

GENDER CHECKLIST

Women play a major role in agriculture, and women's control of resources is critical for poverty reduction. But projects that don't anticipate the impacts on women or identify the constraints to women's full participation often fail to reach their objectives, or may have unintended effects on girls. That is why it is critical that we identify strategies to ensure that our work is gender inclusive. A large share of the proposals we receive are gender blind, that is, they do not address the specific different constraints that women and men face, and thus do not identify strategies to overcome these constraints. This reduces the sustainability of the project and its impact on poverty and can inadvertently reinforce gender inequalities, particularly in the next generation.

The overall objective of the Checklist is to ensure that grantees' understanding of household production includes (1) who (women, men, girls, and boys) does what activities, (2) who has access to what resources, and (3) who makes what decisions regarding household production. Where it is determined that girls, especially adolescent girls, play an important role in agriculture or are expected to be substantially affected by the project, girls' roles, resources, decisions, and project outcomes should be integrated into the project. The questions in the Checklist are not meant to provide concrete solutions to each issue. Rather, they are designed to guide the program officer's interaction with the grantee in the proposal development phase for each of the four pillars of the Foundation's Agricultural Program. Program officers also are encouraged to return to the checklist throughout the course of the project cycle as they continue to dialogue about gender issues with the grantee.

The questions in the left-hand column are the suggested initial questions to ask of the grantee; the right-hand column suggests follow-up questions or points that can be used to stimulate further discussion of the issues, where warranted.

OVERARCHING QUESTIONS	
What are the <i>practical implications</i> of the different roles and status of women, girls, men and boys in the project area for the <i>feasibility</i> of the project and its <i>effective</i> design?	
How will the project accommodate the different roles of women and girls, men and boys?	
How will the project affect women and men?	
What is the strategic potential of the project for enhancing the status of women and girls and promoting greater opportunities for them?	
How can the project contribute, long-term, to the significant involvement of women and their empowerment as leaders?	

IDENTIFICATION OF THE TARGET POPULATION	
Are basic demographic data, disaggregated by age and sex, presented? (e.g. # women and men farmers, sex of household head, literacy or numeracy rates)	When the data is disaggregated by sex, is information collected on women in male headed households as well as female headed households?
How does the project aim to involve women and men in proportionate numbers to how they are already involved in the respective activity or action?	If the project targets smallholder farmers generally and women represent 80% of smallholders in the region, how will the grantee ensure that 80% of participants and beneficiaries are women?
What role do smallholder women and men play in priority setting?	How have both men's and women's needs for technologies been identified? What groups or organizations were consulted about priorities for research? What was the participation of women and men in the consultation processes?
How have local farmer organizations been consulted in the proposal development process? Have women's groups been consulted in the proposal development	If local groups were consulted, was it women only, men only, or mixed sex groups? If there was no direct consultation, what other means were used to gather

process? Have both women's and men's needs in the project been identified?	information about the needs of farmers? Does the grantee understand the needs of both men and women through this other form of information gathering?
What are the cultural, social, religious, or other constraints to women participating in and benefiting from the inputs of the project (i.e. irrigation, new seed varieties, or other technologies)?	What constraints, if any, does the grantee anticipate? What opportunities are there to overcome these constraints through the grant?

