

Annex 2: IPMS gender analysis and strategy

Part 1: GENDER ANALYSIS: AN OVERVIEW OF GENDER ISSUES IN THE AGRICULTURAL SECTOR OF ETHIOPIA¹

The gender analysis provides an overview of the policy and institutional environment with regards to addressing gender in Ethiopia. Some of the key gender issues in the agricultural sector are identified and the implications of the gendered nature of agricultural production and rural livelihoods for the IPMS are discussed.

A gender strategy has been developed for IPMS in line with CIDA's Policy on Gender Equality (1999) which emphasises the importance of achieving equality between women and men to ensure sustainable development. The overall purpose of the strategy is to promote gender equity in market-led agricultural development opportunities as a step towards achieving gender equality. Further details of the strategy are presented in a separate paper.

1. Position of Women and Men in Ethiopia

Ranked 170th out of 177 countries listed in the Human Development Index prepared annually by UNDP (2004) life for many in Ethiopia is difficult. Women are often among the most disadvantaged in terms of access to education (with literacy rates of 34% and 28% enrolment rate from primary through to tertiary schools (49% and 41% respectively for men)) and political representation (only 8% of the seats in parliament are held by women). They are also economically weak, with an estimated income of USD 516 (expressed in terms of purchasing power parity (PPP)) which is only half of that earned by men (USD PPP1008). In addition, many cultural norms and practices further discriminate against women.

2. Policy Environment

The National Policy on Ethiopian Women, published in 1993 (Office of the Prime Minister), aims to ensure *'that women participate in the formulation of government policies.... plans and projects that directly or indirectly benefit and concern women as well as in the implementation thereof'* (page 27). Government policies, laws, regulations, plans and other activities are based on the following objectives: *'ensuring that distinction on the basis of sex is not made and that special attention is given to rural women in view of the fact that they face particular problems and shoulder a heavier burden; ensuring that women are involved in the elaboration, implementation and decision making process; and making sure that women participate in the fields of development activity and enjoy the benefits thereof on an equal basis with men and guaranteeing them legal protection of their rights'* (page 28). The policy aims to protect women from various types of oppression and harmful traditional practices, and to protect their right to own property and participate in political activities. The legal and political foundation to ensure gender equality is established in the Constitution, proclaimed in 1995. Particular attention has been given to women's issues in the country's Sustainable Development and Poverty Reduction Strategy Program of 2002 and the New Coalition for Food Security of 2003. The National Action Plan on Gender is being developed at present.

The institutional structure includes a Women's Affairs Office under the Prime Minister's Office at federal level and Women's Affairs Bureaux which actively engage

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in addressing gender issues at the regional level. Women's Associations have an organisational structure reaching down to the *kebeles*.

3. Responses in the Agricultural Sector

(i) Institutional

In MoARD, the Rural Women's Affairs Department promotes gender development in the agricultural sector at the federal level. The gender and nutrition aspect within the Agriculture Extension Department places more emphasis on home economics. This is mirrored at the regional level where Home Agents in the BoARD are responsible for supporting women's development through increasing women's involvement in credit and savings, income generating activities (such as horticulture and small animals), home gardening and improving the household's well-being. Some BoARDs, such as Tigray, are actively mainstreaming gender into their work programmes by training Bureau and *woreda* planners.

(ii) Agriculture TVET and FTC curriculum

There are no specific courses addressing gender in the agriculture TVET curriculum which falls under the responsibility of MoARD. It is understood that gender issues are discussed in the agricultural extension and communication component (in total representing three classes per week for seven weeks), although it is not stated explicitly in the curriculum. There may be an opportunity to introduce some aspects of the gender discourse in the new course on civics. An extra-curricula course on gender has been held at some colleges, organised by the Women's Affairs Department of MoARD. A major limitation to integrating gender issues is the lack of capacity of staff at the colleges to teach the subject and an extremely full timetable. It is understood that MoARD TVET project and CIDA are exploring the possibility of employing a local gender specialist to integrate gender into the agriculture TVET curriculum and work closely with the Ministry's Women's Affairs Department.

Gender issues are not covered explicitly in the FTC curriculum, the implementation responsibility for which lies with the regional BoARDs.

(iv) Development agents

It is difficult both to recruit and retain female DAs despite the preferential entry qualification levels for women entering the agriculture TVET colleges. On average women account for between 10 – 18% of the total DA student population. Overall, around 3,000 students (approximately 20%) dropped out during the three year diploma programme from enrolment in 2001 through to graduation in 2004; the majority of whom were women. MoARD's Training Service Support Unit recognises that actions need to be taken to narrow this gap, for example by providing additional tutorials and modest financial support for women from poor families (in order to remove any possible pressure for them to become involved in sex for cash whilst attending college)².

At Wukro agriculture TVET college, Tigray women accounted for 11% of the recent graduates yet represented 20% of the dropouts. Staff commented that the female

² The option of covering the costs of such activities as an additional component to the forthcoming CIDA support to TVET curriculum development and gender strengthening could be explored.

students tend to be weaker academically, which they try to address by offering additional tutorial support.

(v) Research – extension – farmer linkages

Despite the active involvement of women in a wide range of agricultural activities, both in their own right and in support of household efforts, they have extremely limited access to conventional extension services.

Farmer extension groups: An extension group has between 10 – 20 members and one contact farmer who acts as the focal point for interactions with the DA. The DA conducts demonstrations on the contact farmer's land, and group members subsequently transfer the practices to their own plots. The majority of women who participate in farmer extension groups are household heads in their own right; wives may attend if their husbands are not available but are usually much more difficult to reach.

Household extension package: This extension approach shifts the focus from individual farmers to the whole household. Thirty-six menu-based integrated packages have been developed focusing on crop production, livestock and natural resource management. Several technologies are delivered per household, tuned to individual needs, at subsidised rates of credit. The process is supported by field demonstrations and training. Specific attention is being paid to encourage the participation of female-headed households in Tigray and Amhara, for example. However, field experience is demonstrating that many women are reluctant to take out loans and some lack sufficient labour to participate in the extension package (such as digging wells).

Farmer-extension-research groups: In order to strengthen research-farmers linkages, and improve the focus of agricultural technology generation, EARO has established farmer research groups linked to the regional agricultural research institutes and centres. The groups are formed each year based on interest; hence the number of groups and number of members vary. Very few women participate since it is culturally difficult for them to represent their household when their husband is present. Activities to date include crop trials managed and implemented by farmers, field days, creating links between farmers and agro-industries, and at one centre, the formation of a farmer field school.

