in the availability of water due to the presence of an invasive species will have similar effects, and may even be more pronounced as water collection is primarily the responsibility of women and girls.

Gender and Information

There are strong gender disparities in access to agricultural information, with male farmers consistently reporting better access to information and higher rates of adoption of technologies promoted by extension providers and other information services. Interventions are often planned around questions such as "what information do farmers need?" but different types of farmers(male/female, older/younger, richer/poorer, etc.) have different information needs, use information in different ways, and find different formats relatively more or less accessible. Where a project aims to disseminate information or training, the gender of the target audience needs to be considered as different people understand messages in different ways. For instance women and men can see the same poster and interpret it entirely differently, based on their own motivational factors (such as money for children's schooling, or money to buy extra land). These differing interpretations may influence uptake of the advice being disseminated, especially if some groups see the advice having a negative impact on them.

Among the factors that affect how different types of farmers access and use information are:

- **Education** – women are more likely to be illiterate than men, and generally have less access to formal education. Approaches which rely on written materials or require a specified level of education for participation in producer groups or steering committees tend to favour men and richer farmers. In countries where an official language such as English or French is spoken only by more educated people, women and the poor are more likely to speak only local languages, and would be disadvantaged by information materials provided only in the official language.
- **Content** – information materials are often developed around men's crops and priorities, which may not be relevant to women. User needs assessments which fail to disaggregate by gender risk providing information designed for "farmers" which is actually only relevant to certain types of farmers – usually those with more power.
- **Time and mobility** – Given that women generally have heavier time commitments than men, events like trainings and workshops, particularly those that involve travel away from participants' home areas, are less accessible to them. In many cultures, certain types of public spaces (e.g. cafes or meeting spaces) are either male-dominated or male-only, further restricting women's ability to access events held there. Internet cafes are also predominately male spaces in many countries, and where people rely on them for internet access, this may make it difficult for women to access online resources.
- **Extension systems** – There are structural characteristics of many extension systems that result in a bias towards men and better-off farmers. In order to achieve greater uptake, extension providers often target farmers who own land, have access to credit, and are able and willing to invest in inputs and adopt new technologies. They tend to prefer to work with household decision-makers (usually the male in husband-wife households). Moreover, a shortage of female extension agents further limits women's access to extension services, as most female farmers prefer to work with female extension agents, and cultural constraints prevent male extension agents from working with female farmers in some societies. Across cultures, female extension agents tend to work with a much higher percentage of female farmers than male extension agents.

ICT-based (including participatory video, radio, and mobile phone) approaches have proven helpful in reaching women in many contexts, overcoming mobility and time constraints. These approaches do not necessarily guarantee equal access however. Some mobile phone based approaches require a certain level of literacy, and household ownership of a phone or radio does not necessarily imply that women in the household have equal access to them –

though cloud telephony approaches, which allow multiple users to sign in to different profiles on a single mobile device, hold promising potential.

Gender in Projects and Programmes

CABI aims to be gender responsive, ensuring that men, women, boys, and girls are able to participate in and benefit equally from CABI's projects, and that projects contribute to gender equality and address the practical and strategic needs of both male and female beneficiaries. As a minimum, CABI projects should:

- identify gender roles and issues relevant to the project
- consider this information throughout the project cycle
- ensure that project documents and targets are gender disaggregated
- collect gender disaggregated data
- facilitate meaningful participation of relevant stakeholders, including marginalised groups (e.g. women, youth)
- ensure that project budgets contain adequate resources to cover all measures taken to ensure that a project is gender responsive

The extent to which projects can be gender responsive varies. For example:

- *Gender not relevant:* conducting host range testing for biocontrol agents
- *Gender responsive to a limited extent:* a project on coffee production where the production is controlled by men, but where women and youth carry out some activities can ensure that it supports these activities in addition to the ones carried out by men
- *Gender responsive:* using participatory video to facilitate rural women sharing information with each other where mobility is severely limited

This section gives guidance on mainstreaming gender at each stage in the project cycle, with minimum requirements provided in *italics*.

