



# CABI Gender Strategy for Projects and Programmes

Frances Williams

June 2017

## Contents

Introduction.....	3
What do we mean by gender? .....	3
Why should we think about gender? .....	3
What difference does gender make to agricultural practices? .....	4
How do we incorporate gender into CABI's work? .....	9
How does this Gender Strategy complement CABI's Medium Term and Science Strategies?.....	20
What will CABI projects and programmes look like when gender is mainstreamed?.....	21
Appendix 1 Glossary .....	22
Appendix 2 References.....	23

## Frances Williams

### Monitoring and Evaluation Manager

#### With contributions from

Kritika Khanna  
Silvia Silvestri  
Cambria Finegold  
Dannie Romney  
Negussie Efa

**CABI** Africa  
Canary Bird  
673 Limuru Road, Muthaiga  
Nairobi  
PO Box 633-00621  
Kenya

**T:** +254 (0)20 2271000/10  
**E:** f.williams@cabi.org

# CABI Gender Strategy for Projects and Programmes

## Foreword

Issues of gender in agriculture continue to grow in importance in the development field. It is widely recognised that improving women's and youth's opportunities in agriculture will help not only these people themselves, but also help to address wider issues such as youth unemployment, global hunger and poverty. An understanding of the societies in which we work, their cultural norms, and the roles people fulfil in their communities, household and on the farm is essential if we want our work to truly make a difference in people's lives. Any work that does not have this understanding will lead to few changes on the ground, and limited impact in the lives of all farmers, whether men, women or youth. We need to understand the community so we adopt the correct strategies that allow us to work with those we should be working with. Simply inviting women and men to a meeting is insufficient if it is not culturally acceptable for women to be discussing issues in the same venue. Simply counting the numbers of female and male farmers attending training is insufficient if we don't understand why they attended the training or why the training is useful to them. Only by bringing people to the centre of our work will we have a lasting impact in their lives.

As stated in our Medium Term Strategy, CABI management is focused on ensuring gender issues are incorporated in all our work and gender is included in our Science Strategy as a cross-cutting issue. This Gender Strategy for CABI Projects and Programmes outlines these key issues, and how CABI can address them through our work. If we ensure our work has a gender focus we will contribute to the sustainable development goals 1) No Poverty; 2) Zero Hunger; 5) Gender Equality; 8) Decent work and Economic Growth; 9) Industry, Innovation and Infrastructure; 10) Reduced Inequalities; and 15) Life on Land. This strategy document for all CABI projects and programmes outlines key concepts to consider, and suggested actions that CABI will take in order to ensure our work focuses on the needs of all stakeholders, regardless of gender. It replaces an earlier version completed in 2012, and reflects the progression in thinking and understanding of gender issues within CABI and builds on work that we have already carried out in this area. This has included gender specific activities on the ground, implementation of mechanisms to encourage and track gender focused activities, as well as capacity building of staff within CABI. This strategy should be of interest to CABI staff, as well as our national partners, member countries and donors as we outline CABI's approach to gender.

**Dennis Rangi,**  
**Director-General, Development**

**Ulli Kuhlmann,**  
**Executive Director, Global Operations**

# CABI Gender Strategy for Projects and Programmes

## Introduction

CABI developed its first Gender Strategy for Plantwise and for all projects and programmes in 2013. It also has a separate strategy document to cover gender in the workplace. Since then CABI has developed a more in-depth understanding of gender issues and gender is considered more broadly across the organisation. Therefore it is appropriate to revise the 2013 strategy documents and provide an up-to-date and more relevant document that covers all of CABI's projects and programmes, including Plantwise and the Invasives Programme (which have their own gender resource pack and gender action plan respectively which support this document). Organisational and institutional gender issues continue to be covered in a separate document.

This document provides evidence as to why we should be thinking about gender in all our work, why gender is important to consider in the agricultural context, practical steps to consider in projects across CABI's themes to ensure our work produces improved outcomes for those we work with and for, and how this strategy document links to CABI's Medium Term Strategy and Science Strategy. Finally a glossary of key gender terms is included to increase understanding of key gender concepts.

## What do we mean by gender?

It is easy to think of gender as simple biological differences between men and women, but in reality these biological differences are translated by society into different roles and cultural norms for women, men and youth. Women are a category of people while gender encompasses much more beyond the biological differences. It is the roles, behaviours, activities and attributes that society gives to women and men at any given time. Gender is therefore defined as **a set of socially constructed roles associated with being male and female** (UN Gender Equality Glossary, undated)

*Gender defines the social and economic roles that men, women, girls and boys play in their society (UN Gender Equality Glossary, undated). It is context-dependent and varies according to cultures and across time. Social attributes such as age, class, or ethnicity define the roles that individuals can take, and the opportunities and constraints they face within the society in which they live.*

The world of the smallholder farmer is based on the household where they live and work, and therefore their roles both within the home and in the society in which they live are defined by the accepted norms for a smallholder farmer. Smallholder farming is a way of life, not a job and both female, young and male farmers take on the traditional roles that their society expects of them (Manyire and Apekey 2013).

## Why should we think about gender?

Women's role in agriculture worldwide is indisputable. Women produce more than half of all food grown worldwide (FAO a undated) and play a fundamental role in the agricultural and rural economies in all developing countries with the roles varying considerably between and within the regions. In Latin America and the Caribbean they manage 30% of all agricultural land (FAO 2011) and worldwide depend heavily on agriculture for their livelihoods (>60% of economically active women in sub-Saharan Africa and South Asia work in agriculture) (FAO 2011). They constitute a large proportion of the agricultural labour force (49% of farmers in sub-Saharan Africa, 43% in Asia) (Figure 1). Time use surveys conducted by the Food and Agriculture Organisation (2011a) estimate the percent of labour supplied by women in all agricultural activities range from 32% in India, 50% in China, to 66% in Nepal. In Africa the figures range from just over 30% in the Gambia to between 60-80% in different regions in Cameroon. Women's participation in the agricultural labour force is stated at over 86% in Bolivia, 70% in Brazil, but as low as 10% in Central America (IADB 2014). However these figures are likely to underestimate women's work in agriculture, since they are less likely to declare themselves as employed in agriculture in labour force surveys despite working longer hours than men (FAO 2011). Indeed the authors of the Inter-American Development Bank (2014) study estimate that women's participation in agriculture may be between two to five times higher than reported. This is in part due

to many of the activities that women are engaged in are not defined as “economically active employment” in national accounts though they are essential to the wellbeing of rural households. Household food security, ensuring that the family has enough to eat, tends to be the woman’s responsibility (World Bank et al 2009), and women play a decisive role in household food security, dietary diversity and children’s health though these roles are not considered in national statistics.

Despite this, studies have shown that women produce 20-30% less yield than men (FAO 2011) due to lower access to and control over resources including land, labour, credit, agricultural information (extension information, new technologies etc), inputs (fertiliser, seed, pesticides) and market opportunities (World Bank et al 2009). For instance the WomenWatch (2011) state that in Africa women only receive 7% of extension services and 10% of credit on offer to smallholder farmers. FAO state that if these differences in access were removed and women and men produced the same yields, this would raise agricultural output in the developing world by 2.5-4% and reduce the number of undernourished and hungry people by 12-17%. This is equivalent to 100-150 million people (FAO 2011). The cost of the gender gap has been estimated as \$100 million, \$105 million and \$67 million in Malawi, Tanzania and Uganda respectively (UN women et al 2015). The report estimates that closing this gap would lift 238,000 people out of poverty in Malawi, 80,000 in Tanzania and 119,000 in Uganda as well as deliver other nutritional benefits and potential intergenerational reductions in hunger and malnutrition.

There is an increasing focus on involving youth in agriculture as the world’s population continues to grow and the number of young people (aged 15 to 24) is expected to reach 1.3 billion by 2050 (FAO 2014). There are also increasing concerns about the continuing ability to feed the world’s population without increasing the level of youth involvement in agriculture. Science, technology developments, economic development may increase agricultural productivity but without engaging the youth in farming, the future will become increasingly food insecure within insufficient people producing food for

the expanding population. Currently working in agriculture is not seen as an attractive option for many young people but increased involvement of youth has the potential for widespread poverty reduction (FAO 2014).