4. Overview of Gender Issues in Agriculture

The following section highlights some of the key gender issues in the agricultural sector. The discussion is intended to be illustrative rather than exhaustive, laying the foundation for the more detailed gender analysis to be conducted at individual PLSs during the first year of the project. Many gender roles and relationships are location specific, influenced by agro-ecological zones, cropping patterns, ethnic groups and customs.

(i) Status of women by region

An insight to regional-based gender differences is demonstrated in perceptions towards women's property ownership, social status and their ability to speak in public based on a study of over 2,300 respondents covering eleven ethnic groups in Ethiopia (Wondimu *et al*, 2004). It is unusual for women to own land or cattle in their own right but joint ownership with their husbands is common, particularly in Tigray,

Amhara and Sidama (in SNNPR) (Table 1). However, the concept of joint ownership was less common among rural respondents than urban respondents.

Table 1: Gender Differences by Region

	Tigray	Amhara	Oromia	Sidama	National average
Land ownership					
- women only	9	3	9	4	4
- men only	8	32	64	46	58
- both	82	56	24	46	34
Cattle ownership					
- women only	6	3	12	2	5
- men only	24	20	46	28	45
- both	70	75	40	62	48
Social status of women					
- high	45	3	31	1	20
- equal to men	1	46	52	15	25
Acceptable for women to speak in public	95	79	85	63	69

Note: some sections do not add up to 100% due to unrecorded answers

Source: Wondimu et al, 2004

The status of women was stated to be high or equal to men in Tigray, Amhara and Oromia and, for over three-quarters of these respondents, it is acceptable for women to speak in public. Among the four project regions, women's social standing would appear to be weakest in Sidama (which includes Dale).

(ii) Gender roles in crop production

The division of tasks between women and men varies according to the crop grown, the farming system, the technology used and the wealth of the household. For example in Ada'a Liben, men perform most of the tasks associated with the production of *teff* from land preparation and planting, to fertilising and harvesting, while women are most actively engaged in weeding (Table 2). A similar pattern is observed for cereal production in Atsbi Wemberta although women are also involved in harvesting. It was noted in Atsbi Wemberta that if weed infestation is high or a wife is pregnant or not physically strong, households may participate in reciprocal labour activities to complete the task more quickly.

Table 2: Gender Division of Labour in Selected Crops in Ada'a and Atsbi PLSs

Activity	Atsbi Wemberta, Tigray		Ada'a Liben, Oromia	
	Cereals	Share cropping in FHHs	Teff	Irrigated horticultural crops
Ploughing with oxen	men	men	men	men
Digging with hoe	-	-	-	-
Nursery	-	-	-	women
Planting/broadcasting/transplanting	men	contribute seeds equally	men	both
Fertilising	not recorded	not recorded	mostly men	men
Watering	-	-	-	men
Weeding	women	women	mostly women	women
Harvesting	both	men	men	both
Threshing with oxen	men	men	men	-
Storing	not recorded	both	both	-
Marketing	mostly men	women	mostly men	men

Source: Field notes

Women are active growing horticultural crops on small plots of land close to their home. They also play an active role in irrigated vegetable production, taking on the labour intensive activities of the nursery, transplanting and weeding while men are responsible for preparing the land and distributing water. They harvest the produce together. In richer households, farming activities may be performed wholly or partly by hired labour (such as harvesting when cash is more readily available). A description of gender roles in Sidama is presented in Box 1.

Box 1: Gender roles in Sidama

Women are culturally prohibited from ploughing, hoeing, sowing and weeding, and they are not allowed to use implements such as ploughs, hoes and sickles. Their main role in cereal production is to prepare and serve meals for work groups, and to assist men in harvesting, transporting and storing crops. They plant cabbages in their home gardens and manure *enset*. Much of their time is spent harvesting and processing *enset* (the main staple). They feed cows, goats and sheep, and do the milking. Men are largely responsible for cereal and coffee production, herding large and small stock (occasionally assisted by boys), and feeding cattle and oxen. They also hoe, propagate, plant and transplant *enset*.

Source: *Dejere (2002)*

Households headed by women are common in Ethiopia, accounting for over 20% of all households (and over 30% of households in Tigray). They often maintain the same gender roles as married households by share-cropping with a man who ploughs her land and harvests, in return for half of the total output. Some female-headed households (FHHs) seek alternative arrangements in order to retain more of the crop. For example, if a woman has access to grazing lands she may give the grass and straw from the cereal harvest in return for ploughing thereby avoiding the need to share crop; or she may use the assistance of male relatives or friends. In Atsbi Wemberta FHHs have asked the Women's Affairs Bureau to arrange training for them in ploughing with oxen in order to circumvent share-cropping arrangements.

Not only do tasks differ between women and men but also their preferences for seed varieties. Research by EARO has found that women prefer varieties that cook easily and are fuel efficient, or are suitable for making local dishes. For example, women prefer the small yellow maize grain for making *injera* whereas men prefer white maize which is high yielding. Decision-making with regard to haricot beans is described in Box 2.

Box 2: Seed preferences for haricot beans

In a recent study of haricot bean production in Bosset *woreda*, Eastern Shoa zone, it was found farmers prefer to plant the variety Mexican 142 (*Lemat*) due to the higher price at the market due to its white colour. However, in terms of consumption, the majority consumes beans bought from warehouses that are of low quality and mixed in colour. Due to the price differentials they are able to buy more for home consumption by selling a small amount of their own quality beans. Decisions regarding which variety to plant and accepting a new variety are generally taken by men either alone (if he has more than wife) or in consultation with his only wife.

Source: *Alemu and Chiche (2004)*

(iii) Gender roles in livestock production

In several of the project regions, either women or men tend to livestock on open grazing lands, although the task is usually performed by boys and men. If livestock are kept close to the home, women are usually involved in providing feed and water,

and milking cows. Women also collect dung (for use as fuel) from open grazing lands in Atsbi Wemberta.

Bee keeping, an important economic activity in Atsbi Wemberta, is usually in the male domain. Traditionally men are responsible for hollowing out logs to make hives, catching the wild bees, and smoking the bees when collecting honey. Women assist by making traditional hives from mud, providing water and food supplements to bees when there is a shortage of fodder, assisting their husbands with the smoking, and removing the honey from the comb. However, if no man is present in the household, women are equally capable of looking after both traditional and modern hives, and applying knowledge learnt from BoA training.

(iv) Workloads

For women, the overall length of their working day does not vary much between wet and dry seasons. They work for between 10 – 12 hours per day, half of which is spent on household tasks such as fetching water and firewood, preparing and cooking food and caring for children. In rainfed farming systems, men workload is lightest during the dry season since they usually participate to a very limited extent in household tasks. However, members of households with access to both rainfed and irrigated lands are busy throughout the year. The busiest time for men with access to irrigated land is usually towards the end of the rainfed season, when they are harvesting, threshing and winnowing rainfed crops and starting to prepare the land for cultivating irrigated crops.

