

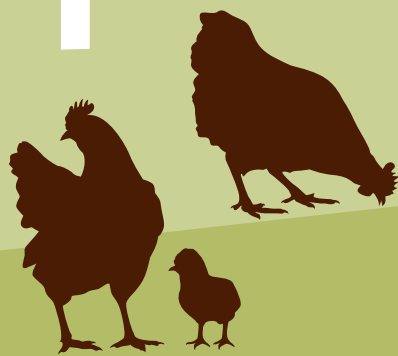


GENDER
Platform



Guidance note

Gender-responsive implementation of research in development projects





Implementation of gender-responsive research in development projects

Suggested Citation:

Paez Valencia, AM. 2020. Implementation of gender responsive research in development projects. World Agroforestry Guidance Note.

Cover photo: Annie Spratt - unsplash

Acknowledgements

We would like to acknowledge the contributions of the CGIAR Gender Platform in assisting with the work presented within the brief.

Produced by:

World Agroforestry (ICRAF)



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01.

Introduction

Gender responsiveness means going beyond the identification of gender-based differences and a 'do no harm' approach to making a conscious effort to address gender and social inequalities through project activities, seeking to advance gender equality. This involves understanding how anticipated outputs and outcomes affect women and men differently, and how the different roles and status of women and men affect the project activities and objectives. It also requires tailoring approaches and methods to the needs, priorities, and interests of women and men of different ages and socio economic and cultural backgrounds.

Gender responsiveness should, at its core, facilitate the equitable achievement of project benefits for both men and women.

Adopting a gender responsive approach to project implementation requires thoughtful planning, staffing and resourcing and can be challenging for project teams that lack gender and social inclusion expertise.

This guidance note is designed to assist teams working in the design

and implementation of development projects in the areas of agroforestry, land restoration, resilience and natural resource management, in identifying the most relevant gender dimensions according to the theme and scope of their projects. It also suggests practical activities, methods and approaches to address those gender dimensions ensuring that both men and women have equal opportunities to participate in, contribute to, and benefit from development projects.

We begin with an overview of the gender dimensions addressed in the guide and how they relate to key themes often targeted in agroforestry, land restoration, resilience and natural resource management projects. We then explore each of these gender dimensions and provide concrete recommendations for programming and implementation, as well as the types of outcomes that can be achieved when a gender dimension is recognized and addressed. The last section offers a selection of tools, methodologies and resources to support gender-responsive project implementation.



02.

Framework of gender dimensions

Gender equitable participation in decision-making



Access to financial services and markets, and control over income and benefits



Access to and control over resources

Equitable workload



Gender equitable participation in decision-making

Addresses gender gaps related to participation and leadership in decision-making processes at various levels. At the community level, these gaps are mostly referred to as unequal voice and influence in local governance processes. At the household level, the gender gap is linked to limited participation in decisions on farming, the use of resources, and household members' wellbeing.



Access to and control over resources

Explores women's differential access to and control over land and other productive resources that constrain productive capacity, income opportunities, and the effective management of natural resources.



Access to financial services and markets, and control over income and benefits

Explores gender gaps related to participation in markets and value chains, as well as control over the income generated through these activities. It also addresses women's limited access to credit and financial services, and its implications on women's access to other productive resources.



Equitable workload

Acknowledges women's triple role (productive, reproductive and community work) and the limitations it imposes on their time and energy. It requires assessing the effect of promoted practices or technologies and participation in project activities on workloads and time dedication, to ensure the project benefits outweigh any associated increases in workloads or actually reduce workloads.

These dimensions tend to be the most relevant for research in development projects focused on the following themes:

Agroforestry and reforestation



Sustainable land and water management



Rural extension and capacity development



Value chains and market access



Local governance and institutions



Depending on the project scope, context and objectives some dimensions will be more relevant than others, and additional dimensions not included in this guide might also need to

be considered (e.g. gender based violence). To ensure you are not leaving important gender issues out of your analysis consult a gender and inclusion specialist





Gender equitable participation in decision-making

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At a community level

Traditional gender norms and roles, time restrictions and domestic responsibilities may limit women's participation in community decision-making and collective action. The number of women participating in farmer organizations (FOs) is not an indicator for meaningful participation or fair share in benefits, as structural unequal provisions in FOs might exacerbate gender imbalances. Also, in contexts where women and/or other marginalized groups are not traditionally involved in community processes, local governance bodies and institutions might be reproducing discriminatory attitudes and beliefs regarding women's participation.

The composition of natural resource management (NRM) bodies (e.g. water

management committees, forest users groups), as well as the way in which discussions are carried out and decisions made within these bodies, can lead to gender bias and exclusion. Active local participation and voice in these venues tend to be dominated by better resourced, land-owning men from privileged groups. Women's involvement in reforestation and rehabilitation of degraded lands is likely to have an impact on their overall workload, particularly in contexts where land management and agriculture are increasingly feminized. If women are not meaningfully engaged in this processes, those impacts on their time and labour risk going uncompensated (Sijapati Basnett et al. 2017).



HOW IS THIS RELEVANT TO MY PROJECT?