Given this overwhelming evidence that considering gender in agriculture will make such a huge difference the question is then: **why don’t we always design our work to consider female, male and young farmers?** Why is it an active decision to include gender considerations in our work, when really it should be as automatic as ensuring good financial management of a project?

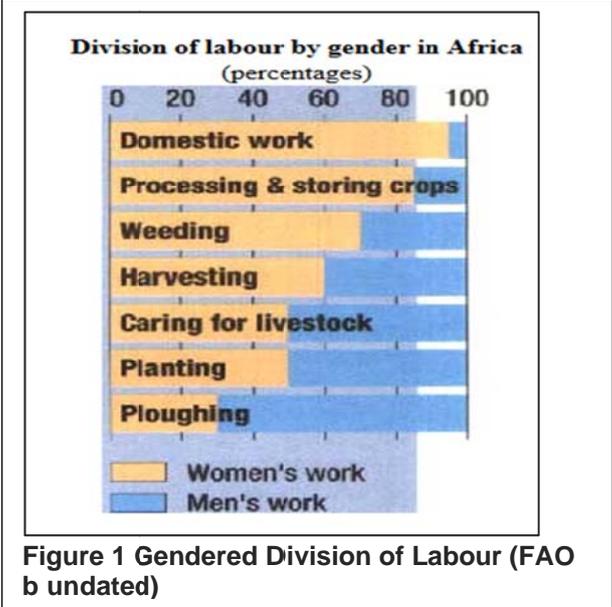


Figure 1 Gendered Division of Labour (FAO b undated)

## What difference does gender make to agricultural practices?

These traditional gender roles dictate what work women, youth and men undertake on the farm. However in much of the work CABI does, we focus on the quality and quantity of inputs (agricultural technologies, fertiliser, seed, extension advice etc.) and outputs (yield, quality of produce, access to markets etc.). Success is measured by improvements in inputs and outputs. The consequence of this is that we side line people, the farmers, from the intervention, or at best treat them as a secondary

factor to be considered. We forget that farming practices (how people behave and operate on the farm) are where we intervene and therefore should be a priority for our work together with the biophysical sciences. The two should not be separated. Therefore we need to understand women's and men's roles on farm, whether they vary by age, what activities they are involved in, what influences those activities, and how that fits with other work they undertake.

### Women, Men and Crops

In the traditional smallholder farmer life, women are responsible for household food security so their farming activities include production of staple food crop production, where they undertake most on-farm activities.

#### **Women's farm roles**

*Staple crops (e.g. maize, rice, wheat)*

- *Soil/land preparation/ploughing*
- *Sowing/planting*
- *Weeding*
- *Fertilising*
- *Harvesting*
- *Post-harvesting processing/crop storage*
- *Caring of livestock (gathering food and fodder)*
- *Legumes and vegetables in kitchen gardens*
- *All stages from land preparation to harvesting*

#### **Women's off-farm roles**

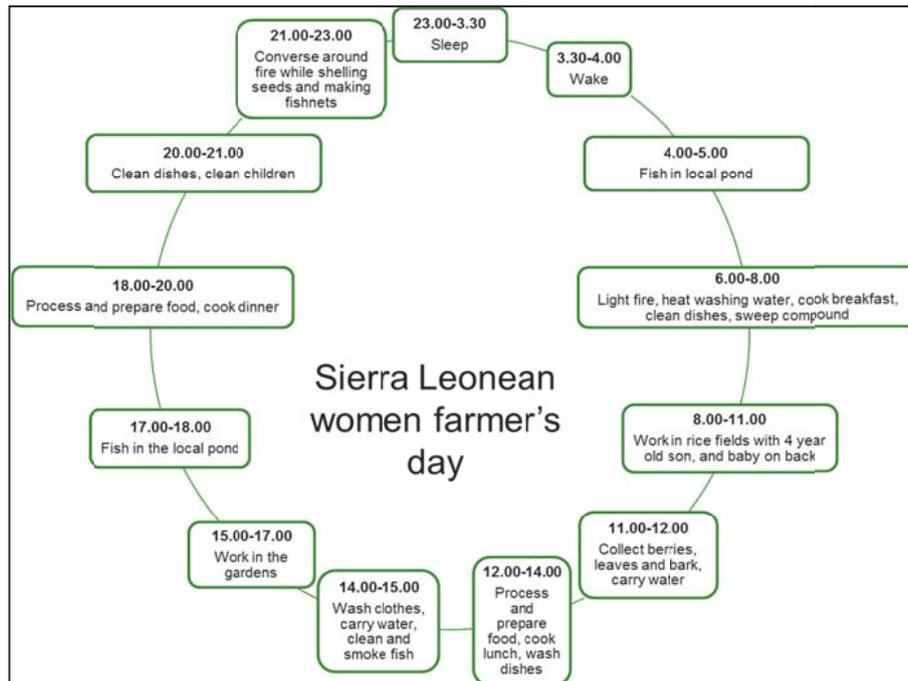
- *Food preparation, cooking, storing and processing*
- *Cleaning*
- *Childcare*
- *Water collection*
- *Fuel (wood) collection*
- *Community activities*
- *Marketing of produce/crops*

This accounts for over 90% of the rural poor's diet (FAO b undated). However they are also responsible for the production of vegetables and legumes in kitchen or home gardens for home consumption as well as for sale in local markets (these may or may not be traditional cash crops e.g. tomatoes are both a family food crop and a cash crop). These kitchen gardens are tended almost exclusively by women and are of critical importance for the nutrition and well-being of the family. In Latin America they are considered to be highly complex agricultural systems, and in Nigeria one study found that home gardens that occupied 2% of a household's farming land produced half of the total farm production (FAO b undated). In addition, in Indonesia kitchen gardens provided over 20% of household income

and 40% of the food for the home (FAO b undated). It is worth noting however, that while women remain in control of this small-scale production, as soon as the crop becomes commercial, due to increasing demand for instance, men take control of production and the resulting income. In Kenya, as soon as banana production became commercialised due to increasing demand, men took control of this traditional 'women's crop' and lost control of the income including the potential increase in profit from the higher demand (Fischer and Qaim 2012). This example belies the notion of 'men's crops' and 'women's crops': in reality women grow crops that require few resources and make little money as well as being involved in planting, weeding, harvesting etc. of other crops that are controlled by men.

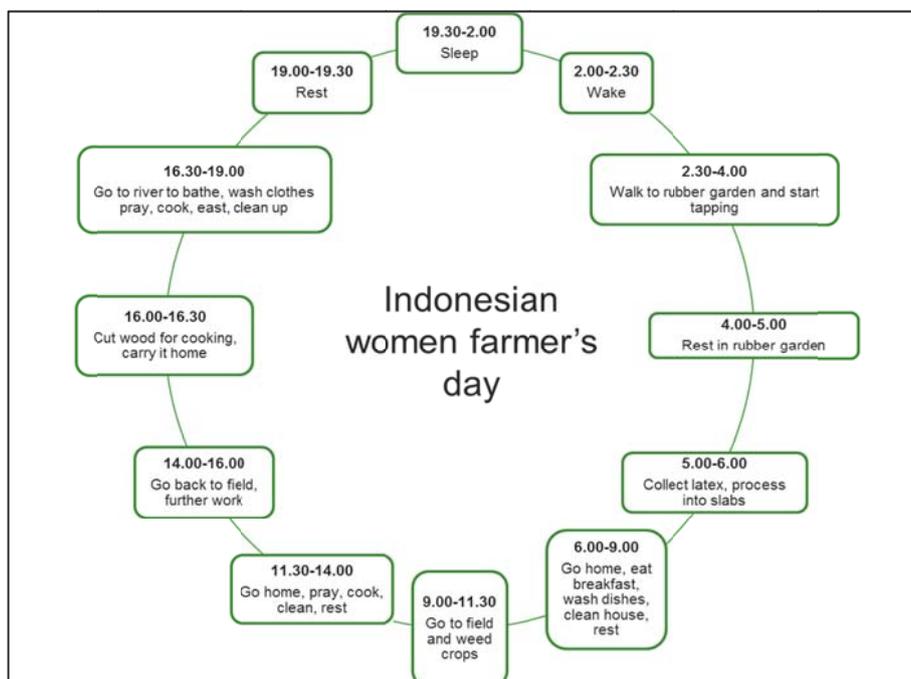
### Time and Labour Patterns

This considerable contribution to household agricultural production is done by women in addition to their home responsibilities. When these tasks are mapped through the day (Figures 2 and 3), women work significantly more than men, by as much as 13 hours per week (Ilahi, N. 2000, FAO b undated) and have less flexibility in managing their own time to carry out their activities due to their household responsibilities. In Central America rural women are reported to work between 14 to 18 hour days, with half of that time spent in productive activities, while the rest of the time is taking care of household duties (IADB 2014).