(v) Access to technologies

Women generally have extremely limited access to technologies and services associated with farming. There are very few items which they use to a greater extent than men (such as the use of local cows, donkeys and kitchen utensils) (Table 3). In contrast, men enjoy the use of a relatively wide range of resources and they control nearly all household resources.

In particular, women's use of technologies which would reduce the drudgery of their workloads and possibly release their time for relaxation or more productive tasks has been extremely limited. *'Walking long distances to fetch scarce firewood and water, and cooking with inefficient stoves and crude utensils, are time consuming and strenuous'* (Seyoum, 2000, page 42). This is partly due to the failure of research, policy and extension to acknowledge differing gender needs. Even where technologies have been specifically targeted at women, they tend to run into problems of limited acceptance (such as improved cooking stoves) or appropriation by men (such as water pumps or earnings from livestock fattening) (Seyoum, 2000).

Table 3: Access and Control of Resources by Sex, Gedemso, Oromia

Resource	According to women				According to men			
	Access		Control		Access		Control	
	women	men	women	men	women	men	women	men
land	5	5	0	10	3	7	0	10
oxen	3	7	0	10	2	8	2	8
cow	10	0	0	10	8	2	3	7
horse	-	-	-	-	0	10	0	10
mule	-	-	-	-	1	9	0	10
donkey	10	0	0	10	7	3	2	8
axe (cutting trees)	7	3	0	10	5	5	5	5
axe (chopping wood)	-	-	-	-	5	5	5	5
axe (carving wood)	-	-	-	-	0	10	0	10
maresha (plough)	0	10	0	10	0	10	0	10
ox cart	-	-	-	-	0	10	0	10
hoe	5	5	0	10	2	8	2	8
slasher	-	-	-	-	0	10	0	10
spade	2	8	0	10	2	8	2	8
sharpening stone	-	-	-	-	0	10	0	10
sickle	3	7	0	10	2	8	2	8
wooden fork (threshing)	2	8	0	10	0	10	0	10
wooden spade (threshing)	2	8	0	10	0	10	0	10
sieve (for teff)	-	-	-	-	7	3	7	3
bee hives	-	-	-	-	0	10	0	10
grain store	-	-	-	-	5	5	0	10
sacks for grain	-	-	-	-	5	5	5	5
kitchen equipment	10	0	10	0	5	5	10	0
Development Agent *	0	10	other	other	0	10	other	other
credit *	-	-	-	-	0	10	other	other

Scoring system: working separately, the women's group and the men's group first identified all the resources available at the household level. They then allocated 10 points between women and men in terms of access to each resource (namely, the right to use it) and a further 10 points for control (that is, deciding on a resource's use). A score of 10 indicates total access or control whilst 5 indicates that access or control is shared equally between women and men.

- indicates that the item was not identified by that group

* indicates that the resource was suggested to the group

other means that the item is controlled by an entity outside the household

Source: Bishop-Sambrook, 2001

(vi) Access to services

Extension

As noted in an earlier section, women have extremely limited access to extension services. This is attributed to cultural norms which make it difficult for women to participate in such activities when their husbands are present. However, it was noted that male farmers are changing their attitudes, as they appreciate the benefits of women becoming more skilled in agricultural production.

Groups and organisations

Cooperative membership is usually taken by the head of a household. For example, men account for around 90% of cooperative society members in Dale *woreda*. It is

rare for married women to be members but membership is transferable to widows. At Ferro primary co-operative (principally involved in coffee marketing), Dale, 3% of the total members are widows and only 1% are married women. Similarly, at Haro Coffee Farmers Cooperative in Jimma zone, a study by Hurissa (2003) found women heading their own households accounted for 12% of the total members and women in male headed households only 1%. However, there were no women represented on the board or control committee, and only one on each of the credit and social affairs committees. The male dominance in coffee cooperatives may partly be explained by their strong association with coffee production and marketing. It also reflects women's lack of property registered in their name until the death of their husbands; their extremely low levels of literacy; and cultural norms which assign leadership roles to men and make it difficult for men to be led by women (Hurissa, 2003).

In contrast, women appear to achieve higher level of participation in dairy cooperatives, again possibly as an extension of their traditional gender role associated with milking. For example, in Ada'a Liben District Dairy and Dairy Products Producers and Marketing Cooperative based in Debre Zeit, women (the majority of whom are married) account for 50% of the total membership of 750 individuals. Nevertheless, they continue to be marginalised with regards to training and leadership positions with only one woman represented on one of the sub-committees. In Shewit Milk Producers Association in Endasselassie, Atsbi Wemberta, women account for 25% of the 27 members and the majority are married.

Financial services

Micro finance institutions (MFI) provide a means for women to access small sums of money for business purposes. For example, Sidama Micro Finance Institution (SMFI) provides financial services to more than 15,000 clients in Sidama zone of whom around 60% are women (Kifle, 2003). Average loan size in 2000 was around Birr 1700 and most people borrowed money for one year. In a study of 30 women borrowers, it was found that they tended to be young (around 30 years old) and the majority had completed at least primary education (Kifle, 2003). They used the loans for (in declining order of importance): coffee trading, food sales (*shirobet*), sale of local drinks, grain and cereal stores, and livestock trading and fattening.

For these women, providing credit was a way of generating self-employment opportunities. On average, they experienced around 25% increase in income after taking the loan and increased their expenditure on various items, including educating their children and accessing medical services. Women who earned a reasonable amount from their business were able to reduce their workload in the home by hiring labour or hosting relatives from rural areas (as unpaid labour). In contrast, the burden of work for women with lower incomes increased since they continued to be responsible for a wide range of household duties as well as running their small businesses. Although many gained independence on deciding on the use of inputs associated with their business, major items of expenditure in the household were still generally decided by their husbands.

(vii) Marketing and control of the benefits from crop production

Women and men often occupy distinct niches in the marketing chain. Women are responsible for purchasing minor household items such as coffee, sugar, salt, oil, and kitchen utensils. Consequently they sell small volumes of the main cash crops or vegetables from their home gardens according to household needs, usually in the local market on a regular basis (Box 3). Many women farmers sell directly to

consumers and this often enables them to sell at a higher price than bulk sales. In Tigray it was suggested that women are more price sensitive and seek out different markets in order to gain better prices.