Planning

In order to ensure that projects are gender aware, and ideally gender responsive, gender equality must be incorporated into the planned day to day implementation and management tools to be used on the project. Project design should be based on a thorough understanding of the intervention context, though may be adjusted as further issues are identified during implementation. If a project is designed without any consideration to gender it is difficult to make the necessary adjustments later as there will be implications for project activities, outputs and objectives as well as for the budget and time allocated for individual tasks. Key points to consider during the planning and design of a project include:

- **Contextual analysis –***Identification of relevant gender roles, perceptions, interests, needs, priorities, and motivations of women, men, youth and other stakeholders should be included in the contextual analysis carried out for the project.* This information may come from stakeholder consultations, key informant interviews, and/or secondary sources, depending on resources and time available. Ideally participatory approaches should be used, ensuring that both men and women are consulted. However in many cases this will not be possible, and it may be more appropriate to hold a participatory workshop during the inception phase of a project (if the project is of sufficient length to have an inception phase) in which project activities can be fine-tuned and adapted to address any specific gender issues that may arise.

- **Project design –** *Projects should include activities, outputs, and objectives that address relevant identified gender issues.* Not all activities or objectives have to focus on women or on achieving equality between women and men, but care should be taken to understand the gender context in which the project operates and make benefits from the project are as equitable as possible. It is particularly important to ensure that the project does not inadvertently place a further burden on women's already-heavy workloads (e.g. through extra weeding).
- **Project documents –** *Project documents such as PRINCE2 documents, logical frameworks, theories of change, work plans, staff terms of reference, and risk assessments should be disaggregated by gender and reflect gender issues identified in the contextual analysis and planned activities/outputs/objectives.*
- **Targets -** *Where targets identify numbers of beneficiaries, whether at activity, output, outcome, or impact level, these should be disaggregated by gender. Targets should be realistic and practical, and reflect the gender context identified in contextual analysis.*
- **Budgets –***Budgets should reflect planned activities, and should include adequate resources to cover all measures taken to ensure that a project is gender responsive.* This may include costs such as separate training sessions, focus group discussions, and/or stakeholder interviews for women and men; increased data collection costs to capture views of all different stakeholders and allow for gender appropriate interviewers; and tailored communication products including testing, printing, recording, distribution, for different target audiences.
- **Partners –**Wherever possible, project managers should try to include partners who share CABI's gender values and have the skills to implement a project in a gender sensitive manner

Implementation

Gender sensitive planning provides a critical foundation for implementation. If a project is designed in a way that provides equitable benefits and promotes gender equality, the main task at the implementation stage is to ensure equitable participation of women and men, including in decision making and on the project team. It is worth remembering that women are not necessarily gender sensitive and men are not necessarily gender insensitive. It is important that projects include sufficient gender sensitive men within the project team to ensure that the project is implemented in a gender responsive manner including with the male stakeholders involved.

In addition to considering gender balance when selecting beneficiaries, partners, field staff, and project committees, implementation usually requires identifying and addressing gender-specific barriers to participation, such as:

- **Project activities –** *Gender-specific barriers to participation should be identified, and project activities should be planned to facilitate the participation of marginalised groups (e.g. women, youth).* This could include measures such as holding a series of smaller local workshops rather than a centralised one requiring travel, providing childcare at project events, and planning activities at times that do not conflict with women's other responsibilities. Where national partners are leading activities, they should be encouraged to consider gender balance when inviting participants and when organising logistics (location, travel etc.) When selecting beneficiaries and participants, it is important to be mindful of intra-household differences in needs, interests, and control over resources, and to engage household members directly rather than assuming that the head of household represents the interests of everyone within the household or that he would necessarily share information or resources provided by a project with the rest of the household.

- **Decision making –** *Decision making bodies should contain a representative mix of project stakeholders, including women, youth, etc., and measures should be taken to ensure that stakeholders from marginalised groups are able to participate fully.* Care should be taken to ensure that participation requirements (e.g. literacy) do not inadvertently exclude women.

