



RESEARCH
PROGRAM ON
Dryland Systems



Guidelines: Integrating Gender into Biophysical Research

April 2015

Food security and better livelihoods
for rural dryland communities

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Purpose of the Gender Guidelines

These guidelines for integrating gender into biophysical research propose simple and practical steps of taking gender into account throughout the research project cycle to biophysical scientists who conduct research under the framework of the CGIAR Research Program on Dryland Systems.

These guidelines emerged as a result of a workshop with a select group of scientists representing different Dryland Systems partner centers, which was held on November 2014, in Dubai, UAE, and were later amended by the Dryland Systems Gender Program Coordinator. A number of tools, theoretical frameworks, and practical considerations for integrating gender into agricultural research have been considered with a goal of imparting straightforward methods for gender-responsive biophysical research. The aim is to facilitate the empowerment of rural women, the promotion of gender equity, and the out-scaling gender equitable development in mainstream biophysical research. This is thus a practical way to implement the Dryland Systems Gender Strategy 2014-2017.

Why integrate gender into biophysical research?

Integrating gender into biophysical research will increase the rate of adoption of technologies and innovations resulting from this research and improve the quality of the adoption. When all people, who are involved in the agricultural production and who do the actual work (often women), receive the knowledge and get hands-on experience with the new technologies and techniques, these will be adopted to a larger extent (higher scaling-out) and in a more appropriate way than when one just focusses on a one type of person such as the head of household or the owner of the farm (often men).

Increase the rate of adoption

One person such as the owner of the farm might take the decision to adopt a new technology, but two questions arise immediately:

Improve the quality of the adoption

1. Who influences the decision maker such as the head of household or the owner of the farm – the researcher only?
2. Who carries out the decisions made, that is who then uses the new technologies and implements new techniques?

Regarding the first question, it might well be that family such as wives, fathers, brothers, mothers, sisters, sons, and daughters influence the decision maker in his decision; or maybe a neighbor, local council members, a trader of supplies, a religious leader. Therefore, to influence the decision of the decision maker to adopt a new technology the influencers and influencing factors need to be identified. This identification of influences driving decision-making needs to be part of the biophysical research, most efficiently and effectively done through a gender-responsive system analysis and by involving social scientists specializing in gender.

Influence the influencers

Regarding the second question, an analysis along the chain of production of crop or livestock will reveal, who actually carries out the different steps required. Every member of the household (women, men, the young, the old) might have a task, hired female and male workers might take decisive production steps. All people involved in the production chain need to know what changes in their task, and they need to know how they contribute to the whole. If only the head of household or household decision maker is trained and exposed to experience, he and also she might not be interested or might not know how to pass the newly acquired knowledge on (see Box 1). This is why it happens that a shiny new machine is bought by a male head of household – and then remains in the shed, while he is working in paid job in town and his wife, who does not know about that machine and is maybe frowned upon anyway when she uses that machine, does agricultural production as always.

Increase the capacity of (family) workers in agricultural production

Gender Equality = equal rights for men and women

e.g. women and men have equal human rights

Gender Equity = equal access to resources

e.g. to allow women to benefit equally from training, social propriety needs of women must be ensured

Box 1: Example from India

Women grade the produce from their fields and keep the best seed for next year. They store the grains in an earthen container. Ash is mixed along with the grains in order to protect from insects and pests before storing. BUT: Women have no access to information and training in agriculture. (in: ICRISAT, 2013/14)

Another strong argument for inclusiveness is to harness all talent available in a society. If more people are involved – more women, more young people, more people from different ethnic or religious groups, more people with different educational and social background, and more people with disabilities – society will harvest more innovation ideas and thus develop more. To harvest these ideas, experience shows that it is important to encourage the participation of the formerly excluded in a targeted manner, and to create an environment, which allows this participation (e.g. have a focus group for women only, have it at times and locations, which to the security and cultural propriety needs of women).

Harness all talent for innovation and development

In economic development, it is common wisdom that the motivation of human actors makes a decisive difference in reaching development outcomes. Isn't it human rationality that when you benefit from something you make a bigger effort? Therefore, to increase yield increase the benefits of those, who produce, who carry out the agricultural labor - often women (see Box 2). The benefits can be various, such as being able to feed and educate the children better, or being able to independently decide on one's own choice of use of income. Reaping benefits, whatever they are, entails more decision-making power and thus independence of women.