**Figure 2: Activity Clock of a women farmer in Sierra Leone** (adapted from FAO c undated)

Given this labour burden it is important to consider how the introduction of different technologies will affect the labour and time balances on farm. If a new technology decreases a woman's labour burden this may allow them time for other non-farm activities. However if the technology is more time demanding this needs to be considered before introduction as it may not be taken up as women have no time to do so. Adaptation of the technology may be required to ensure uptake.



**Figure 3: Activity Clock of a women farmer in Indonesia** (adapted from FAO b undated)

Participation in the rural labour market by women is also affected by their time burden with their high level of home responsibilities restricting their ability of participation in waged employment. Lower mobility contributes to less access to resources, training and market information. It can restrict their ability to access the market itself resulting in fewer opportunities to sell their own produce. Women tend to be restricted to self-employment opportunities or packaging or processing value chain activities (FAO 2011a).

## Migration

Men of course have a considerable role in agriculture (Figure 3) taking the lead in land preparation and working equally with women to plant and look after livestock. However the role of men on farms is changing as migration to towns and cities increases and they seek to provide income for the family from off-farm sources. This has led to an even larger role of women in agriculture and FAO (c undated) state that up to 60% of households in some areas of Africa are now headed by women partly as a result of migration to cities. A similar trend is observed in Asia with approximately 78% of economically active women being engaged in agriculture in Nepal due to labour migration (Care 2015). In Latin America male migration tends to be further afield to the United States, resulting in further feminisation of agriculture (IADB 2014).



## Family Information Sharing

In many cases the whole family is involved in farming and women have an active role on the farm. Extension workers can and do ensure they pass information to the whole family during farm visits (Williams pers. comm.) as evidence shows that when information is just given to the male family member, they will not necessarily pass this information onto their wives or other household members (Meinzen-Dick *et al* 2011) especially when the husband is considered the household decision maker. Additionally even when information is shared it becomes rapidly distorted and does not reach the second person accurately (Mur and Kleijn 2017), reducing the quality and effectiveness of the extension information. This demonstrates that despite information being shared within a family it is vital to provide the initial information to the person (whether female or male) who is actually doing the work. In addition, sharing information or educating women directly also increases the nutritional status of the family, in particular children (Oniang'o and Mukudi 2002).

## Intra-household Dynamics

In terms of CABI's overarching objectives and our focus on losing less and feeding more, it is also worth considering how a family interacts. The intra-household dynamics; the different roles of women and men; their differing access and control over resources; their varying decision-making power and the social norms they follow, all affect agricultural production and consumption at the household level. (Verhart *et al* 2016). Women and men make different decisions based on their motivations and preferences including those related to food (and non-food) resources. Who makes decisions on what to grow and where, and what to sell are also dependant on whom has access and control of resources. Where women are able to make more decisions, especially related to child feeding and the time spent on that, under-nutrition for both children and the mothers' decreases (Verhart *et al* 2016). Women use most of what they earn from selling farm produce on household needs. Alternatively men use at least 25% for other purposes (FAO a undated), meaning that farm income in women's hands is primarily used for food, education etc. and contributes a significant amount to feeding more people. Women Thrive Worldwide (2011) provide an example of a rice project that women in Cameroon failed to participate in as rice income is entirely controlled by men. They preferred to continue to grow sorghum, even though they earned less as they controlled the income, and could use it for the household. This illustrates that uptake of technologies is dependent on access to resources and decision making power. Women and men will choose whether or not to participate depending on whether the technology provides benefits (monetary and non-monetary) for them, based on their own preferences.



## Youth

Young involvement in agriculture is still low. Young farmers face many of the same challenges that women farmers face. FAO (2014) work with youth farmers identified six key challenges:

- limited access to knowledge and information reduces agricultural knowledge in general and the opportunities for value chain initiatives and other ventures
- limited access to land without which you cannot farm
- insufficient access to financial services restricts farm development or ability to obtain a farm
- challenges in accessing green jobs that can add value to agricultural production
- restricted access to markets prevents youth from engaging in agricultural ventures
- limited involvement in policy discussions means youth voices are not heard and their needs are not met, so they remain disengaged from agriculture

## What to consider in our work

The evidence above demonstrates the differences between men's, women's and youth's roles in the agricultural context and also highlights the variations within these groups. It illustrates that as we try to introduce new technologies, or influence what happens on the farm through our work, we need to take into consideration:

- Who we are working with? Are they the right people?
- Who (women, men, youth) are involved in the crop production from start to finish?
- Who (women, men, youth) are involved in marketing the crop?
- Do the women, men, youth have the time to attend trainings or carry out extra tasks on/off farm? If not what can we do to address the situation?
- Do the women, men, youth have sufficient labour resources and monetary resources to purchase inputs? If not what can we do to address the situation?
- Do the women, men, youth have the knowledge they need? Do they receive the information directly or has it become distorted? If not what can we do to address the situation?
- Are we addressing needs expressed by the women, men and youth that relate to the crops they grow, control and manage the income from?

Gender is context dependent and gender roles, opportunities and constraints will vary between and within countries and cultures as well as with age and numerous other social factors. Therefore we should understand these differences in order to tailor our work to the local context and deliver what is required by the farmers we are working with, not what we think they need.



*"I work alongside my husband on both his vegetables and cash crops and managed to grow a lot more vegetables which I could sell at the market. Also I work alongside my husband on his rice farm, I do the land preparation with him, the sowing, weeding, harvesting, drying. My husband has no problem with this and encourages me to learn as it will benefit the family."*

*Surridge and Begum (2016)*

## How do we incorporate gender into CABI's work?

Gender mainstreaming ensures that the concerns and experiences of women and men are integrated into the design, decision making, implementation, monitoring and evaluation of all policies and programmes, so that women and men benefit equally, and inequality is not perpetuated. Following this, CABI's work aims to provide 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 throughout the project cycle. It is not the same as focusing on or prioritising women or youth with the aim of ensuring women, men and youth are the same (gender equity). Instead it focuses on ensuring the same opportunities are available to women, men and youth (gender equality). The essence of gender mainstreaming is to make the invisible, visible, not just at household level, but within the household as well.

In order to achieve this within CABI it is not enough just to focus on individual projects. It is essential for the organisation to take a gendered approach to all its work, and to have the senior level commitment and necessary resources to underpin this approach to project and programme work. There is a requirement to embed technical and organisational processes and commitments to see real results on gender (Figure 4).