Monitoring and Evaluation

Monitoring and evaluation has two main objectives: learning lessons to improve the way we work, and providing accountability to donors and partners. In order for monitoring and evaluation to provide a true picture of the effectiveness of projects, it must be carried out in a gender sensitive manner. This allows CABI to learn lessons about how we can make future projects more relevant to different gender and socio-economic groups, to improve the implementation of current work, and guide the design of follow-up projects and future work. Monitoring and evaluation ranges from simple monitoring of activities in some projects to rigorous impact assessment in others. The amount and type of data collection and analysis for M&E shapes the opportunities for mainstreaming gender into M&E. Some aspects are relevant to all monitoring and evaluation, such as:

- **Indicators –** *Indicators should be disaggregated by gender wherever possible, and gender responsive indicators should be included at output, outcome and impact level to provide information on how the work affects men, women, boys, girls etc.* Examples could include: numbers of women, men and youth participating in a project, and whether this is equitable in terms of the project location and intervention type; benefits such as increased income, time saved, increased yields; opinions from different groups, including negative impacts; access to and understanding of information disseminated.

Others relate to projects with a more involved M&E component, seeking to evaluate outcomes, impacts, or stakeholder perceptions rather than merely monitoring whether the project has carried out the activities in the work plan:

- **Context –** Evaluations should consider the cultural and gender context in which the project operates and how this affects the intervention, rather than assessing it in a vacuum. Farming decisions, for example, depend on a wide range of factors, including household structure (e.g. male/female headed), and different levels of access to and control of land, labour, and capital between men and women, as well as within these groups (younger farmers, whether male or female are likely to have less access to land for example). It is important to understand these influences when evaluating projects in order to assess whether, for example, the adoption (or not) of a given technology was due to the effectiveness of the project, or to external factors.
- **Analysis –** It is important to seek to understand project results at different levels (e.g. individual, household, community) and on different social groups (e.g. gender, age, literacy and education level, family composition) rather than assuming that the project affects all stakeholders in the same way. Women and men often have different opinions about project interventions. For example men may be very positive about a new high yielding variety, but women who have to cook the product may find it does not taste as good, takes more preparation time, or more water to cook, and therefore have a much lower opinion of the new variety.

Data Collection

Data are collected at all stages of CABI projects, including contextual analysis and baselines in project design, research conducted as part of implementation, and data collected for monitoring and evaluation. Where data are collected, it is important to disaggregate them by gender, and to ensure that both men and women are able to engage with the data collection process and give their views. Key things to consider for data collection include:

- **Gender disaggregation –** *All data collected should be disaggregated by gender. Even where the data collection takes place in a mixed group, data on the participation of men and women, both in terms of attendance and expressing their views, should be recorded.*
- **From whom to collect data -** *Data, feedback, and views should be collected from a representative selection of individuals affected by the project intervention, regardless of their role in the project or the household, to ensure that differences in needs, priorities, and resources are captured*. Critical intra-household differences (e.g. where women or children have different needs or opinions than men) can be missed when data collection occurs at household level or when the 'head of household' is expected to represent the views and interests of their families. Men and women may also be aware of different pests and diseases affecting crops depending on their role in crop production.
- **Meaningful input from all stakeholders –** *Data should be collected in a way that enables respondents to participate fully and express their views comfortably.* In countries where women and men have an equal voice, data collection can be undertaken with all sections of the community together. In many societies, it is necessary to hold separate discussion groups (e.g. for women and men, youth, elderly, etc.) to ensure that all stakeholders have a voice. The facilitator or interviewer should be part of the group represented, (by age, gender, ethnicity etc. as appropriate). The logistics of discussions and interviews also have an important effect on equitable participation. This includes location of discussions (it is likely to be inappropriate to host a women-only group in a place where men usually gather, for example) and timing (should avoid times when women or men are already committed to other activities.)

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