Motivate the people, who do the labor

Box 2: Example from East Africa

Women are as actively involved in agroforestry as men. However, the level of participation and benefits of women are constrained by cultural norms and lack of resources. (in: L3 – Djalal Arinloye, ICRAF, 2014 citing Kiptot et al., 2013

The inherent understanding of power shifts involved in development can sometimes be opposed by people, who would like to conserve the status-quo. Some see it as “committing social suicide”¹ by allowing others to gain power. The empowerment aimed at in Dryland Systems research, is to achieve a win - win situation. So, a population group gaining power, e.g. because they gain in knowledge or are involved in a decision making process, does not mean that others lose it. In this way, power

¹ In a frank discussion with researchers in March 2015;

from this systemic point of view, is not seen as a limited good, put as a relationship item, which everyone can have (L1). So, if for example a woman wins in independence – and she thus gains power to withdraw, her husband wins in power as well as her financial gains relieve him of financial responsibilities and he can even benefit from her contributions directly.

Furthermore, trade-offs such as between more labor burden and more income must be taken into account. Research into what motivates women to increase production and what their trade-off calculations are, is often strongly related to biophysical research for example on new technologies and management processes.

Reaching sustainability of economic growth, to which biophysical research is contributing – such as ecological sustainable innovations, user-friendly technologies

Box 3: Theories of empowerment identify processes of change associated with different concepts of power. For the Gender Strategy, we have adapted Rowlands' (1997)¹ typology of power or agency:

1. **Power from within (change)** – growing self-awareness, confidence, assertiveness, motivation, a desire for change which can influence individuals to make/strive for change (even if they fail)
2. **Power to do or to withdraw or withhold cooperation (choice)** – growing individual capacities, especially through sharpening knowledge, know-how, and skills, opportunities to access economic/agricultural resources and social contacts/networks, to make decisions, exercise authority, and solve problems
3. **Power over (control)** – changes in access to underlying agricultural resources (including labor, jobs, and income) and power relations, and the ability to benefit from these new opportunities and/or overcome power inequalities and constraints
4. **Power with (community)** – collaboration, solidarity, shared vision and goals, and joint action with others, including in challenging social norms and practices, negotiating to tackle constraints or abuses, and action to defend common interests.

The four power types listed here, fit's to the systems thinker Niklas Luhmann's overall definition of power:

Power is the ability to withhold one's cooperation, the possibility to live independently

and practices - is another reason for including gender aspects. Research shows (L2) that only economic growth distributed in a relatively equal and equitable manner is sustainable growth. This means that benefits of economic growth are accessible by the majority of the population, men and women. Including female stakeholders such as female researchers, female farm household members, or female representatives of

**Empowerment
of one is
empowerment
of many
of women and
men**

**Equitable
access to
benefits of
research, make
it sustainable**

organizations in biophysical research activities, is one way to ensure equitable access to the benefits of the research.

And Why integrate gender in all CRP's research?

To reach the goals of Dryland Systems' research for development, the different views, needs and demands of men and women active in agriculture must be considered. The best entry points for development in and through agriculture can only be identified by knowing the stakeholders' options for taking on new research results. Policy prescriptions such as CGIAR's consortium office guideline on preparing the 2nd call research proposals confirm this view (please, find in Box 3 an outline of the gender guideline regarding the 2nd call).