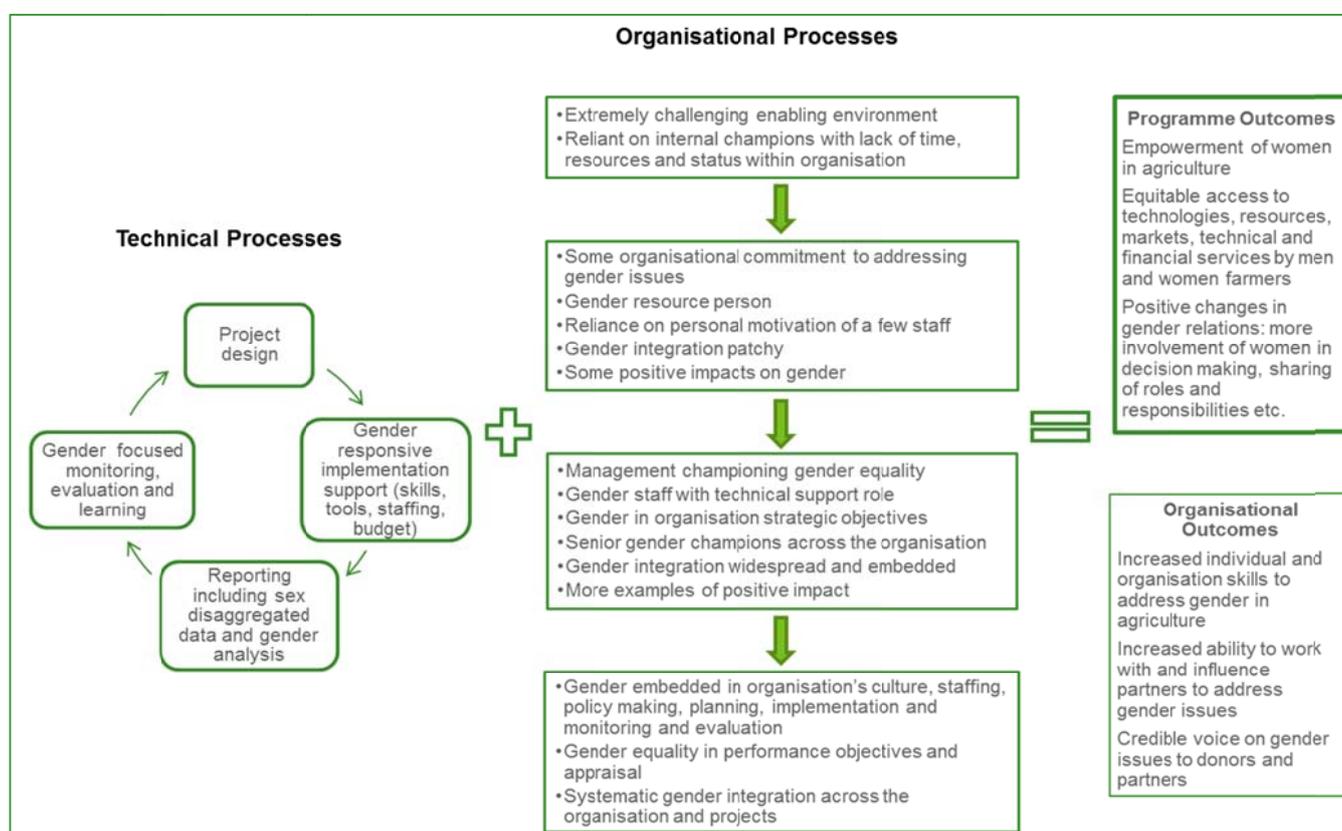


Figure 4: Diagram adapted from IDRC Gender Strategy

As a minimum, CABI projects should (Finegold and Williams 2012):

- identify gender roles, issues and constraints relevant to the project
- consider this information throughout the project cycle (planning, implementation, M&E)
- ensure that project documents and targets are gender disaggregated
- collect gender disaggregated data
- include 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

Projects should be based on a thorough understanding of the intervention context. Gender sensitive planning provides a critical foundation for 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. However if a project is designed in a way that provides equitable benefits and promotes gender equality, the main task during implementation is to ensure equitable participation of women and men, including in decision making and on the project team. Key points to consider are included in Table 1.

**Table 1: Integrating Gender within the Project Cycle**

Key elements	Guidance	Gender integration check
<p><b>Contextual analysis</b></p> <p>Identify relevant gender roles, perceptions, interests, needs, priorities, and motivations of women, men, youth and other stakeholders. Understand the context in which the project or programme will operate.</p>	<p>Gather the information from stakeholder consultations, key informant interviews, and/or secondary sources, depending on resources and time available.</p> <p>Ideally participatory approaches should be used, ensuring that men, women and youth 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.</p> <p>Information should be obtained on factors such as household structure (e.g. unitary or not, male/female headed), different levels of access to and control of land, labour, and capital between men, women and youth, and access to information and inputs.</p> <p>Other potential tools include gender and risk assessment tools, gender and value chain analysis tools. (A useful guide that can be used for all CABI's projects is contained in the Plantwise Gender Resource Pack – Tool 3.</p> <p><a href="http://teams.cabi.org/function/plantwise/ME_Resource_Pack/Gender">http://teams.cabi.org/function/plantwise/ME_Resource_Pack/Gender</a></p>	<ul style="list-style-type: none"> <li>• Do I understand women's, men's and youth's role in the project area?</li> <li>• Do I understand how access to resources and intra-household dynamics will affect project implementation and has it been taken into account in the project design</li> <li>• Do technologies need to be adapted for women?</li> <li>• Will technologies increase women's time or labour burden</li> </ul>
<p><b>Partners</b></p> <p>Work with partners with strong gender experience.</p>	<p>Project managers should engage partners who have strong gender experience to bring expertise to our projects and ensure they are gender responsive.</p>	<ul style="list-style-type: none"> <li>• What level of gender awareness does the partner have?</li> <li>• Do we need to work with them to increase gender awareness?</li> <li>• Do the partners have gender staff within the organisation that we can work with?</li> </ul>

Key elements	Guidance	Gender integration check
<p><b>Project design and implementation</b></p> <p>Include activities, outputs, and objectives that address relevant identified gender issues.</p>	<p>Not all activities or objectives have to focus on women or youth or on achieving equality between these groups in society, but care should be taken to understand the gender context in which the project operates and make benefits from the project as equitable as possible. Any gender specific barriers that prevent participation of women or youth should be identified and addressed. This could include measures such as holding smaller local workshops rather than a centralised one requiring travel, providing childcare at project events, and planning activities and arranging meetings at times that do not conflict with women's other responsibilities. Ensure that interventions are gender appropriate e.g in case of spraying biocontrol agents, facilitate the use of lightweight or portable cylinders instead of the heavy ones carried on back that may restrict use by some.</p> <p>Be aware of intra-household differences and do not assume that the household member (usually household head) represents the interests of all members of the household, or that he will share the information (accurately). 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).</p> <p>Consider the gender balance when choosing partners, field staff, meeting attendees, and who is on project committees as this will increase gender awareness throughout the project. This may be hard to achieve, but should still be attempted as the attempt will raise awareness of gender issues in itself.</p> <p>Consider the gender balance when selecting beneficiaries, especially if selecting representatives to work with in implementation. There should be a mix of stakeholders including women and youth to ensure views from marginalised groups are heard. Care should be taken to ensure that participation requirements (e.g. literacy, education levels) do not inadvertently exclude women or youth.</p>	<ul style="list-style-type: none"> <li>• Have gender roles, intra-household dynamics and differences in priorities and motivations been taken into account in the project design?</li> <li>• Does the project design cater for women's unique needs in terms of training /workshop timings, locations etc.?</li> <li>• Do technologies need to be adapted to be used by women farmers?</li> </ul>
<p><b>Targets and indicators</b></p> <p>Ensure targets are gender disaggregated.</p>	<p>Develop gender sensitive indicators at the project design stage, ensuring that they are disaggregated by gender at output, outcome and impact levels. If targets identify number of beneficiaries these should be split by gender. Other disaggregated targets could include increased income, time saved, increased yield, understanding of information. However the targets should be realistic and practical in the context of the work.</p>	<ul style="list-style-type: none"> <li>• Are targets disaggregated by gender throughout the project levels?</li> </ul>