WOMEN AND MEN'S ROLES IN HOUSEHOLD PRODUCTION SYSTEMS	
What are the major productive and reproductive activities that women and men are responsible for before the project? What are the responsibilities of boys and girls?	What is the grantee's understanding of men's and women's roles in on and off-farm work, family care and other main tasks in the household and the community? Do women or men participate in other forms of income earning activities? If so, how will these additional activities affect the success of the project? To what extent is labor by boys and girls used as a substitute/complement for men's and women's labor?
What is the existing division of labor in household farming system? Does the proposal address the division of labor by age and sex?	Crops: What are M, F roles in seed selection, land preparation, planting, weeding, harvest, storage, processing, and marketing?
	Livestock: What are M, F roles in collection and fodder preparation, feeding, watering, cleaning, herding, milking, shearing, other harvest activities, and care of sick animals?
	In some contexts, men may be responsible for mono-cropping systems and women for more diversified sites (e.g. home gardens) that are often used for <i>in situ</i> conservation of a wide range of plant genetic resources.
What effect will the project have on time spent or saved for different household members? (Women and men, boys and girls?)	If there is an increase in the time or labor required, what is the anticipated effect on members of the household? (e.g. time is diverted from food production or child care; girl-labor is substituted for adult labor). If there is a decrease in time required, how will this affect the household?
Are agricultural decisions made by women, men, or jointly?	Who decides on the planting, harvesting, post harvesting, marketing and consumption of crops and water usage for agricultural or domestic consumption?
Are there gender specific crops in the region?	What decisions do women make regarding planting, marketing and consumption for these crops? How is the income from these activities controlled?
Are women's and men's motives (and how these may differ) for saving local seed varieties understood?	Are there priorities that can be identified such as enhancing nutrition, overcoming agricultural constraints, diversifying livelihoods (e.g. from seed loans), building social capital and maintaining a degree of autonomy?
Are certain types of animals considered women's responsibility? What rights do women have to these animals and their products?	How strong is control of these assets among women? For example, can women make decisions about whether to sell or slaughter the animals they care for? Do they retain control of the income or meat? What opportunities are there to strengthen women's control of assets?
Will the project affect women's control of crops or animals?	Is there an opportunity to increase women's control of assets? Is there a risk that men will claim control of production and marketing if there is improved productivity and profitability?

THE INNOVATION PROCESS	
What role do smallholder women and men play in the development of innovations?	Is there an opportunity for the project to tap into farmer sources of innovation and dissemination and the indigenous technical knowledge that rural women often possess? If this knowledge is exploited for commercial gain how will men and women be compensated? Do women participate in breeding and on-farm trials? How are the different preferences of women and men, with regard to characteristics of new crop varieties, accommodated?
What role do smallholder women and men play in disseminating technologies?	Do women as well as men participate in farmer field schools, extension groups, or other dissemination activities to the extent that they carry out the activity themselves? How will the grantee ensure that women have access to technologies?
What role do smallholder women and men play in evaluation of technologies?	What are the formal mechanisms for men and women to evaluate technologies? How will farmer response (both male and female) in the pilots be reported, if, in some contexts, women do not speak freely in front of men? Do evaluation criteria for new products reflect not only field but also post-harvest characteristics such as perishability, ease of transformation, nutritional value, and taste?

ACCESS TO PRODUCTIVE RESOURCES AND SERVICES	
Can women produce the project's crops on their parcels? (What impact might this have on the production of their existing crops or vegetables?)	Do women have access to land? Is it suitable for production or irrigation? What opportunities exist to improve women's access to land?
Do women have access to irrigated land? Will the project strengthen or weaken their access?	If irrigation is being introduced, how might women be included in a negotiation of land and water rights within the traditional land framework? What local associations, such as water user associations, exist in the community and how might they be incorporated?
Do women and men differ in their water use and future irrigation needs?	What types of crops are being irrigated? What non-agricultural uses do women and men have for water? What are the preferred sites of water use for men and women and what distance is required to reach them?
Could increased cash crop production lead to a loss of land for women's household food production?	What is the grantee's understanding of the local land tenure system, tenure security for women, and how traditional women's parcels are allocated (e.g. inheritance laws and customs)?
Who makes the investment and expenditure decisions in the household? Who will bear the financial costs of participating in the project?	Will the person that controls the finances in the household have the incentive to spend money to participate? If men and women have separate funds, will women have enough finances to participate? Is there an opportunity to encourage more productive investments when both men and women are involved in the decision-making process?
What are the present gender differences in access to capital, credit, and savings? Are there differences in size, duration, use, and repayment of loans?	Do the eligibility criteria (commodity, collateral, size of the loan, social factors, membership of cooperatives etc) result in men and women having unequal access to credit? Are women able to use land as collateral for credit? If not, what opportunities are there to increase women's access to capital, credit and savings? (versus a project that is specifically designed to make opportunities to open up access to capital)
What strategies does the project offer to address women's constraints to accessing land or credit?	What methods do grantees have for monitoring access to these resources? What alliances can be formed within the community to increase access (governments, NGOs)? Is there