BOX 3: CGIAR guideline 2nd call

Gender Responsive Outcomes

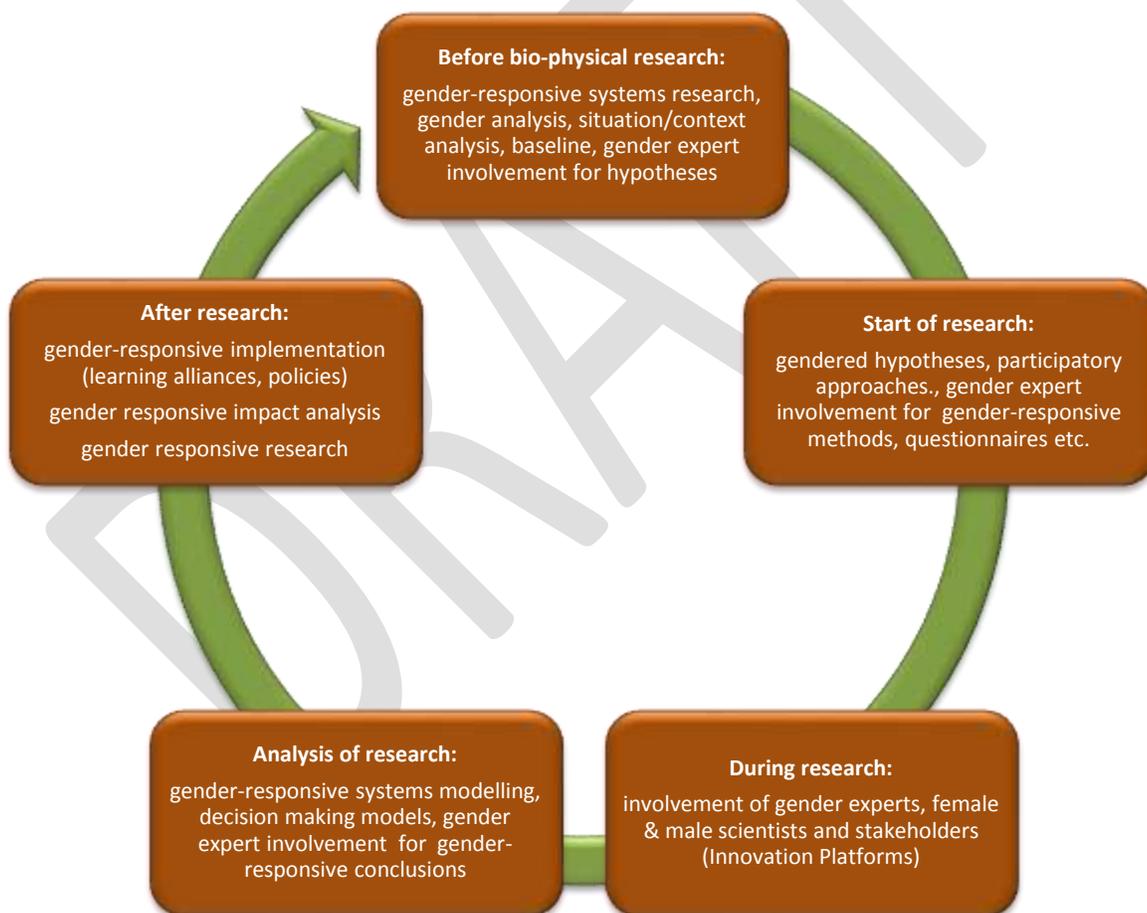
- *Integral component* of a CRP's partnership strategy for maximizing impact
- Effective mainstreaming of gender across the research cycle, i.e. in:
 - i. defining and prioritizing target beneficiary populations and agro-socio-ecosystems;
 - ii. setting objectives for discovery research;
 - iii. the design and pilot testing of innovations and
 - iv. in going to scale with innovations demonstrated to benefit women as well as men at the pilot scale
- Explicit inclusion of gender in impact pathways, outputs, outcomes and theory of change; Flagship Projects, work plans, M&E, and reporting

HOW to integrate gender into biophysical research? Process

To respond to the needs and demands, constraints and opportunities of both genders, men and women alike, both genders need to be considered at all stages of the research project cycle.

In the following, possible actions are described to integrate gender in each phase of the research. Ideally, gender issues are taken into account from the beginning of the research, but gender considerations can be brought on board at every stage of the research.

Gender at each stage of the research project cycle



Before starting the research:

- Plan preparatory research of the system and context (gender diagnosis) of the target area including gender aspects in biophysical research approaches

Example:

1. *For the formulation of research questions and hypotheses describe in a qualitative systems diagnosis interrelations, possible feedback loops, tacit trade-offs and synergies, and new change points;*
 2. *When using a logical framework for planning the research, include objectives, outcomes, outputs, quantitative and qualitative gender indicators along with or integrated into biophysical indicators, as well as gendered research methods and research activities; all of these aligned to DS (gender) objectives and indicators;*
- Budget for human resources needed to carry out the research such as additional gender expertise (time of the focal point, consultants, other, external scientists, etc.);
 - To know the relationship of ecological and social factors, carry out gender-responsive systems analysis: define the spatial and time-related boundaries of the system you are researching in, describe the context, analyze ecological and social system elements, drivers, interrelations, possible feedback loops, and possible trade-offs and synergies ensure that in the social factors gender roles, social institutions and culture (e.g. social norms and values) are taken into account.

Example: Biophysical Research and social aspects are often related regarding issues such as land use, water management, division of labor in farming households, or marketing of agricultural produce.

What does **gender-responsive** mean?

Responding through your research and activities to the needs and demands, constraints and opportunities of both genders, men and women alike.