Key elements	Guidance	Gender integration check
<p><b>Project documents</b></p> <p>Ensure gender is included in all project documents.</p>	<p>Consider documents such as PRINCE2 documents, logical frameworks, theories of change, work plans, staff terms of reference, and risk assessments. Include gender disaggregation as necessary, and reflect the gender issues identified in the context analysis and planned activities, outputs and objectives.</p>	<ul style="list-style-type: none"> <li>• Do all the project documents consider gender issues and include gender disaggregation?</li> <li>• Does project reporting include gender analysis of the implementation activities?</li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<p>M&amp;E must be carried out in a gender sensitive manner to ensure differences in project outputs, outcomes and impacts experienced by women and men are documented and any differences highlighted. Women, men and youth are likely to have different opinions and these must be captured. 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.</p> <p>Data collection must allow women's and men's views to be captured, capturing age as well. In many communities it will be necessary to capture views separately to ensure women's voices are heard. The logistics and timings of any interview or focus group discussion must be considered to ensure it is suitable for the participants, whether women or men.</p> <p>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. 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.</p>	<ul style="list-style-type: none"> <li>• Do the data collection tools collect gender disaggregated data?</li> <li>• Are the results analysed with a gender lens?</li> <li>• Do the evaluations provide sufficient context to understand results from a gender point of view?</li> </ul>

To support this project focus, CABI also needs to undertake some key steps:

- Ensure there is accountability and commitment at all levels including senior and middle management and that responsibilities are clearly allocated and agreed. Gender integration requires leadership.
- Include gender mainstreaming responsibilities in performance objectives of managers and project staff
- Ensure CABI's own policies take gender into account and promote gender responsive projects and programmes.
- Ensure project staff have a good foundation in gender project design, implementation and monitoring and evaluation through training, coaching, individual support etc.
- Ensure there is appropriate budgeting for gender disaggregation implementation, gender focused M&E, staff capacity building and gender specialists if required.

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.

Further guidance is given below on specific actions that can be considered in each of CABI’s themes and major programmes.

## Trade and Commodities



With trade and commodities work focusing on value chain development, access to markets and technologies, farmer association empowerment and sanitary and phytosanitary compliance, many of the issues facing male, female and young farmers are the same. However due to the differences in farming roles of the different societal groups, the effect of international trade and its liberalisation is different. As men are more typically involved in the production and marketing of crops that are traded regionally or internationally they will benefit from the development of these value chains, increased access to markets etc. (Women Watch 2011). Alternatively, women farmers who are responsible for growing food that is produced for household consumption or traded locally, will experience lower selling prices as they compete with cheap imports. They will also experience less

institutional support or technologies for these traditional crops. For young farmers the lack of access to land, credit or markets will restrict their abilities to grow or develop any commercial cropping ventures.

**Table 2: Integrating Gender in Trade and Commodities work**

Key Issues	Potential Actions	Potential Indicators
Women’s and youth’s lack of access to resources (extension, credit, inputs, modern technologies etc) limits their ability to adapt to higher levels of competition by adopting new technologies or increasing their economies of scale.	<ul style="list-style-type: none"> <li>• Increase women’s and youth’s access to extension services, ensuring they are aware of the latest technologies that they could implement</li> <li>• Work with credit agencies, banks, etc to increase women’s and youth’s access to credit to enable them to obtain loans to apply up to date technologies</li> <li>• Work with women’s groups, youth groups and cooperatives that provide loans and credit to their members (as a group), enabling them to access appropriate technologies</li> <li>• Set up revolving funds and credit schemes to harness the potential of rural women and youth</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of beneficiaries, participants, or extension staff who are women</li> <li>• Level of women and youth’s access to extension services</li> <li>• Availability of gender-tailored financial services from specialised institutions</li> <li>• Loan/credits obtained by women or youth groups</li> </ul>

Key Issues	Potential Actions	Potential Indicators
<p>Women and youth have less access to markets and market information so have lower bargaining power in input markets, and receive less income from marketed crop surplus than men.</p>	<ul style="list-style-type: none"> <li>• Work with women's groups, youth groups and cooperatives that can create collective bargaining power in the market place both for buying inputs, as well as selling surplus produce</li> <li>• Promote women's leadership in farmer organisations</li> <li>• Work with information providers to share market price information with women's groups, youth groups and female leaders</li> <li>• Strengthen youth and women's groups capacity in marketing, negotiation and leadership skills</li> <li>• Enhance youth and women's groups knowledge of sanitary and phytosanitary (SPS) regulations so they are able to supply export market chains</li> <li>• Capitalise on women's roles in labour intensive methods (e.g. pruning, trellising) that cannot be mechanised to add value to crops</li> <li>• Capitalise on women's use of traditional production systems that are organic to meet certification standards</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of constraints to women's and youth's access to productive resources and assets with associated strategy development to address constraints</li> <li>• Level of women's involvement in value chain, export supply chains etc through development of business skills</li> <li>• Increased number of women producing certified or high value crops</li> </ul>
<p>Women and youth are often not recognised as actors in the value chain, their abilities to take decisions are not recognised, or they are not in a position to take those decisions</p>	<ul style="list-style-type: none"> <li>• Women's and youth's role in farming needs to be recognised as they have detailed knowledge of certain aspects of producing for the value chain</li> <li>• Enhance youth and women's knowledge of all aspects (technical, quality etc.) of the value chain so they can contribute and negotiate from a more knowledgeable position</li> <li>• Promote youth and women's participation and leadership in producer organisations and cooperatives</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of constraints to women's and youth's access to productive resources and assets with associated strategy development to address constraints</li> <li>• Level of participation and leadership of women and youth in value chain decision making.</li> </ul>

All of these potential actions may increase the work load on women and any planned actions must take this into account, and work to ensure that those involved are able to carry out the additional work, potentially by reducing other burdens. Any change in control must also be considered, as crops often pass from female to male control as they become income generating and part of a value chain.

*Aicha produces high quality sesame and has a good understanding of the crop. She supports her children and father-in-law through selling sesame, and is motivated to increase her production through the use of modern equipment. Her male neighbours are able to buy new tools with loans from the local bank, obtaining higher quality sesame and saving time. However Aicha has been unable to obtain a loan: she cannot provide collateral as she does not own the land she farms, unlike her male neighbours. So Aicha has been left to continue to grow sesame in the old way. An ambitious farmer held back because she is a woman.*

(Adapted from KIT *et al* 2012)

## Development, Communications and Extension

There are strong gender differences in access to agricultural information, with male farmers consistently reporting better access to information and higher rates of adoption of technologies than female farmers. This includes the use of fertiliser, quality seed, and good agricultural practices. Most extension agents are men and traditional extension delivery such as direct visits, training workshops etc tend to focus advice delivery towards male and better-off farmers, especially lead farmers and household heads. The lack of female extension agents also restricts women farmers access (Meinzen-Dick *et al.* 2011). In some cultures it is not acceptable for male extension agents to talk to women farmers and in these situations the presence of female extension agents is vital though currently very limited. Access to information is starting to change but there are still questions that relate to how different male, female and young farmers receive information, what message they actually receive and how they then use the information.



**Table 3: Integrating Gender in Development, Communications and Extension work**

Key Issues	Potential Actions	Potential Indicators
Interventions focus on “what information do farmers need?” but different types of farmers have different information needs and extension materials should respond to these needs. Advice is generally not tailored to the recipient in any way even though men, women and youth have very different on-farm roles.	<p>The gender of the target audience needs to be considered when designing extension materials. Materials that are developed need to be:</p> <ul style="list-style-type: none"> <li>• Relevant for the male/female/young farmer</li> <li>• Cover crops that are currently being grown by both female and male farmers as well as the youth</li> <li>• Contain advice that is applicable for both male/female/young farmers e.g. is time consuming manual labour recommended that could be repackaged into a method that is more suitable for time constrained female farmers?</li> <li>• Relevant for the role of the male/female/young farmer: are they farm labourers or do they own/rent the land that they are working on e.g. a women picking cotton on someone else’s land will have very different information needs to a widow who is managing her own land</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of content of information materials for target audience</li> </ul>
Men and women have different literacy levels and are known to interpret information sheets/ posters/ flyers in different ways and take home different messages. This is influenced by their key motivational factors such as money for household food or school fees (women) or money to buy more land (men). In addition female literacy tends to be lower than male literacy which means written leaflets will not be accessible to many women farmers.	<p>Again information materials need to be developed with the socio-economic variability of the target audience in mind:</p> <ul style="list-style-type: none"> <li>• Check whether the farmer interprets the information sheet in the same way as the person who designed it</li> <li>• Check whether men, youth and women interpret the information the same way</li> <li>• Ensure the information is understandable to those with low literacy through use of different media</li> <li>• Ensure the information is understandable to those who only speak local languages</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of information materials for target audience, including understanding and interpretation of information</li> </ul>