Box 3: Gender roles in marketing in Sidama

The only crops which women have complete control over are *enset* and cabbages which are grown close to the home primarily for home consumption. It is only after the household food needs have been met, that women are able to sell them and use the money. They are also able to sell eggs, milk and butter. Men have complete control over *teff*, maize, coffee, haricot bean and livestock. Women are strictly prohibited from taking crops stored in the granary. However, they may get involved in the well-established practice of petty pilfering of coffee (known as *murancho*), and maize for sale and household use. In some households, husbands may set aside a few coffee trees for their wives if they have a large area under coffee.

Source: *Dejene (2002)*

Within a conventional household, men sell the majority of the cash crops such as *teff*, wheat, coffee and *chat*. They are traditionally responsible for major items of expenditure, such as loan repayments for improved seeds and fertiliser, purchase of oxen, taxes, family clothing, medication, and school fees. If men are selling in bulk, they may travel further afield to markets in major towns in order to get better prices.

Some organisations are promoting women's engagement with markets, such as the Bahir Dar Women Entrepreneurs' Association with a membership of over 2000 in Amhara region. The association has organised street fairs in major towns to bring craftswomen closer to their customers. They are planning a similar event for women farmers to sell their farm produce directly to the public. Members are trained in enterprise development, record keeping and dealing with customers.

Despite the distinct roles of women and men in marketing, it is generally found that decision-making regarding marketing within a household is a joint activity. For example, women's joint participation in marketing decisions related to haricot beans was much greater than their participation in production decisions relating to which variety and the area to plant (Box 4). However, many studies have shown that as crops become more valuable in the market place, women's access to and control over the proceeds of these crops becomes marginalised (Olawoye, 2003).

Box 4: Gender roles in marketing haricot beans in Bosset woreda, Eastern Shoa zone, Oromia

Farmers sell haricot beans in the local market because they feel that the cost of transporting the produce to a nearby town market is similar to the price difference between the two. Most sales are made immediately after harvest, mainly to generate cash to buy food or to settle a loan. Only a few sell immediately in order to avoid storage loss. Women heading households generally sell at a higher price than men because they sell in a retail manner (rather than in bulk), they have a better ability to bargain, and are capable of predicting a price variation even within a single market day. Decisions regarding when to sell, how much to sell, and how to use the income generated are typically shared between husbands and wives (although men tend to be dominant in polygamous households), or between women heading households and their share-cropping partners.

Source: *Alemu and Chiche, 2004*

(viii) Marketing and the control of benefits from livestock production

Women tend to control petty income arising from sales of hens, eggs and small volumes of milk and butter. Men tend to control income from the sale of fattened cattle and other livestock. In Ada'a Liben it was suggested that when households produce a significant amount of milk, from either improved breeds or several local cows, men become more involved with milk marketing.

In Astbi Wemberta, despite the role of men in honey production, the sale of honey in the local Saturday markets is dominated by women because '*the money is in safe hands.*'

5. Process of Commercialisation and Market Responsiveness

In the smallholder sector, where crops are grown both for food consumption and sale, the process of commercialization and becoming market oriented takes time. Distinction may be drawn between crops which are grown principally for home consumption (where they form an integral part of the household diet), food crops which are grown to meet both food and cash needs, and cash crops. The role of a specific enterprise varies by region (Table 4). It also depends on the wealth of the household. For example, in Alaba, farmers with a limited resource base grow maize for home consumption and red pepper as their cash crop. They lack either the land or the means to cultivate the main cash crops (*teff* and wheat) due to shortages in oxen, implements or cash to purchase inputs.

Grain plays a key role in the household diet. The amount of grain taken to market for sale is usually determined by cash needs: farmers estimate how much grain is required in order to realise a specific sum of money and sell accordingly. Hence higher prices may result in less grain being traded at any one time since a prime objective among the more vulnerable households is to retain as much grain as possible as a source of food for later in the season. Stocks of grain are also perceived to be more secure than cash and are considered to be '*the farmers' bank*' (as noted by a farmer in Hidi, Ada'a Liben). After harvest, some farmers delay the sale of cash crops (for example, *teff*) until the price rises, if they do not need cash urgently. However, most are obliged to sell a proportion of their crop immediately after harvest in order to repay loans for fertiliser and seed, taxes and social contributions. A study of grain sales in Wogda, Northern Shewa, Amhara found that market prices are more important in affecting the type of grain sold, where it is sold, and the pattern of sales, rather than the volume sold (Amare, 1999).

Table 4: Patterns of Food and Cash Crop Production and Livestock Production

	Haike Meshal, Atsbi Wemberta			Woreta, Fogera		
	Home use	Home use + limited sales	Mainly sales	Home use (> 80%)	Home use + up to 50% sales	Mainly sales (> 80%)
Wheat	X					
Teff		X				X
Barley		X				
Finger millet				X		
Rice				X		
Maize					X	
Chickpeas					X	
Noug						X
Lentils		X				
Linseed		X				
Home garden vegetables		X				
Irrigated vegetables			X			
Milk (local cow)	X					
Butter (local cow)		X				
Milk (improved cow)			X			
Milk products (improved cow)			X			
Sheep meat		X				
Hides			X			
Chicken			X			
Eggs			X			
Honey			X			

Note: only enquired about crops in Fogera

Source: Field notes

In the context of introducing small scale irrigation, it has been found that, in the short term, many farmers continue to use their land in the command area as before with their primary objective being to achieve food security (Bishop-Sambrook, 2002). They focus on the production of staple crops largely for home consumption, using the irrigated water to supplement the rainfall. It is only once they become food secure that they are in a position to become more price and market responsive and start substituting irrigated crops (such as vegetables) for staples. In a study of irrigation schemes in SNNPR (Bishop-Sambrook, 2002) it was found that within a community, households which are able to be more responsive to market-led development are comparatively resource rich. They have oxen for land preparation, access to credit, and more regular contact with extension services than other farmers. These households are usually headed by younger men with several years of education. They are perceived by others to be in a stronger position to weather the risks associated with switching to cash crop production. Households retaining traditional cropping patterns are often characterised by old age, ill health, almost no education, an inability to access credit, and no oxen. Female-headed households are usually found amongst this group. The speed at which households become more commercially oriented is also influenced by the development of the market and marketing infrastructure.

6. Implications of Gender Roles and Relations for Project Design and Implementation

The gendered nature of agricultural production and rural livelihoods has a range of implications for the IPMS project. Some of the key points for consideration are discussed below:

- What will be the expected impact of improving the productivity of specific commodities on the workloads of women and men? If additional inputs of labour are required, will the burden be shared equally between them or will one be expected to make a greater contribution due to the traditional gender division of labour?
- If specific technologies or services are being promoted by the project, will both women and men be able to benefit from them? Who will make the decisions about adoption? Who will develop the necessary skills?
- As a result of promoting market-led development of specific commodities, will the role of different crops and livestock be changed in the household economy? As enterprises become more commercially oriented, what are the implications for the control of the benefits of production between household members?
- Are there any barriers which will restrict the ability of women or men, or poorer households from participating in project initiatives and market-led agricultural development?
- Will anyone be disadvantaged as a result of the project activities?
- How can the ability of the DAs to identify and address gender issues be strengthened?
- How can feedback on impact/efficiency of gender targeted technologies be channeled?