Examples:

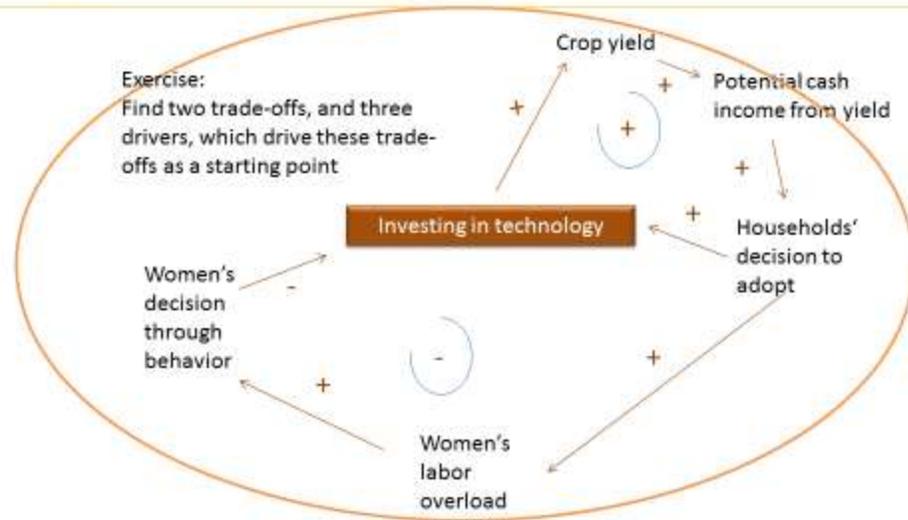
Involve women in learning alliances encouraging the women to contribute;

Empower women in their traditional livelihood activities;

Strengthen women to cope with new, non-traditional tasks;

Involve women actively in farm trials and demonstrations

HOW? - Example



- To know the gender-context in the target region, carry out [gender analysis](#): analysis of needs and demands, opportunities and [constraints](#) faced by women, men, girls and boys regarding their livelihood, and on socio-economic dynamics between these groups; analysis of the socio-economic environment (institutions) and their interrelations;

Example:

According to Doss and Kieran (2014) and Dryland Systems gender experts experience, the must-haves for conducting gender analysis include:

- ✓ Ask questions about different groups of men and women and identify the responses by sex and age.
 - ✓ You do not need to interview men and women from the same households. You need, however, to interview men and women to avoid bias in your research findings. And interview them separately and jointly, and compare the results.
 - ✓ You need to adapt your questions to the local setting, particularly understand the gender roles and social dynamics, also between women.
 - ✓ Comparing between female and male heads of households is not gender analysis as the differences among these various household types are not necessarily related to the sex of the household head
- Carry out an inter-disciplinary situation analysis or context analysis, to identify new phenomena, new interrelations and a new view on issues and to develop a new research approach,

Example: “We conducted a gender mainstreaming training in Ethiopia. Trainees got the opportunity to see the difference between information collected from men and women through FGDs that were held with three different groups (all men, all women, and a mixed group of men and women). Trainees were able to see the benefits of including both men and women’s perspectives in their understanding of the issues/challenges and in designing their research questions. The exercise was thus very useful to validate and affirm our instructions to include women in their data collection efforts by going beyond the common or closed household model and collecting sex-disaggregated data.” Bezalet Dessaiegn (ICARDA)

- Put together a Monitoring and Evaluation (M&E) plan using information from the situational and context analysis and baseline, with indicators integrating a gender perspective (i.e. indicators that account for men and women’s roles, responsibilities, empowerment objectives and are relevant to the bio-physical research objectives).
- *Examples: (1) equity in access to price information (% of women/men accessing information); (2) 30% of women making cheese in the target area are using labor-saving technologies introduced by the project; (3) 50% of all*

BOX 4: Experiences of gender researchers in Dryland Systems CRP

- Using the logical framework, create a workplan that includes data from the situational analysis, and addresses the constraints, opportunities and **currently happening changes** faced by men and women
- Be flexible with the workplan to accommodate unforeseen circumstances (i.e. diseases, political instability)
- Stay open to learning from community/participants and identifying additional stakeholders as needed to address community needs
- Consider having both female and male research assistants, enumerators, facilitators as appropriate
- Involve the community (both men and women) in monitoring their own progress in the project. This can increase the ownership of the project by community members, long term sustainability and success of the project
- **Be aware that your presence influences local social dynamics**

input suppliers that are distributing the vaccine for small ruminants² are female;

- To ease interdisciplinary work, involve gender experts, social and economic scientists, and anthropologists early on for planning ex-ante studies and (systems) analysis, surveys and for hypotheses formulation.