<p>Different delivery formats have different levels of accessibility for male, female and young farmers. Direct contact with extension agents tends to favour male farmers as do training sessions.</p>	<p>Delivery mechanisms have to be accessible to both male, female and young farmers and considerations include:</p> <ul style="list-style-type: none"> <li>• Ensure that the timing of any meeting, training or information event is suitable for women with their considerable on-farm and household duties</li> <li>• Ensure that the venue is culturally suitable and accessible for women: factors to consider include distance from the home, suitability to bring young children to the venue; suitability for women to be seen in the venue; suitability for women to be seen in the presence of men outside their family</li> <li>• Consider using delivery formats that appeal to younger farmers such as the use of ICTs (though see knowledge management section)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of women and youth at training and assessment of suitability of venue and timings by participants</li> <li>• Levels of access to extension information for women and youth</li> </ul>
---	---	---

## Plantwise

There are many similarities between a gendered approach that should be taken within Development, Communications and Extension (DCE) and the approach that should be taken in Plantwise. Extension delivery is key to the way Plantwise reaches farmers and therefore all the key issues outlined in the DCE section are relevant. It is essential to recognise that women farmers are mainstream farmers who form a large proportion of the farming community in countries that Plantwise operates. However their gender roles and cultural norms often prevent them from reaching their full potential as crop producers. As stated in Surridge and Begum (2016) *'a greater focus on the primary stakeholders, the women and men who grow the crops and their barriers to participation, would greatly enhance the effectiveness of the programme'*. Currently a number of gender assumptions are made that affect the implementation of the programme and this lack of awareness leads to the following issues.

### Gender Assumptions (from Surridge and Begum 2016)

- Only men are mainstream farmers
- Women provide only labour for cash crops therefore do not need help from the plant doctor
- Information provided to male farmers will automatically be shared with wives
- Women grow vegetables for the home – not cash crops
- Women cannot sell produce or do the labour intensive farming activities
- All women and men who need plant doctor help will come to the plant clinic
- Clinics are sited where all farmers can access them

**Table 4: Integrating Gender in Plantwise**

Key Issues	Potential Actions	Potential Indicators
<p>Unequal access to agricultural information and resources that limits women's and youth's opportunity to contribute to, and benefit from Plantwise, through increased crop production and associated household income</p>	<ul style="list-style-type: none"> <li>• Conduct gender analyses and use existing findings to find out what is needed and happening on the ground to enable programme delivery to respond to these needs</li> <li>• Work with county partners and plant doctors to recognise the different access of women to advice and resources, and identify ways to increase access to plant clinics and extension messaging and adapt extension messages to take into account their reduced resource (money, time etc) access</li> </ul>	<ul style="list-style-type: none"> <li>• Level of women's and youth's access to extension services</li> <li>• Evidence of adaptation of extension advice to women and youth's specific requirements</li> </ul>

Key Issues	Potential Actions	Potential Indicators
Information flowing from plant clinics to the Knowledge Bank will underreport on what crops women are growing and which pests/diseases are prevalent, resulting in biased decisions on the production of extension materials and mass extension campaigns.	<ul style="list-style-type: none"> <li>• Encourage women's awareness of plant clinics to increase access and therefore ensure a better reflection of crops being grown across the genders</li> <li>• Analyse crop patterns by gender and age (where possible) and country/district to identify crops that are often presented by women farmers to ensure extension material is tailored towards their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of promotion of plant clinics to women resulting in increased attendance</li> <li>• Level of knowledge pests and diseases of crops grown by women based on clinic data and local knowledge</li> </ul>
A risk of not meeting donor requirements in terms of ensuring and demonstrating that the programme is embedding gender as a standard part of how the work is implemented.	<ul style="list-style-type: none"> <li>• Incorporate social, as well as plant science into the programme and become more aware of the social contexts in which the programme operates</li> <li>• Work towards integrating a gender approach into regular implementation, instead of seeing it as extra work</li> <li>• Ensure all reporting and analysis is gender disaggregated and highlights specific issues for different genders</li> </ul>	<ul style="list-style-type: none"> <li>• Level of gender integration into standard Plantwise delivery</li> <li>• Gender analysis incorporated into all reporting (not just disaggregated data)</li> </ul>

For further practical actions and steps to take within Plantwise please refer to and make use of the Plantwise Gender Resource Pack (SurrIDGE and Begum 2016).



*In Bangladesh it is commonly reported that women do not sell in the public markets yet this female seller was encountered selling her home grown produce amongst male stall holders. She mentioned: "my husband left me, I have six children, I work on the farm, everything you see here I grow myself; okra, jute, potato, mulla and rice. I don't use fertilisers if I have a problem I use my own cure for plant problems. For women like us there is no help...I have to farm to feed my children; I do everything on the farm but I need to have better knowledge on farming cultivation and fertilisers to help feed my family..."*

From SurrIDGE and Begum (2016)

## Invasive Species

Invasive species work is generally approached from a biological and technical point of view with little consideration of the social aspects (Fish *et al* 2010) that can affect invasive species prevention, eradication, control and management. However for effective actions, especially in developing countries, the social aspects of natural resource management, such as gender need to be considered to ensure that the actions being taken are as effective as they can be. As women are key food producers, and rely heavily on the land for fuelwood and water collection, any deterioration in the condition of the land or accessibility to water or fuelwood can have a significant impact on them, especially their time burden, though the effects will also have an impact for any male farmer as well. This is particularly true when pasture lands are invaded as this will reduce the livestock carrying capacity, reducing income from cattle sales and milk yields.

**Table 5: Integrating Gender in Invasives work**

Key Issues	Potential Actions	Potential Indicators
Women have essential knowledge of what is happening on the land and in the fields. However they often excluded from resource management initiatives and have little influence in management decisions. This can be due to lack of time to attend key meetings, or a lack of cultural acceptability in attending.	<p>Women's role in natural resource management should be acknowledged by those trying to control or manage invasive species. Specific actions include:</p> <ul style="list-style-type: none"> <li>• Ensure community meetings are held at times women can attend, when they are not busy with household and farming duties</li> <li>• Ensure that separate meetings with women are held if it is not culturally acceptable for women and men to attend the same meeting</li> <li>• Work with women's groups to ensure that their knowledge is captured and utilised to manage, control or eradicate the invasive species</li> </ul>	<ul style="list-style-type: none"> <li>• Level of women's attendance and participation at meetings</li> <li>• Incorporation of women's and men's knowledge and experience in invasive species management solutions</li> </ul>
Due to time spent weeding, women will often be the first to notice a new pest or disease outbreak. However they have little access to extension information to help address these infestations.	<p>As women are in the fields on a regular basis they will quickly be able to identify new weeds if they know what to look for. Therefore actions to be taken include:</p> <ul style="list-style-type: none"> <li>• Ensure women know what the invasive species of threat look like through providing specific extension information directly to them in the form of pictures, leaflets, recommended actions etc</li> <li>• Work with women's groups to ensure the information reaches them directly and to ensure their role is acknowledged and valued</li> </ul>	<ul style="list-style-type: none"> <li>• Level of women's access to information and knowledge of invasive species and actions to be taken to manage the species</li> <li>• Tailored communication products to ensure information is relevant to women</li> </ul>
Proposed prevention, eradication, control or management measures can place an undue burden on women, especially if they include practices such as weeding. This adds work into already time constrained days and may mean other activities are compromised.	<ul style="list-style-type: none"> <li>• Any extra duties such as additional weeding will add further time constraints to women so any proposed intervention needs to take that into account by:</li> <li>• Work with communities as a whole to spread the burden of extra work</li> <li>• Ensure that the value of this work is acknowledged in terms of extra produce/yield and control of a threat to livelihoods (not just ordinary weeding work)</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of women's and men's time spent managing invasive species</li> <li>• Level of community action to manage invasive species</li> </ul>

## Knowledge Management

While ICTs, including radio, internet, and mobiles, provide a promising dissemination channel for reaching large numbers of farmers, they are not gender neutral and do not necessarily promote women's access to information. The gender gap in internet user penetration rates increased from 11% in 2013 to 12% in 2016, so not only are women less connected than men, but the problem is getting worse (Broadband Commission 2017). Similarly, women are less likely to have access to radios and mobile phones than men again limiting access to information disseminated through these media. However these dissemination methods are likely to appeal more to young farmers so maybe useful in increasing the amount of agricultural information that reaches the youth.