A gender strategy has been developed for IPMS to enable the project to identify gender issues within the broad context of IPMS activities and to identify opportunities for promoting gender equity in market-led agricultural development initiatives. Details may be found in a separate paper.

Possible activities for addressing gender issues within the scope of the IPMS project include: gender awareness training to change attitudes both of men and women towards the actual and potential contribution of women to agricultural development initiatives and increase their share of the benefits of production; training in strategic gender needs to improve women's leadership skills, confidence building, and negotiating skills; training in practical gender needs for women and men such as health, nutrition and reproductive health; developing skills in managing and saving money; functional adult literacy classes; skills development in the use of technologies and practices to increase productivity and marketing skills; group formation for income generating and marketing activities with particular emphasis on identifying opportunities for women.

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Part 2 GENDER STRATEGY FOR IPMS

1. Rationale for Strategy

Despite initiatives at the policy and institutional level, gender roles and relationships play determining roles in the workloads, the use of resources and sharing the benefits of production in the agricultural sector in Ethiopia. In particular, the introduction of new technologies and practices, underpinned by improved service provision, in pursuit of market-oriented growth often disregards the gendered-consequences and many benefits bypass women. Not only does this have implications for issues of equality but also may be detrimental to the long term sustainability of these initiatives. Hence, understanding the gender context of IPMS activities in the PLSs and identifying opportunities for supporting gender equality will be central to successful project implementation.

The gender strategy for IPMS has been developed in line with CIDA's Policy on Gender Equality (1999) which emphasizes the importance of achieving equality between women and men to ensure sustainable development.

2. Purpose and Objectives of Strategy

The overall purpose of the gender strategy in IPMS is to promote gender equity in market-led agricultural development opportunities as a step towards achieving gender equality. The specific objectives are fourfold:

- to understand the gender context of the priority commodities and services to be supported by IPMS;
- to develop the skills of IPMS research and development officers (RDOs), agriculture TVET staff, *woreda* staff and development agents (DAs) to identify and address gender issues in the agricultural sector;
- to identify opportunities to enable women and men to have equity of opportunity to participate in project activities; and
- to contribute to the knowledge base about gender in the agricultural sector.

3. Strategy Outputs and Activities

This section sets out the activities associated with four strategy outputs.

Output 1: Skills to integrate gender issues into activities by RDOs, *woreda* staff and Development Agents strengthened through training

Activities

- (i) Prepare TOR for service provider including outline of training objectives (by gender advisor) (Annex I).
- (ii) Select service provider to develop and delivery course on gender issues in agriculture (for example, MoARD Women's Affairs Bureau, regional bureau or women's offices, Pathfinder, other NGO and consultancy).
- (iii) Familiarize service provider with data collection methodology developed for collecting sex-disaggregated baseline data (output 2).
- (iv) Develop course content and materials (service provider).
- (v) Service provider to train RDOs, *woreda* staff and DAs at one FTC per PLS (three days per course).

Output 2: Sex-disaggregated baseline data established for priority commodities, technologies and services by PLS, and performance indicators identified through data collection

Activities

- (i) Develop methodology for collecting sex disaggregated data with regard to each priority crop and livestock, and access of technologies and services in each PLS (see Guide on Conducting Gender and Socio-economic Analysis at PLS presented in Annex II) (gender advisor).
- (ii) Collect and synthesise secondary data on gender aspects of priority commodities and technologies and practices (IPMS staff).
- (iii) Conduct gender analysis for each priority crop and livestock in two *kebeles* in each of the main farming systems found in each PLS (ideally the same PLS as the HIV/AIDS risk and vulnerability assessment) (RDOs with *woreda* staff and DAs) (using Guide in Annex II).
- (iv) Interpret the findings from primary and secondary data collection with respect to their implications for project design and delivery (IPMS team with RDOs, gender advisor, *woreda* staff and DAs).
- (v) Identify key indicators to monitor change with respect to gender equality during the life of the project (IPMS team with RDOs, gender advisor, *woreda* staff and DAs).

Output 3: Opportunities for empowering rural women and men to participate in market-led initiatives strengthened through adapting project activities

Activities

- (i) Organize stakeholder workshop in each PLS to discuss findings from gender analysis of priority commodities, technologies and services (see output 2) and their implications for project activities (IPMS team, RDOs, *woreda* staff, DAs and PLS stakeholders and gender advisor).
- (ii) Adjust existing project activities to ensure equity of opportunity for poorer women and men to participate (IPMS team, RDOs and gender advisor).
- (iii) Identify additional project activities, if necessary, to improve project reach to poorer women and men (IPMS team, RDOs and gender advisor).

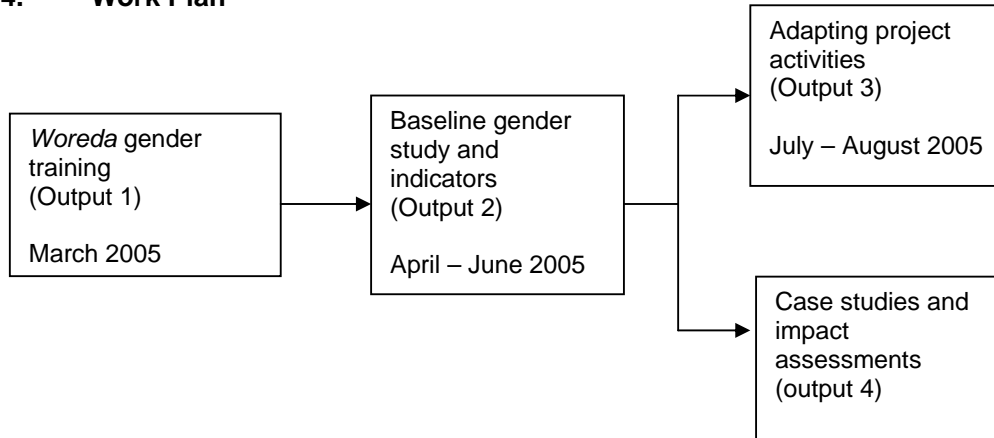
Output 4: Knowledge about gender and agriculture and innovative approaches increased through case studies and impact assessments

I. Activities

- (i) Submit results from secondary and primary data analysis (under output 2) into IPMS knowledge management system (IPMS team).
- (ii) Explore options for GIS applications (IPMS team) .
- (iii) Conduct in-depth case studies to capture changes in gender-based participation in aspects of market-led agricultural development following baseline study and stakeholder workshop (the case studies may be conducted in year 2 onwards) (IPMS team and results-based management advisor).