	an opportunity to utilize nontraditional collateral, small loans or group-based savings and credit?
How will women and men access agricultural inputs and technology? Are these inputs and technology appropriate?	How will women learn about the intervention (technology, farming practices, and market options)? Will they be able to afford the inputs and technology? Will inputs be available where women can access them? Does the grantee exhibit an understanding of what inputs and technology might be most useful to women or men? (For example, long hoes vs. short hoes, 25 lb. bags of fertilizer vs. 50 lb. bags) Does access differ across different types of women (e.g. older vs. younger?)
What barriers exist to women's and men's access to and use of agricultural training and extension at local and regional levels?	What is the relative availability of trainings and expertise for the crops women farm, animals women raise, and agricultural tasks women perform compared to those of men? Are transport time, transport fees, childcare, or restrictions on mobility barriers to attendance at regional trainings? Are there social barriers against women's organization or interaction with extension workers, especially if they are men or outsiders?
How will the project ensure that women have access to agricultural extension, training, and other services, especially where women may face travel or social barriers to attending trainings outside of their villages? Will the project need a communication strategy and innovative teaching methods for illiterate women and men? Will local dialects be used to ensure information flow between project staff and beneficiaries?	What are the criteria used to contact farmers? What are the criteria for membership of groups or cooperatives receiving extension? Has the grantee considered how location, timing and type of activities will affect the participation of women? If there are women who have limited contact with outsiders, what is the grantee's strategy for reaching them? Will information (e.g. about new technologies) be communicated in the simplest way possible?
Do extensionists understand community-based farming systems and the agricultural potential of landless and marginal farm families? To what extent do extensionists understand the role of women in agriculture and their specific farming needs? To what extent do they make an effort to work with women in farm households?	Is it culturally acceptable for male extension agents to work with women farmers? What is the gender balance of extension agents? Will the project establish targets/quotas to make sure there is a balance in the gender ratio of extension agents and train women as lead farmers? <i>If there is a current lack of women extensionists, is there an opportunity to train or mentor future women extensionists?</i> If male extension agents will be working, training or otherwise interacting with women, what is the strategy to ensure gender awareness? Is there a need to update extension training curricula to build awareness of the role of women, marginal farmers and landless persons?

ACCESS TO NEW TECHNOLOGIES	
Who owns and/or controls the existing agricultural technologies in the community? (e.g. seeds, fertilizers, vaccines, equipment, processing and postharvesting technologies, irrigation technologies etc.)	How will new technology complement or substitute (or even do away with) the existing technology? How are decisions about which seeds to replicate, testing of new varieties, and production of seeds made and by whom?
Who are the main users of these technologies?	Are there differences in the use of various technologies based on the existing division of labor? Are these technologies user friendly to women and men
Who are the main suppliers of these technologies?	What role do men and women farmers play as seed producers

	and retailers? Where do they get key inputs? Does this affect whether women can access the technologies?
How will technologies (such as new seed varieties or drip kits) be marketed to both men and women?	How will technologies and inputs be made available where women can access them? Will they be able to afford the inputs and technology or will the new technologies (e.g. treadle pumps, fertilizer, etc...) incur high costs and indebtedness?

IMPACT OF NEW TECHNOLOGIES	
What are the key components of the proposed technical packages, messages, and technologies? Are they appropriate for both men and women?	What opportunities are there to promote greater acceptance of technical packages and activities?
Can new seed varieties be saved from one year to another or do they have to be purchased every year?	If seeds need to be purchased every year, how might this affect access for men and women farmers? If there are challenges for women such as physical access to markets or access to cash, how will the grantee address these?
How will the introduction of new seed varieties affect the local (informal) seed systems?	Has the grantee considered the participation of women in informal seed system? How might this knowledge be utilized to create opportunities for women? What challenges might women experience due to the introduction of new seed varieties? How will these challenges affect women's intra-household bargaining power and their means of ensuring mixed cropping in their fields?
Do seed projects support community gene banks?	How might support or lack thereof, affect men and women in the community?
How will the new technology introduced within the project affect the gender division of labor in the communities? (Women, men, girls, boys)?	If the project is introducing time saving technologies, will they reduce the time demands to women or men? Will changes in time spent displace women's traditional income earning labor? How will the introduction of new seed varieties affect women's household subsistence farming?
Is the impact of new technologies on the natural environment understood?	If there are potential environmental impacts, does the grantee understand how these impacts would affect women and men? Given women's greater reliance on the environment, will women and girls be disproportionately affected, either negatively or positively? Does the grantee understand women's environmental perceptions, needs and interests related to environmental impacts?