² Small ruminants being a women controlled livestock in the target area;

Example: Develop targets, research questions and hypotheses which are aware of the female and male stakeholders of the overall research theme. Consider including targets that separately address both men and women (e.g., 30% of women adopted the technology)

At the Start of research:

- Formulate gender-responsive hypotheses to include relevant gender issues into the conceptual thinking

Example: “Gender-responsive extension and veterinary services improve the livelihoods of women and men smallholders through providing targeted participatory approaches.” (Dina Najjar, ICARDA, S2)

- With the support of a gender expert, devise gender-responsive methods, questionnaires etc.

Example: “I used semi-structured interviews on innovation pathways to explore in-depth the trajectory of individual experiences with new agricultural and natural resource management practices, and the role of gender norms and capacities for innovation in these processes.” (Dina Najjar, ICARDA, S2)

- To demonstrate the reaching of outcomes later on, carry out a baseline survey on households disaggregated by gender, and strive to collect data on sub-household level.

Example: In a Gender Working Group meeting participants agreed that the collection of sub-household data is done less because more time and thus costs is required for these; Cecilia Turin (CIP), however, mentioned that one can define typologies of households and survey selected households within groups including female and male household members. (S3)

During research:

- When organizing research and activities, consider [gender-roles](#) in the research process

Example: “With support from gender expertise, in Karak gender research suggests that delivering benefits in cheese making to women implies working in groups with women (this may include forming new women groups) to control income from fat separators introduced by ICARDA. Often, women do most of the work in cheese processing yet husbands control the income. By working in groups, women are more likely to control the income from cheese making, since it is easier to claim profits from other women than from one’s own husband. The fat separators also reduce drudgery for women in milk

churning, which otherwise would take 1.5 hours manual churning.” (Dina Najjar, S2)

- Involve gender experts to provide socio-cultural data (also for bio-economic-social systems and multi-agent modelling in the analysis stage)
- Co-produce knowledge on options by female & male scientists and stakeholders for example in Innovation Platforms (IPs), learning alliances

Examples:

Mounir Louhaichi, Fidaa Haddad: “[Local Knowledge Assessment focusing on Climate Change and Gender Aspects](#)”, ICARDA, November 2014

Barun Gurung, Harriet Menter: “[Mainstreaming gender-sensitive participatory approaches: The CIAT Case Study](#)”

Analysis of research:

- Involve gender expert for gender-responsive conclusions, for example on different trade-off calculations of women and men

Example: Women in Zambia had smaller plots of nitrogen-fixing trees than men, possibly because of the heavy workload that women bear, land constraints or risk aversion. (in: L3, Djalal Arinloye, ICRAF, 2014)

- If feasible, carry out gender-responsive systems modelling (e.g. bio-economic-social systems and multi-agent modelling)
- Analyze data on the basis of economic and social decision making models, taking the influence of culture into account

After research:

- Share project results with the community (both positive and/or negative); discuss options for the community if the results are not easily accepted; involve all stakeholders in sharing the project results, including potentially interested stakeholders;

Example: Use gender-appropriate approaches to disseminate results (consider who owns/accesses/controls ICT's (e.g., radios or cell-phones), numeracy, literacy - Consider training locals (as research assistants, enumerators, etc.) to help share results.

- Implement with Gender-responsive approaches to Innovation Platforms, learning alliances, policies, building enabling environment for women and men, capacity development of female and male stakeholders, value chain development;

Example – Interventions connected to CRP Dryland Systems research encompassed the following:

- *Involvement of women in trainings, farm demonstrations, field visits, learning alliances, intervention platforms*
 - *Creating and strengthening of women groupings and associations*
 - *Empowering women by developing capacity regarding their crops, livestock, farming methods*
 - *Gender-disaggregated surveys*
 - *Gender-responsive value chain development*
 - *Gender differentiated development and dissemination of technologies and practices*
 - *Developing the capacity of women and men to perform in non-traditional roles*
 - *Empower women for successful livelihood building off-farm or on-farm (integration of system overlaps)*
- *Utilize gender-responsive approaches such as gendered policy briefings and capacity developments in scaling up and out (see Box 5)*
- *Package technologies and fit the packages to the context (land tenure, access to resources, decision making power, income) of women and men*

Example: Key elements of projects and programs that work well in providing positive outcomes in reaching women and achieving greater gender equality include: (1) providing small packages and affordable ways for bringing technologies to poor women and men; (2) a quota system or reservation policy for women, coupled with effective capacity strengthening, increasing mobility and reducing women's time burden; (3) promoting collective action and organizing among women, coupled with market-oriented capacity strengthening and mechanisms for women to secure their income and resources; and (4) utilizing a mix of delivery approaches such as radio, social networks, farmer field schools, and participatory approaches, coupled with affirmative action of staff gender policy and gender-responsive actions to ensure that useful innovations reach poor women and men farmers; and (5) paying attention to heterogeneity of women and men producers and proper targeting to reach those are in need the most.(Ragasa, 2012)