- (iv) Conduct studies on innovation approaches to addressing gender issues in the agricultural sector following strengthening of project activities (under output 3) (IPMS team and gender advisor).

4. Work Plan



Appendix I: TERMS OF REFERENCE FOR GENDER TRAINING SERVICE PROVIDER

The service provider will develop the course content and materials in order to deliver the training detailed below.

Training objectives

- To increase the understanding of the context of gender issues in agriculture and rural communities in Ethiopia;
- To familiarize participants with the data collection methodology developed for collecting sex-disaggregated baseline data (output 2);
- To identify opportunities for agricultural-based initiatives to contribute to the empowerment of rural women and men; and
- To develop the skills of *woreda* staff and DAs to integrate gender considerations in their work in the agricultural sector.

Participants per PLS

- *Woreda* administration including Administrator, Head of OoARD, Head of Agriculture, OoA Gender Focal Point, OoA Extension, Head of Women’s Affairs, Cooperative Officer (7 persons);
- Development agents and home agents working in *kebeles* participating in the project (16 persons);
- Staff from local Agriculture TVET (1 or 2 persons);
- Representatives from project *kebeles* such as women’s association, youth association, farmers’ association, AIDS committee (20 persons);
- Maximum 50 people.

Resource persons

In addition to the service provider, other resource persons may include:

- Regional administration including BoARD Gender Focal Point, Women’s Affairs Bureau Head; Cooperatives Gender Focal Point;
- IPMS RDO;
- IPMS gender advisor.

Venue

- FTC in one of the project *kebeles*.

Duration

- Three days.

Content

- Key gender concepts;
- Gender roles and relations in the agricultural sector, and their causes and consequences; strategic and practical gender needs;
- Methods for collecting sex-disaggregated data on crop and livestock enterprises, technologies, practices and services;
- Potential implications of gender roles and relations for IPMS project, and project for gender impacts; and
- Opportunities to empower rural women and men through market-led agricultural development, and implications for IPMS project design.

Appendix II GUIDE ON CONDUCTING GENDER AND SOCIO-ECONOMIC SURVEY IN THE PILOT LEARNING SITES

1. Purpose

There are five principal reasons for conducting a gender and socio-economic analysis of the priority commodities, technologies and services to be promoted at each PLS:

- To increase the understanding of the differing roles of women and men in agricultural activities, marketing, decision-making and their share in the benefits;
- To identify potential barriers to participation in market-led development initiatives and technology adoption;
- To identify what actions may be required by the project in order to overcome some of these barriers;
- To generate sex-disaggregated baseline data and performance indicators for monitoring purposes; and
- To identify gender aspects of market-led agricultural development which may be suitable for more in-depth case studies.

2. Survey Methodology

Six tools are described below which can be used to gather gender and socio-economic data at each PLS. The first and second tools are used with a small group of key informants who know the community well to gain an overview of the cropping and livestock system, and technology developments. The third, fourth and fifth tools are used with separate groups of women and men who are growing the crop or rearing the livestock under discussion. The sixth tool is used by the project staff to reflect on the findings and their implications for project activities.

Gender and socio-economic survey data collection methods

- Tool 1: Role of crops and livestock in household economy
- Tool 2: Review of technologies and practices in the community
- Tool 3: Gender analysis of individual arable crops
- Tool 4: Gender analysis of individual tree crops
- Tool 5: Gender analysis of individual livestock enterprises
- Tool 6: Project perspective

The fieldwork should be conducted in a participatory manner. Open-ended questions should be asked when appropriate and the answers recorded as fully as possible. The tools may be used suggested as checklists and they may be adapted as necessary. Meeting the women, men and youth separately enables a range of views and opinions to be heard. The Research and Development Officer should include one or two women in the study team, if possible (such as the Home Agents), in order to enable women farmers talk more easily.

When collecting the information with a wealth perspective, it may be easiest to ask the group to answer with respect to the middle wealth households first and then identify how the responses differ for richer households and poorer households.

3. Survey Sites

It is suggested that the survey is conducted in two *kebeles* in each of the main farming systems identified in the PLS. The HIV/AIDS analysis will be conducted in the same *kebeles*.

Tool 1: Role of crops and livestock in household economy

With **key informants** answer the following questions for each type of household:

1. Identify main types of household in community, for example, rich, middle wealth and poor households. Alternatively it may be more appropriate to consider the households in terms of their marital status: male headed household monogamous; male headed household polygamous; male headed household single; female headed household etc
2. Note the average area cultivated by each type of household.
3. What types of crops and livestock does each household type grow?
4. How are decisions made regarding the enterprise mix and adoption of technologies and practices (man, woman, other, joint decision)?
5. Which groups and organisations do women and men belong to?
6. What other livelihood activities do women and men undertake?
7. What barriers, if any, prevent certain household types from growing PLS priority crops or livestock?
8. What barriers, if any, may prevent certain types of household from responding to the project initiatives to promote the PLS priority crops or livestock? Are there barriers which may prevent households from responding to other project initiatives?
9. Note the approximate number of households in each wealth group in the *kebele*.
10. Note the approximate number of female-headed households in each wealth group.

KEBELE: _____ DATE: _____ KEY INFORMANTS: Women: _____ Men: _____

Tool 1: Role of crops and livestock in household economy

	Household type by wealth		
	Richer HHs	Middle wealth HHs	Poor HHs
Average area cultivated per HH (ha)			
Crops grown (average area per HH (ha) of different crops and variety)			
Livestock (average number per HH of different livestock and breed)			
Decision-making on overall enterprise mix in the HH (man, woman, other, joint decision)			
Decision-making on the adoption of new technologies and practices (man, woman, other, joint decision)			
Group and organisation membership by sex	Women: Men:	Women: Men:	Women: Men:
Other livelihood activities by sex	Women: Men:	Women: Men:	Women: Men:
Barriers to growing PLS priority crops or livestock			
Potential barriers to responding to other project initiatives			
Approximate number of HHs in each group			

Approximate number of FHHs in each group			
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Tool 2: Review of Technologies and Practices in the Community

With **key informants** answer the following questions:

1. What technologies or practices have been introduced or adapted for assisting with different farming or household activities?
2. If a technology or practice has been introduced or adapted: how did this take place? By whom and why? Who made the decision to adopt the technology?
3. Who benefits from the new technology or practice? Is anyone disadvantaged?
4. What has been the impact of these changes on agricultural production (for example, total area under cultivation (rainfed/irrigated), use of fallow periods, change in cropping patterns, change in use of farm inputs) and food security?
5. What has been the impact of these changes on livelihoods and well-being in the community?
6. Estimate the approximate percentage of the total number of households in the community using the technology or practice at present.
7. Discuss why other households in the community do not use the technology or practice.
8. Have any technologies or practices been introduced but have failed?