Data-driven development (open data, big data, spatial data, and modelling) brings its own gender issues. Data analyses are subject to interpretation, and models carry the biases of their creators and training data sets (Hilbert 2016). For example, a model of farmer information-seeking behaviour based on usage analytics from mobile phone services that assumed that “farmer” and “subscriber to mobile phone based information service” were synonymous would disproportionately underrepresent groups with less access to this technology. There is also a gender gap in access to the benefits of data and data-driven projects caused by different levels of data literacy between different stakeholder groups. Youth are likely to have higher levels of data literacy but rural women in particular will have lower levels and therefore be disadvantaged if information is only shared in digital formats.

**Table 6: Integrating Gender in Knowledge Management work**

Key Issues	Potential Actions	Potential Indicators
Interventions that seek to provide information via ICT platforms may fail to reach women, who have less access to these technologies, though may increase youth access	<ul style="list-style-type: none"> <li>Consider availability and access to radios and mobile phones in the community and within the household before deciding on the delivery method: women may not have access within the household and therefore not receive extension messages but women’s groups may provide the necessary access. Youth may have higher access levels and this could increase household penetration</li> <li>Where access is an issue, consider working with intermediaries such as women’s groups or youth groups, who can relay information from your ICT platform to their members</li> </ul>	<ul style="list-style-type: none"> <li>Level of access of women and youth to their own radios or mobile phones</li> <li>Level of involvement of women’s and youth groups in ICT information delivery mechanisms</li> </ul>
Women generally have lower rates of literacy and are relatively more reliant on local languages than men	<ul style="list-style-type: none"> <li>Consider literacy requirements of any mobile phone delivery mechanism to ensure those with low literacy are not excluded (e.g. in choice of interactive voice response or SMS systems)</li> <li>Ensure you understand your end users accurately, including defining what languages they need to receive information in</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of literacy requirement levels of audience to understand messages</li> <li>Tailored information messages, based on analysis of end user characteristics</li> </ul>
The gender and age gap in data literacy may prevent disadvantaged groups from benefitting, or may widen existing inequalities	<ul style="list-style-type: none"> <li>Consider whether some groups of end users require extra training to develop a level of data literacy which would allow them to benefit from the available information</li> <li>Consider whether there is a risk that you may widen existing power inequalities by providing data that will be primarily used by groups that are already more powerful, and largely unusable by disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of data literacy levels of end users against delivered information, in terms of benefits and power inequalities</li> </ul>
Data and modelling projects may be subject to gender bias	<ul style="list-style-type: none"> <li>Consider gender issues and possible biases when interpreting results. What assumptions are you making in your interpretation? Do they hold true for all groups?</li> <li>When using training datasets or building models from existing data, review the source of the data and assess possible sources of gender bias. Who do you plan for the model to represent? Who were the data collected from? Is this the same group?</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of models assessing any inherent gender biases with recommendations on ways of removing bias</li> </ul>

## How does this Gender Strategy complement CABI's Medium Term and Science Strategies?

CABI's Medium Term Strategy highlights gender related issues throughout the document, and acknowledges that gender is a cross cutting issue. It states that CABI is "fully committed to support SDG 5: achieve gender equality and empower all women and girls" (CABI 2016). It notes that across all our work when farmers are referred to this explicitly means both female and male farmers as well as the youth, elderly and other disadvantaged groups. Specific project and programme commitments include:

- Build upon experience and best practice from our efforts to ensure that gender is mainstreamed as far as possible in our project work, in particular seeking to understand the role gender plays in access to information and the ability or freedom to implement new technologies or ways of working
- Seek to develop more gender sensitive and gender responsive approaches in our projects, coupled with the necessary monitoring, evaluation and impact analysis to assess the effectiveness of these approaches
- Build upon the information now available through the Plantwise Knowledge Bank to gain insights into gender issues and to develop ways of making Plantwise clinics and data more accessible to women and youth in aspects such as:
  - Is the advice given by men and women plant doctors different?
  - How does the proportion of male and female clients served differ between men and women plant doctors?
  - Are men and women receiving different advice for the same problems?
  - Do men and women have differential access to the inputs recommended by plant clinics?



CABI's Theory of Change also reflects the organisation's focus on gender as a cross cutting issue, where it states that we should 'engage, empower and employ women and youth' as the potential of women and youth are underutilised.

To complement this CABI's Science Strategy (CABI 2016a) also identifies gender and diversity as a cross cutting research area. Specific research questions have been identified that should be answered through CABI's projects and programmes:

- What are the motivators and drivers for women and men to uptake a technology including suitability of design, effects on time and labour burdens, cost, decision making and cultural suitability?
- Do the same factors prevent women and men from increasing their productivity of a certain crop and how can we address these barriers?
- What factors influence women's management of assets and resources (including money) and how can or will the project influence or affect these?
- What communication methods are most suitable for women, men and youth and why, and how is information shared both within a community and within a household?
- How will existing social norms influence or affect project implementation and how do we adapt implementation to ensure we achieve our goals?

The strong focus on addressing gender issues can therefore be seen across CABI's priorities over the next years.

## What will CABI projects and programmes look like when gender is mainstreamed?

This Gender Strategy provides details on what needs to be done in order to address this high level priority for CABI. As we move towards integrating and embedding gender across CABI's work, we will see that:

- all staff recognise that our interventions exist in a social as well as a technical landscape and consider this throughout our work
- projects and programmes automatically incorporate gender issues into project design and budgeting
- all project staff think about how their work may affect men, women and youth differently and they are adapting their project activities to reflect that
- our reporting and learning will examine how our interventions affected men, women and youth differently and this learning will be used to improve future programming

The challenge for all those working in CABI is how to translate this strategy into positive actions that led to the firm embedding of a gendered approach in our work, and that make a difference to the lives of female and male farmers across the world through our work.

## Appendix 1 Glossary

(from UN Gender Equality Glossary, undated)

**Gender analysis:** a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other.

**Gender awareness:** the conscious knowledge that people and communities are not homogenous. Programmes and projects should not reinforce existing gender inequalities (**gender neutral**), but should attempt to redress them (**gender sensitive**) or attempt to re-define gender roles and relations (**gender positive/transformative**).

**Gender negative:** inequalities are reinforced to achieve desired development outcomes. Uses gender norms, roles and stereotypes that reinforce gender inequalities.

**Gender neutral:** gender is not considered relevant to the development outcome. Gender norms, roles and relations are not affected.

**Gender Sensitive:** gender is a means to reach development goals. Gender norms, roles and access to resources are address as far as necessary to reach project goals.

**Gender Positive:** gender is central to achieving development outcomes. Changing gender norms, roles and access to resources a key component of project outcomes.

**Gender Transformative:** Gender is central to promoting gender equality and achieving positive development outcomes. Unequal gender relations are transformed to promote shared power, control of resources, decision-making, and support for women's empowerment.

**Gender blind:** the failure to recognize that roles and responsibilities of men/boys and women/girls are assigned to them in specific social, cultural, economic, and political contexts and backgrounds. Projects, programs, policies and attitudes which are gender blind do not take into account these different roles and diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations.

**Gender equality:** equal rights, responsibilities and opportunities of women and men. The aim is not that women and men become the same, but that their rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.