INCOME BENEFITS AND MARKET ACCESS	
Who receives the income benefits from the projects?	Are there specific actions being taken to negotiate how household income is shared among men and women? What are they? Are there opportunities to encourage activities that would improve women's access to income benefits, such as joint bank accounts, or direct payments to women?
Do men and women receive different wages and benefits?	If a key indicator for this project is "jobs created" how has pay equity been addressed? Is the reasoning clear behind job creation and pay scale as it relates to the hiring of men and women?
Who markets farm and household produce? What about products produced solely by women?	Is marketing done by women, men in the household or male or female middlemen? If there are products that are marketed primarily by men or by women, does the grantee understand how this affects control of income within the household?
What market barriers do women face?	What is the distance to markets? Is time a constraint for women to travel to distant markets and/or to seek out the best

How can the project facilitate women's market access?	<p>prices for their products? Do women have access to transport they can afford? Can women afford the cost of permits required to sell their products at market? Do market chain actors throughout the project recognize women's roles as producers and marketers or do they only approach men?</p> <p>Do grantees understand the additional household responsibilities of women as they relate to travel and transport to markets? Do women face travel or social barriers that prevent them from attending regional training activities? What measures can be taken to mitigate the risks associated with travel for women?</p>
Will women's or men's traditional markets/trading activities be affected by the project?	Will women face more competition in their traditional crop markets? Will male or female traders gain or lose from the project?
What are the barriers to markets (both input markets and output markets) for women and for men?	Are transport time, transport fees, childcare, or restrictions on mobility barriers to market access? Geographical barriers? What other barriers exist? Are there barriers to collectivization for buying or selling in markets? Which barriers are more important for women and which for men?
If there are income gains, will there be enough to offset any loss of subsistence food production or other activities?	How does the data collection strategy address consumption measurements which can often be difficult to understand? Is there a way to determine subtleties in spending that will better inform our understanding of this issue as it relates to men and women?

FARMER ORGANIZATIONS

What type of social, community, and farmer organizations exist in the project area and what control do they have over resource distribution?	<p>What are the differences, if any, between participation of women or men in these organizations?</p> <p>How does the strategy to engage these organizations ensure that participation will be representative of the farmer community?</p>
When women participate in farmer organizations, how will the grantee ensure that their voices are heard? Do they hold positions of leadership?	<p>If women have leadership roles, are they nominal or real?</p> <p>How will the grantee know that women's voices have been heard and their input has been incorporated?</p>
What, if any, women-only organizations exist? How effective are these women's organizations?	<p>Is there an opportunity to support or 'grow' pre-existing women's organizations? If there are no pre-existing organizations, is there an opportunity or reason to create one?</p> <p>What support will be needed to achieve creation of an effective women's organization?</p>
Are women-headed households represented in proportion to their share of the population?	Are women-headed households treated in a uniform manner, or are special efforts made to reach the most vulnerable women-headed households, such as those headed by grandmothers and older girls?

INSTITUTIONAL CAPACITY

Do the grantee and its partners have capacity in gender analysis to address gender issues throughout all stages of the project cycle?	<p>How will grantee managers be held accountable for outcomes? Is there a need to include a gender specialist in the project for training in gender awareness or assistance in integrating gender into planning, policy or M&E?</p> <p>Key indicators that they have the understanding or capacity are:</p>
---	---

	<ul style="list-style-type: none"> ▪ Do the goals, purposes or objectives of the program explicitly refer to women or reflect women's needs and priorities? ▪ Do the assumptions at each level of the planning framework reflect the constraints on women's participation in the program? ▪ Do project performance indicators identify the need for data to be collected disaggregated by gender? ▪ Does the performance appraisal system for project staff include performance objectives related to women and girls' involvement and success? ▪ Does the M&E system include specific and measurable indicators related to women and girls' involvement and economic, social, educational advancement? <p>To what extent can the grantee draw on other expertise and understanding of gender issues in the community?</p>
Is there gender balance in project staffing at all levels?	Do project participants have strong preference regarding the gender of providers? Given the usual shortage of women in trained positions, what can be done to respect the preferences of participants given the staffing mix? Does the grantee demonstrate knowledge of the needs and considerations of women in their recruiting strategy? Where it appears to be an effective strategy, can the grantee identify targets/quotas? Is the grantee aware of the available tools for hiring women such as women's professional networks, or non-traditional advertising mediums?
What policies and programs exist to ensure women's participation and voice in partner organizations?	Are there opportunities to incorporate gender training into other planned project workshops and convenings?
Are the grantee and its partners sensitive and obliged to create and maintain an environment that prevents sexual exploitation and abuse both for staff and program participants.	How will grantee/partner managers be held accountable for this outcome?