KEBELE: _____ DATE: _____

KEY INFORMANTS: Women: Men:

Tool 2: Review of Technologies and Practices in Community

	Technology or practice			
Description				
When introduced/ adapted?				
By whom?				
How introduced/ adapted?				
Who made decision to adopt it?				
Who uses it (women, men; rich, poor)?				
Who controls its use (women, men; rich, poor)?				
Who are the main beneficiaries (women, men; rich poor)?				
What impact has it had?				
Percentage of households using technology or practice				
Reasons for non-adoption				

Tool 3: Gender analysis of individual arable crops

With separate groups of women and men who are growing the crop in question, answer the following questions for each type of household³ (fill in a separate form for each crop):

Production analysis

1. For each individual activity associated with crop production, note the proportion of the activity performed by women, men and other (children, hired labour, reciprocal exchange labour or festive work group). Take 10 stones and ask for a volunteer to allocate the total of 10 stones between the different groups. Give other people a chance to adjust the distribution until all are happy. Ten stones for men and none for women means the task is entirely performed by men; five stones each means the task is shared equally; whereas eight stones for women means they do most of the task and men help occasionally.
2. Note other inputs used with each activity.
3. Note who has responsibility for day-to-day management of the enterprise.
4. Which activity has the peak labour requirement? How do households cope if there is a shortage of labour?

Input supply analysis

1. Which variety of seed do women and men prefer and why?
2. Note the source from which farmers acquire the following: seeds, fertiliser, other purchased inputs and credit. Note the percentage contribution of each source.
3. Note the sources of knowledge and skills by sex.
4. Note the source of training provision by sex of trainee.

Marketing analysis

1. What is the role of each enterprise in the household economy (estimate percentage consumed at home and sold)?
2. Note which type of market outlet women and men use to sell the crop.
3. How frequently do they visit different types of markets?
4. On average, how much do they take to sell per visit?
5. How do they transport the produce to market?
6. To whom do they sell to (private trader/buyer, cooperative, direct retail to consumers)?
7. What influences how much they sell and the frequency of their visits to the market?
8. Who controls the income from marketing?
9. How are the proceeds from marketing used?

HIV/AIDS vulnerability analysis

1. What happens to the production of this crop if the wife is ill for an extended period or dies? Which operations become more difficult? How does a household cope?
2. What happens to the production of this crop if the husband is ill for an extended period or dies? Which operations become more difficult? How does a household cope?

³ Household classification may be based on wealth: rich, middle wealth and poor households. Alternatively it may be more appropriate to consider the households in terms of their marital status: male headed household monogamous; male headed household polygamous; male headed household single; female headed household etc.

KEBELE: _____ DATE: _____ GROUP: Women: _____ Men: _____

Tool 3: Gender analysis of individual arable crops

ARABLE CROP: _____ (fill in a separate form for each crop)

3.1 Production analysis

Enterprise activities	Household type											
	Richer HHs				Middle wealth HHs				Poor HHs			
	W	M	Other	Inputs used	W	M	Other	Inputs used	W	M	Other	Inputs used
II. CROPS												
Land clearance												
Nursery												
Tillage – hand												
Tillage – oxen												
Seed selection												
Planting/sowing/transplanting												
Fertilising/manuring												
Spraying												
Weeding												
Hand dug well												
Water harvesting pond												
Water lifting												
Water distribution												
Harvesting												
Threshing												
Winnowing												
Processing/value added												
Storing												
Day to day management												
Main labour peak and coping mechanism												

Note other: children, hired labour, reciprocal exchange labour or festive work group

3.2 Input supply analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
Preference for seed variety and reason why	Women: Men:	Women: Men:	Women: Men:
Source of seeds (% from different sources)			
Source of fertiliser (% from different sources)			
Source of other inputs (% from different sources)			
Source of credit (% from different sources)			

Source of knowledge and skills	Women: Men:	Women: Men:	Women: Men:
Training by sex	Women: Men:	Women: Men:	Women: Men:

3.3 Marketing analysis

	Household type					
	Richer HHs		Middle wealth HHs		Poor HHs	
	Women	Men	Women	Men	Women	Men
Role of enterprise in HH economy	% consumed at home % sold		% consumed at home % sold		% consumed at home % sold	
Market outlets used and frequency of visits to each outlet						
Average volume sold on each visit						
Mode of transport						
Sale outlet (private trader/buyer, cooperative, direct to consumer)?						
Influences on volume sold and frequency of sales						
Control of income received from marketing						
Use of income received from marketing						

3.4 HIV/AIDS vulnerability analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
What happens if wife sick/dies			

What happens if husband sick/dies			
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Tool 4: Gender analysis of individual tree crops

With separate groups of women and men who are growing the crop in question, answer the following questions for each type of household⁴ (fill in a separate form for each crop):

Production analysis

1. For each individual activity associated with crop production, note the proportion of the activity performed by women, men and other (children, hired labour, reciprocal exchange labour or festive work group) (allocate a total of 10 points between the different groups).
2. Note other inputs used with each activity.
3. Note who has responsibility for day-to-day management of the enterprise.
4. Which activity has the peak labour requirement? How do households cope if there is a shortage of labour?

Input supply analysis

1. Which variety of tree do women and men prefer and why?
2. Note the source from which farmers acquire the following: seedlings, fertiliser, other purchased inputs and credit. Note the percentage contribution of each source.
3. Note the sources of knowledge and skills by sex.
4. Note the source of training provision by sex of trainee.

Marketing analysis

1. What is the role of each enterprise in the household economy (estimate percentage consumed at home and sold)?
2. Note which type of market outlet women and men use to sell the crop.
3. How frequently do they visit different types of markets?
4. On average, how much do they take to sell per visit?
5. How do they transport the produce to market?
6. To whom do they sell to (private trader/buyer, cooperative, direct retail to consumers)?
7. What influences how much they sell and the frequency of their visits to the market?
8. Who controls the income from marketing?
9. How are the proceeds from marketing used?

HIV/AIDS vulnerability analysis

1. What happens to the production of this crop if the wife is ill for an extended period or dies? Which operations become more difficult? How does a household cope?
2. What happens to the production of this crop if the husband is ill for an extended period or dies? Which operations become more difficult? How does a household cope?