**Gender equity:** refers to the different needs, preferences and interests of women and men. This may mean that different treatment is needed to ensure equality of opportunity. This is often referred to as substantive equality (or equality of results) and requires considering the realities of women's and men's lives. (WHO 2011)

**Gender gap:** any disparity between women and men's condition or position in society. It is often used to refer to a difference in average earnings between women and men, e.g. "gender pay gap." However, gender gaps can be found in many areas, such as economic participation and opportunity, educational attainment, health and survival and political empowerment.

**Gender mainstreaming:** 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.

**Gender norms:** ideas about how men and women should be and act. We internalize and learn these "rules" early in life. This sets-up a life-cycle of gender socialization and stereotyping.

**Gender roles:** the social and behavioural norms that, within a specific culture, are considered to be socially appropriate for individuals of a specific sex. These determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors. Gender roles can evolve over time, in particular through the empowerment of women.

**Productive roles:** activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family.

**Reproductive roles:** activities needed to ensure the reproduction of society's labor force. This includes house work like cleaning, cooking, childbearing, rearing, and caring for family members. These tasks are done mostly by women.

**Triple role:** this refers to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different roles: reproductive, productive and community work.

## Appendix 2      References

- Broadband Commission (2017) *Working Group on the Digital Gender Divide Recommendations for action: bridging the gender gap in Internet and broadband access and use*.  
<http://www.broadbandcommission.org/Documents/publications/WorkingGroupDigitalGenderDivide-report2017.pdf>
- CABI (2016) *Medium Term Strategy*. CABI, Wallingford
- CABI (2016a) *Science Strategy*. CABI, Wallingford
- Care (2015) *Gender Relations in Nepal Overview*.  
[http://www.care.org/sites/default/files/documents/RGA%20Overview%20Nepal\\_Final.pdf](http://www.care.org/sites/default/files/documents/RGA%20Overview%20Nepal_Final.pdf)
- FAO (2011) *The State of Food and Agriculture 2010-2011: Women in Agriculture – Closing the Gender Gap for Development*. Food and Agriculture Organization of the United Nations, Rome
- FAO (2011a) *The Role of Women in Agriculture*. EAS Working Paper No. 11-02, Agricultural Development Economics Division, Food and Agriculture Organisation of the United Nations, Rome
- FAO (2014) *Youth and Agriculture: Key Challenges and Concrete Solutions*. Food and Agriculture Organisation of the United Nations, Rome
- FAO a (undated) <http://www.fao.org/docrep/x0262e/x0262e16.htm>
- FAO b (undated) *Women, agriculture and food security*. Women in Development Service, Food and Agriculture Organisation of the United Nations, Rome
- FAO c (undated) *Women feed the World*. <http://www.fao.org/docrep/x0262e/x0262e16.htm> Women and Population Division, Food and Agriculture Organisation of the United Nations, Rome
- Finegold C and Williams F (2012) *CABI Project and Programme Gender Strategy*. CABI, Wallingford
- Fish J, Chiche Y, Day R, Efa N, Witt A, Fessehaie R, de Graft Johnson K, Gumisizira G and Nkandu B (2010) *Mainstreaming gender into prevention and management of invasive species*. Global Invasive Species Programme, Washington DC and Nairobi
- Fischer E and Qaim M (2012) *Gender, agricultural commercialisation, and collective action in Kenya*. Food Security 4: pp441-453
- Hilbert (2016) *Big data for development: a review of promises and challenges*. Development Policy Review 34(1): pp135-174
- IADB (2014) *Mainstreaming Gender in Rural Development Projects in Latin America and the Caribbean*. IDB Technical Note 763 Gender and Diversity Division, Inter-American Development Bank
- IDRC (undated) *A Strategy for Gender in Agriculture and Food Security at IDRC*
- Ilahi N (2000) *The intra-household allocation of time and tasks: what have we learnt from the empirical literature?* Policy Research Report on Gender and Development, Working Paper Series No. 13. Washington, DC, World Bank
- KIT, Agri-ProFocus and IIRR (2012) *Challenging chains to change: gender equity in agricultural value chain development*. KIT Publishers, Royal Tropical Institute, Amsterdam
- Manyire, H and Apekey A D (2013) *Mainstreaming gender equality in African agricultural research and development: a study of constraints and opportunities*. Forum for Agricultural Research in Africa, Accra, Ghana
- Meinzen-Dick R, Quisumbing A, Behrman J, Biermayr-Jenzano P, Wilde V, Noordeloos M, Ragasa C, and Beintema N (2011) *Engendering Agricultural Research, Development and Extension*. IFPRI Discussion Paper 973, International Food Policy Research Institute, Washington DC
- Mur R and Kleijn W (2017) *Special Study on the Primary and Secondary Reach of Plantwise through Social Network Analysis*. Royal Tropical Institute (KIT), Amsterdam
- Oniang'o R and Mukudi E (2002) *Nutrition and Gender*. In Nutrition: A Foundation for Development, United National Administrative Committee on Coordination/Subcommittee on Nutrition, Geneva
- Surridge M and Begum R (2016) *Plantwise Gender Resource Pack*. Centre for International Development and Training, University of Wolverhampton
- UN (undated) *Gender Equality Glossary*. UN Women Training Centre  
<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>
- UN Women, UNDP, UNEP and World Bank (2015) *The Cost of the Gender Gap in Agricultural Productivity in Malawi, Tanzania and Uganda*. UN Women, Eastern and Southern Africa Regional Office
- Verhart N, van den Wijngaart, Dhamankar M and Danielsen K (2016) *Bringing Agriculture and Nutrition Together: using a gender lens*. Royal Tropical Institute (KIT), Amsterdam

Women Thrive Worldwide (2011) *Women and Agriculture, Growing more than just Food*. Women Thrive Alliance, Washington DC

Women Watch (2011) *Gender Equality and Trade Policy Resource Paper*. United Nations Inter-Agency Network on Women and Gender Equality

World Bank, FAO, IFAD (2009) *Gender in Agriculture Sourcebook*. World Bank, Washington DC

World Health Organisation (2011) *Gender mainstreaming for health managers: a practical approach*

# contact CABI

## europa

**CABI Head Office**  
Nosworthy Way, Wallingford, Oxfordshire, OX10 8DE, UK  
T: +44 (0)1491 832111

**CABI**  
Bakeham Lane, Egham, Surrey, TW20 9TY, UK  
T: +44 (0)1491 829080

**CABI**  
Rue des Grillons 1, CH-2800 Delémont, SWITZERLAND  
T: +41 (0)32 4214870

## asia

**CABI**  
C/o Internal Post Box 56, Chinese Academy of Agricultural Sciences,  
12 Zhongguancun Nandajie, Beijing 100081, CHINA  
T: +86 (0)10 82105692

**CABI**  
2nd Floor, CG Block, NASC Complex, DP Shastri Marg, Opp. Todapur Village,  
PUSA, New Delhi – 110012, INDIA  
T: +91 (0)11 25841906

**CABI**  
PO Box 210, 43400 UPM Serdang, Selangor, MALAYSIA  
T: +60 (0)3 89432921

**CABI**  
Opposite 1-A, Data Gunj Baksh Road, Satellite Town, PO Box 8, Rawalpindi-PAKISTAN  
T: +92 (0)51 9290132

## africa

**CABI**  
CSIR Campus, No. 6 Agostino Neto Road, Airport Residential Area, PO Box CT 8630, Cantonments Accra, GHANA  
T: +233 (0)302 797202

**CABI**  
Canary Bird, 673 Limuru Road, Muthaiga, PO Box 633-00621, Nairobi, KENYA  
T: +254 (0)20 227 1000/20

## americas

**CABI**  
UNESP- Fazenda Experimental Lageado, Rua: José Barbosa de Barros, 1780  
Botucatu – SP, CEP: 18610-307, BRAZIL  
T: (14) 3882 - 6300 / 3811 - 7127

**CABI**  
Gordon Street, Curepe, TRINIDAD AND TOBAGO  
T: +1 868 6457628

**CABI**  
875 Massachusetts Avenue, 7th Floor, Cambridge, MA 02139, USA  
T: +1 617 3954051