MONITORING AND EVALUATION	
Does the organization responsible for M&E have specific experience in gender-disaggregated data collection and analysis?	Does the proposal outline a gender-disaggregated data collection and analysis strategy? Do they demonstrate an understanding of the complexities of the approach? Should the grantee be linked to an outside partner to assist them in this regard?
Does the project include measurable indicators for the attainment of its gender objectives to facilitate monitoring and post evaluation?	<p>Some suggested substantive (content) indicators are:</p> <ul style="list-style-type: none"> • Changes in time/labor requirements for women/men and girls/boys • Control over resources or income by women and men • Level of gender conflict/violence • Household food security, individual food security, nutritional status of girls and boys • Girls' attendance at primary and secondary schools relative to attendance of their cohort <p>Administrative (process) indicators could include participation of men and women in implementation and among beneficiaries</p>

What on-going consultation will there be with women and men who are either directly or indirectly affected by the project?	How will the proposed methods for monitoring and evaluation ensure that the views of both male and female stakeholders are heard? What are the mechanisms for getting feedback from different groups of both male and female stakeholders to improve implementation?
How and to whom will the results of the evaluation be disseminated?	What use will be made of the evaluation results, to improve project performance and inform other work?

ADVOCACY	
Does the grantee advocate for the inclusion of women and girls as beneficiaries of their project where appropriate?	Do project activities include outreach to women and girl communities impacted by the project?
Does the grantee advocate for the inclusion of women at all levels within their project?	Does the grantee advocate for the inclusion of women and women's issues in their sphere of work (within the development community, scientific community, etc...)
Does the advocacy or communications strategy include outreach to female audiences as well as highlight issues of concern to women?	Does it include women advocates? Are outreach strategies designed to reach female audiences?
Does the grantee highlight the participation of women in their projects in annual reports and media releases where appropriate?	
Does the grantee consider whether its collaborating partners address gender when selecting them?	Does the grantee have a strategy for following up with collaborating partners and ensuring they are keeping their commitments?
Are strategies in place to include men and boys in educational activities regarding gender equality, with focus on the rights and responsibilities of women to participate as equal partners in decision-making opportunities?	

RISKS AND OPPORTUNITIES	
Does the proposal describe how cultural norms and practices related to gender and intrahousehold or community level issues may inhibit the success of the project?	What norms exist around appropriate work and access to assets for men and women? How might these norms influence women's adoption of new technologies? Are there cultural limitations that may limit participation of men or women in particular projects?
Does the proposal lay out potential risks that the project may further exacerbate gender inequality, for example, that men may take over activities, that increased income may stay in men's hands, or that gender conflict may increase?	Are there creative strategies that can be built into the grant that can guard against these risks? Are there strategies that could strengthen women's control of assets as part of the grant?
Does the proposal identify potential health risks to women and girls from the use of new technologies?	
What potential opportunities can be leveraged through the grant to improve the gender imbalance among beneficiaries or key actors in the grant?	What opportunities are there to employ a creative approach for greater inclusion of women in our grant-making? What knowledge about gender might be gained from the use of these creative approaches?
If the project is successful in every respect, will this change the current gender balance? How so?	What is the vision of success related to empowerment of women or men? What effects might this empowerment have?
Does the project itself pose any risks to participants (health risks, time away from education, etc.)? Are women and girls relatively	

more subject to any risks?	
----------------------------	--

BUDGET	
How does the budget reflect adequate resources for gender specific activities and strategies to ensure that services are delivered to women and men and that gender is integrated throughout the project cycle?	Is there a need to allocate resources for staffing, training, credit, childcare or other services for project planning implementation or gender-disaggregated collection strategies?