- Carry out gender responsive [impact](#) analysis and feedback loop studies;
- Plan for gender responsive research, which expands, complements or deepens the research results;

BOX 5: Scaling Up and Out - Utilize *gender appropriate approaches* to disseminate technologies or innovations

- Take women's work load and family duties into account
- Consider who owns/accesses/controls the information *media* such as ICT's so that both women and men receive the information
- Consider different preferences of women and men regarding *time and location* of meetings/trainings
- Consider that men and women often have different literacy or numeracy rates and education levels when identifying mechanisms to scale up
- Identify *existing networks* in the area, including women's groups, farmers' cooperatives, other local groups (religious, cultural and social) and organizations (NGOs), government agencies, or private sector to share information with
- Consider various networks and resources available for scaling up such as Rural Advisory Services, or existing organizations such as the Global Forum for Rural Advisory Services, www.gfras.org
- Use various approaches such as Innovation Platforms, single sex groups, etc. to meet the *cultural propriety* and social needs of both men and women farmers;
- Consider starting projects with single sex groups if needed to encourage the women to talk, and then return to mixed sex groups when the women feel confident enough to speak publically.

How to integrate gender into biophysical research? Approaches

APPROACH 1: Gender-responsive systems research as tool to mainstream gender into biophysical and agro-economic research:

- a. Systems assessments (qualitative systems diagnosis, interdisciplinary systems narrative)
- b. Formulating gender-responsive, inter-disciplinary hypotheses
- c. Systems analysis
- d. Research on main socio-economic-cultural constraints
- e. Systems modelling
 - i. Social research coding turned into variable definition for modelling
 - ii. Gender-disaggregated survey data used in modelling

APPROACH 2: Multi-methods, multi-strategy research as tool to mainstream gender into biophysical and agro-economic research:

Quantitative methods such as:

- a) [Gender-disaggregated](#) and sub-household level [surveys](#)
- b) [Baseline](#) surveys and impact studies
- c) Econometric analyses including variables pertaining to gender issues

BOX 6: Why Gender-responsive systems research

Gender-responsive systems research in biophysical and agro-economic research, in order to

- a. Identify interrelations and feedback loops between ecological, economic, and socio-cultural (gender) elements and system structures
- b. Discover tacit trade-offs and synergies linked to social roles, status, networks
- c. To open new entry points for gender-responsive sustainable agricultural development in drylands
- d) Financial analysis expanded to include socio-cultural ratios
- e) Gender approach to utility functions

- f) Quantitative decision making models (game theory) using gendered approaches

Qualitative methods such as:

- a) Gender-sensitive participatory research such as:
- a. Interviews and focus groups
 - b. Social Action Research
 - c. Participatory observation
 - a. Discourse analysis (communication analysis)
- b) Ethnographic methods and anthropological observation
- c) Social and anthropological experiments on gender roles, trade-off differences between genders, gender interrelations

BOX 6: Why multi-strategy research

A multi-methods, multi-strategy research, which is completely designed from the start and filling each other's gaps, so that

- a. qualitative research facilitating quantitative research (hypotheses, in-depth knowledge aiding interpretation, triangulation)
- b. quantitative research facilitating qualitative research (selection of interviewees, of focus)

ADDITIONAL GENDER RESOURCES CATEGORIZED BY THEME

Articles and links regarding following themes are hyperlinked here, and are also available on CRP Dryland Systems website:

- Access and [Control](#) of [Assets](#)
- [Agroforestry](#)
- [Crops \(women crops\)](#)
- [Climate](#) change
- [Conservation](#)
- [Cooperatives](#)
- [Decision making](#)
- [Empowerment](#)
- [Seasonal](#) division of labor ([activity profile](#))
- [Equality](#)
- [Food security and nutrition](#)
- [Gender Audit](#)
- Gender Analysis in [agricultural research](#)
- Gender [Mainstreaming](#) in agricultural research
- [Household](#)
- [Livestock](#)
- Marketing
- [Natural resource management](#)
- [Value Chain](#)
- Water
- [Wage Gap](#)
- [Working conditions](#)

