

Gender Assessment for SANREM CRSP RFAs

Please read:

- [Principles for Integrating Gender into Agriculture-based Projects](#)
- [Gender and Community Conservation](#)

MINIMUM USAID GENDER GUIDELINES

1. USAID guidelines on gender consider that ALL projects should be gender sensitive.
2. USAID guidelines ask everyone to do their utmost to include women as 50% of beneficiaries in ALL areas of your project. This means that if you cannot do so you need to provide justification or when possible find a creative way around constraints.

PRINCIPLES

1. Gender refers to social characteristics of men and women, such as their different roles within the family or in farming and the types of behavior expected of them (for instance, women are gentle and faithful, men are strong and free). These issues speak to the ability of women and men in specific communities to carry out certain farming activities, to be able to travel outside their immediate area for training and meetings, to be sufficiently educated to participate in training, and so on.
2. Gender stereotypes will vary among cultural groups. It is necessary to be aware of how they function in your particular cultural group because they will affect constraints for both sexes. For instance, if you want to add more weeding on a man's crop and weeding is a woman's task in that culture, you may not get your technology adopted. Include in your proposal an assessment of how you will deal with this.
3. Gender issues also speak to who farms which crops and/or which practices do they do in farming. What are the differential usages of men and women regarding natural resources (water, firewood, etc.)? For instance, women's inability to participate in formal employment or their restraints in mobility may result in their using natural resources in order to get cash. For instance, in Africa women may cut down trees to sell the wood because they have no other income source.
4. Gender issues also exist in regard to scientists, extension agents, and students. This includes both numbers and in men's and women's perspectives.
5. Consider that one of the CRSP goals is to sensitize host country stakeholders at all levels - farmers, extension agents, local and national government officials, researchers, university faculty, etc. - to gender issues.

The SANREM CRSP ME can provide further help in formulating gender-sensitive criteria for your specific proposal. It can also offer training of trainers for teachers and trainers so they can incorporate gender training in their courses.

ASSESSMENT CRITERIA (Use those that apply to the work you are doing.)

General:

1. Go through your stakeholder/participant list and consider the gender issues with each group.

2. In writing your proposal make the sex of your participants explicit - eg. Men and women farmers/students.
3. Go beyond numbers to consider gender stereotypes that might hamper participation of one group or other.
4. Add relevant gender training to all training programs, long and short term.

Farm/Enterprise level:

Specify the gender division of labor for SA & NRM activities in your target area. Make it clear in your proposal what these are and the implications for your proposal.

1. Identify constraints on women - mobility, resources, etc. - so you can include ways of dealing with this in your proposal.
2. Clarify whether you will be dealing with men or women producers or both. If not with both, please explain why not.
3. In addition to being gender sensitive, we ask you to be farmer sensitive. Show us that farmers and other stakeholders have been consulted on the various phases. And thus that what you are proposing corresponds to their needs.

Extension level:

1. Aim at working with a minimum of 50% women. If necessary figure out how to find relevant women in or near the communities who might be able to work as assistant extension agents. For instance, you will be working with extension services. You want to provide extension workers with bicycles but women in that area have traditionally not ridden bicycles. How will you handle this? Discuss the constraints in your research area in your proposal as also any relevant constraints on women/men farmers.
2. At the community level take into account how men and women are organized into associations, how group activities are structured, and what tasks provide for group communication such as doing laundry by the stream, or drinking tea under the shade tree.
3. Please provide gender assessment of the information knowledge transmission systems associated with your problem statement.

Training:

1. Short-term in-country training. Programs should be designed to include both sexes.
2. All courses should provide gender training at some level relative to the course subject and level.
3. Degree training should be offered to students of both sexes. The guidelines you should include in your proposal should be on the lines that 50% women is the desired percentage and the absolute minimum percentage of female students should be 33%. If the percentage of women will be lower than 50% please provide an explanation for this and state what your project will do to ameliorate the situation.

Scientists:

1. Include women scientists in both the US and host countries. If you cannot do this, explain the constraints that have prevented this.