⁴ Household classification may be based on wealth: rich, middle wealth and poor households. Alternatively it may be more appropriate to consider the households in terms of their marital status: male headed household monogamous; male headed household polygamous; male headed household single; female headed household etc.

KEBELE: _____ DATE: _____ GROUP: Women: _____ Men: _____

Tool 4: Gender analysis of individual tree crops

TREE CROP: _____ (fill in a separate form for each crop)

4.1 Production analysis

Enterprise activities	Household type											
	Richer HHs				Middle wealth HHs				Poor HHs			
	W	M	Other	Inputs used	W	M	Other	Inputs used	W	M	Other	Inputs used
III. CROPS												
Land clearance												
Nursery												
Grafting												
Nursery												
Planting												
Fertilising/manuring												
Weeding												
Pruning												
Spraying												
Soil conservation												
Water harvesting												
Water lifting												
Water distribution												
Harvesting												
Processing/value added												
Storage												
Day to day management												
Main labour peak and coping mechanism												

Note other: children, hired labour, reciprocal exchange labour or festive work group

4.2 Input supply analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
Preference for tree variety and reason why	Women: Men:	Women: Men:	Women: Men:
Source of seedlings (% from different sources)			
Source of fertiliser (% from different sources)			
Source of other inputs (% from different sources)			
Source of credit (% from different sources)			

Source of knowledge and skills	Women: Men:	Women: Men:	Women: Men:
Training by sex	Women: Men:	Women: Men:	Women: Men:

4.3 Marketing analysis

	Household type					
	Richer HHs		Middle wealth HHs		Poor HHs	
	Women	Men	Women	Men	Women	Men
Role of enterprise in HH economy	% consumed at home % sold		% consumed at home % sold		% consumed at home % sold	
Market outlets used and frequency of visits to each outlet						
Average volume sold on each visit						
Mode of transport						
Sale outlet (private trader/buyer, cooperative, direct to consumer)?						
Influences on volume sold and frequency of sales						
Control of income received from marketing						
Use of income received from marketing						

4.4 HIV/AIDS vulnerability analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
What happens if wife sick/dies			

What happens if husband sick/dies			
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Tool 5: Gender analysis of individual livestock enterprises

With separate groups of women and men who are rearing the livestock in question, answer the following questions for each type of household⁵ (fill in a separate form for each livestock):

Production analysis

1. For each individual activity associated with livestock production, note the proportion of the activity performed by women, men and other (children, hired labour, reciprocal exchange labour or festive work groups) (allocate a total of 10 points between the different groups).
2. Note other inputs used with each activity.
3. Note who has responsibility for day-to-day management of the enterprise.
4. Which activity has the peak labour requirement? How do households cope if there is a shortage of labour?

Input supply analysis

1. Which breed of livestock do women and men prefer and why?
2. Note the source from which farmers acquire the following: young stock, animal feed, drugs and credit. Note the percentage contribution of each source.
3. Note the sources of AI and veterinary services used by farmers.
4. Note source of knowledge and skills by sex.
5. Note the source of training provision by sex of trainee.

Marketing analysis

1. What is the role of each enterprise in the household economy (estimate percentage consumed at home and sold)?
2. Note which type of market outlet women and men use to sell the livestock.
3. How frequently do they visit different types of markets?
4. On average, how much do they take to sell per visit?
5. How do they transport the produce to market?
6. To whom do they sell to (private trader/buyer, cooperative, direct retail to consumers)?
7. What influences how much they sell and the frequency of their visits to the market?
8. Who controls the income from marketing?
9. How are the proceeds from marketing used?

HIV/AIDS vulnerability analysis

1. What happens to the production of this enterprise if the wife is ill for an extended period or dies? Which operations become more difficult? How does a household cope?
2. What happens to the production of this enterprise if the husband is ill for an extended period or dies? Which operations become more difficult? How does a household cope?

⁵ Household classification may be based on wealth: rich, middle wealth and poor households. Alternatively it may be more appropriate to consider the households in terms of their marital status: male headed household monogamous; male headed household polygamous; male headed household single; female headed household etc.

KEBELE: _____ DATE: _____ GROUP: Women: _____ Men: _____

Tool 5: Gender analysis of individual livestock enterprises

LIVESTOCK: _____ (fill in a separate form for each type of livestock)

5.1 Production analysis

Enterprise activities	Household type											
	Richer HHs				Middle wealth HHs				Poor HHs			
	W	M	Other	Inputs used	W	M	Other	Inputs used	W	M	Other	Inputs used
Breeding												
Rearing												
Housing												
Hygiene												
Grazing, tethering												
Fodder production												
Fodder collection												
Collecting dung												
Feeding												
Medication												
Milking												
Making butter												
Egg collecting												
Slaughtering												
Processing/ value added												
Storage												
Day to day management												
Main labour peak and coping mechanism												

Note other: children, hired labour, reciprocal exchange labour or festive work group

5.2 Input supply analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
Preference for breed and reason why	Women: Men:	Women: Men:	Women: Men:
Source of young stock (% from different sources)			
Source of animal feed (% from different sources)			
Source of drugs (% from different sources)			
Source of AI			
Sources of veterinary services			
Source of credit (% from different sources)			

Source of knowledge and skills	Women: Men:	Women: Men:	Women: Men:
Training by sex	Women: Men:	Women: Men:	Women: Men:

5.3 Marketing analysis

	Household type					
	Richer HHs		Middle wealth HHs		Poor HHs	
	Women	Men	Women	Men	Women	Men
Role of enterprise in HH economy	% consumed at home % sold		% consumed at home % sold		% consumed at home % sold	
Market outlets used and frequency of visits to each outlet						
Average volume sold on each visit						
Mode of transport						
Sale outlet (private trader/buyer, cooperative, direct to consumer)?						
Influences on volume sold and frequency of sales						
Control of income received from marketing						
Use of income received from marketing						

5.4 HIV/AIDS vulnerability analysis

	Household type		
	Richer HHs	Middle wealth HHs	Poor HHs
What happens if wife sick/dies			

What happens if husband sick/dies			
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Tool 6: Project perspective

Project staff to consider the following questions for each type of household (fill in a separate form for each household type):

KEBELE: _____ DATE: _____

Tool 6: Project perspective

(fill in a separate form for each household type)

HOUSEHOLD TYPE _____

What impact may project have on workloads of specific members of households?
What are the implications of gender roles and relations on accessing new technologies and practices, and sharing in the benefits of production?
What barriers may prevent specific target groups from participating?

What may the project do to overcome some of these barriers?

Annex II = separate file

**GUIDE ON CONDUCTING GENDER AND SOCIO-ECONOMIC SURVEY IN
THE PILOT LEARNING SITES**