Annexes

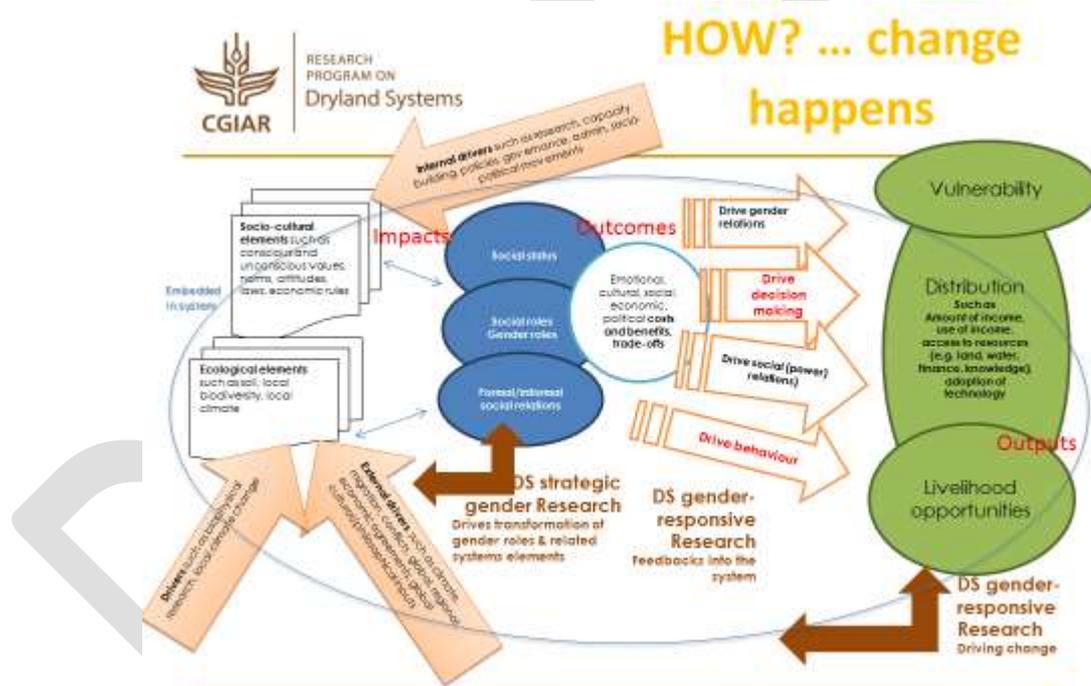
Annex 1 – Gender IDO, Theory of Change, Impact Pathway

A key Intermediary Development Outcome (IDO) of the Dryland Systems program is **IDO 5: Gender /women empowerment**: – women and youth have better access to and control over productive assets, inputs, information, and market opportunities and capture a more equitable share of increased income, food, and other benefits

Gender Indicators:

- 1- out-scaling gender equitable development interventions by NARS and partners and
- 2- NARS' and development partners' adoption of guidelines for empowering rural women and increased gender equity. The targets for both are 30% of the respective institutions.

Gender Theory of Change:



The theory of change in the Dryland Systems Gender Strategy is based on a model of social change whose explicit aim is to reduce social inequalities, inequities, and poverty, and to support the marginalized in their struggle for "empowerment." Thus, while this Strategy focuses on women's empowerment, it also takes into consideration the fact that poor men may also be disempowered.

The theory of change, illustrated in Figure 3, builds on the concept of "institutions", Kabeer's (2010) definition of "empowerment" and Rowlands' (1997) typology of power or agency, all of which were introduced in Section 2.2 of the Gender Strategy, 2014. Figure 3 shows the root causes of inequality and disempowerment, and the pathways by which these can be remedied.

Socio-cultural elements and ecological elements constitute the system and determine social status, informal and formal social interrelations, and gender roles. Conscious and unconscious emotional, cultural, social, economic, and political **costs, benefits, and trade-offs of decisions and behavior** depend on

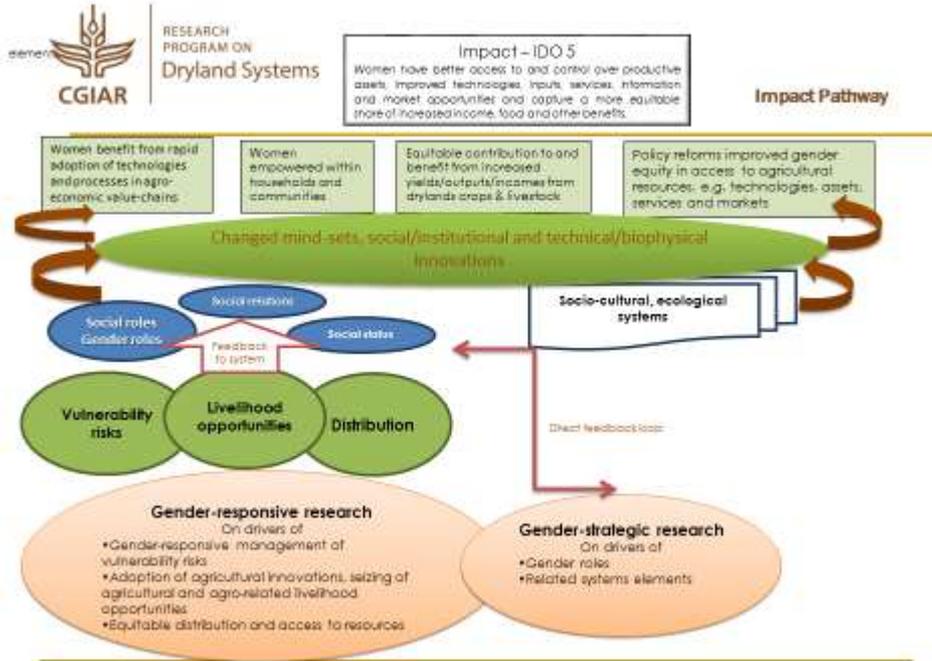
the different social roles, status, and social networks of people interacting in this system. All decisions by human actors depend on these costs, benefits and trade-offs, which are relative to their social roles, status, and interrelations. Decisions and behavior establish the system's ability to manage socio-ecological vulnerability, equitable distribution of resources and benefits, and equitable access to opportunities. These are pivotal for the sustainable development of a society, economic growth, and sustained well-being of all stakeholders and, ultimately, of a viable agricultural livelihood system.

Change is driven by the change of socio-cultural elements or ecological elements of the system, based on which the **interrelations** of systems elements change. Such a change can be driven by influences external to the system such as climate change, plant, animal or human diseases, conflicts, migration, economic booms, crises, and international agreements, or cultural and philosophical stimuli. Internal changes, often inspired by external influences, can be brought about by government policies, education and capacity building, socio-political movements, and research. Individual agents of change, building on their social roles, status, and networks determined by systems elements, inspire internal changes, but hardly bring them about alone.

The theory of change provides a model to help Dryland Systems identify ways in which it can contribute appropriately and effectively. For example, the CRP can leverage change that is already happening to:

- Identify, harness, and build on positive “external changes” to develop demand-led innovations (e.g. gender-sensitive climate-smart production practices)
- Provide data/analysis that inform, support, and monitor and evaluate the impact of public policies and action in improving gender-equitable contributions to and benefits from agricultural innovations
- Partner with social movements that are calling for changes in the status quo to close gender gaps in access to individual, household or community resources and to innovations in dryland systems.

Impact Pathway:



DRAFT

Annex 2 – Sources and Literature

L1 – Niklas Luhmann: ‘Macht im System’, Suhrkamp Verlag, Berlin, 2013 (referring esp. to p. 63) - L1, translation of citation by Karin Reinprecht

L2 – Daron Acemoglu and James A. Robinson: ‘Why Nations Fail. The Origins of Power, Prosperity and Poverty’, Crown Publishers, New York, 2012

L3 - Ann Degrande and Djalalou-Dine A. Arinloye: Gender in Agroforestry: Implications for Action-Research, Nature & Faune, Vol. 29, Issue 1, 2014

L4 - Value chain analysis with a gender focus; On Food Crop, Cash Crop and Livestock, ICRISAT, 2013/14

S1 Dessalegn, Bezaiet (ICARDA) B.Dessalegn@cgiar.org

S2 Najjar, Dina (ICARDA) D.Najjar@cgiar.org

S3 Turin, Cecilia (CIP) C.Turin@cgiar.org

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Dryland Systems Gender Guidelines for Biophysical Researchers, version Dec. 2014: “Annex 3: Gender constraints, inequalities and opportunities for change”

Dryland Systems Gender Guidelines for Biophysical Researchers, version Dec. 2014: “Annex 4: Seasonal Calendar”

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Dryland Systems’ Gender Working Group meeting, December 2014: “Session Four: Gender Analysis Tool - Access and Control Profile”

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ICRISAT: “Value chain analysis with a Gender Focus”, 2014

IFAD: “Value chains, linking producers to the markets”, Livestock Thematic Papers, Tools for project design

IFPRI: “Gender Tool Box”

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