Consider the following questions

Regarding farmer organizations (community-based organizations - CBOs, cooperatives, loans and savings groups, etc.):

- ❓ Is there a gender balance in membership? If not, why are women or men less likely to be members?
- ❓ Is membership open for individuals only or for the entire household? Can husbands and wives have separate membership?
- ❓ Is there a gender balance in leadership positions? What leadership positions do women commonly hold?

❓ What are common attitudes about women and men in leadership positions?

❓ Are women's voices being heard at the time of decision-making?

Regarding NRM bodies (water management committees, forest users' groups, etc.):

❓ How was the committee formed? Are women and marginalized groups participating? Which type of farmers are represented in the committees?

❓ How are decisions made about the type of management activities that will be undertaken?



Photo: Patrick Shepherd (CIFOR-ICRAF)



SUGGESTIONS FOR GENDER-RESPONSIVE IMPLEMENTATION

Put in place gender-inclusive participatory processes that engage women and men, especially younger farmers and those from disempowered groups, when decisions are made about: the type and location of the intervention (e.g. enclosure areas, dam or pond construction); species used for reforestation and land rehabilitation; practices and technologies for sustainable soil and water management promoted (e.g. agroforestry, irrigation and water conservation techniques).

When working with farmer organizations (CBOs, cooperatives, loans and savings groups, etc.), ensure that rules of entry or membership criteria are not discriminatory (e.g. by allowing non-heads of households and non-landowners) and that efforts are made to ensure leadership is inclusive (e.g.

by setting targets for women's leadership), as well as monitor if decision-making within FOs is respecting diverse priorities and needs.

Raise awareness at community level on existing laws and policies on women's rights, including tree and land ownership, as well as the contributions of female farmers and the benefits of gender equality in sustainable development, using avenues like NRM committees, traditional council or public meetings, churches and schools.

Consider whether the venue and timing of the management committee's meetings are being agreed among members and are suitable to women's schedules.



EXPECTED OUTCOMES

- Women and men, older and younger, participate meaningfully in decision-making about the management of natural resources that are key in achieving food and nutrition security.
- A higher proportion of women and youth are members and leaders in farmer groups and NRM committees.
- More collaborative intra-household decision-making processes.

Despite being heavily involved in agriculture, women in many countries have limited control over resources and over agricultural decisions at the farm level. This is due in part to long-existing patriarchal norms that allocate most decision-making power to men as the household head, and to men's and women's bargaining power within the household, which depend among others on their assets, livelihood strategies and income.

Targeting individual farmers through trainings, farmer meetings and field visits is common practice in agricultural development programming. Yet, decisions around the adoption of a new

farming practice are likely to be negotiated with other household members, each with differing preferences and bargaining power. Uptake decisions first have to pass through the filter of the household and are influenced by gender-related norms and relations, which, ultimately, may act as a barrier to uptake and wider adoption. Gender dynamics within the household also shape men's and women's potential to contribute to and benefit from new practices. Conversely, new practices, through their design, performance and how they are disseminated, can change gender roles and relations within the household (Doss and Meinzen-Dick 2015, Doss and Quisumbing 2020).



HOW IS THIS RELEVANT TO MY PROJECT?

Consider the following questions

- Who makes decisions about agricultural production, such as what to plant, what inputs to use, and how much land and inputs to allocate to each crop?
- Who makes the decision about adopting a new farming practice or technology?
- Women's participation in technology trainings does not mean they have enough autonomy in decisions about the implementation of the technology, to automatic access or control of the benefits of using it. Do women participating in project activities decide on whether or not they implement practices or technologies they learned about through the project? Do they decide on the location and intensity of implementation? Do they have access to the benefits of implementing the practice/technology?
- What type of farming and NRM decisions can women make on their own? Where women make decisions, do they have control of the outputs?
- Would women make different decisions on the practice or technology if men were not involved in the decision-making process?



Photo: ©Yusuf Ahmad (ICRAF)



SUGGESTIONS FOR GENDER-RESPONSIVE IMPLEMENTATION

Identify and understand the gender norms surrounding farm activities that can constrain the uptake of promoted practices or technologies.

Take advantage of trainings and other capacity development activities (field visits, workshops, monitoring visits) to facilitate critical awareness and discussion of traditional gender roles and norms that generate inequalities, including inequitable participation in decision-making, unequal workloads and access to resources that hinder intra-household collaboration and the efficient use of household resources.

Encourage the attendance of spouses. In situations where women attend trainings and the husband does not, the husband may be reluctant to let the wife test the new practice/technology as they have not seen it working or are not aware of the potential benefits. Encouraging couples to attend trainings could help overcome this barrier.

Moreover, training couples can become a mechanism to enhance collaborative

decision-making and more equitable division of work by encouraging household members to learn from one another in the implementation of technical activities.

Provide information materials for farmers to take home. This would need to be in a well-designed, thoughtful format so that even farmers with low literacy can understand the information. The material should also provide guidance on how to address potential scepticism from other household members.

Encourage on-farm experimentation. Using an approach of testing and comparing different practices might help persuade sceptical household members to try out a new technology, especially because farmers are given control over what they test and compare. A woman, for example, could reason with her husband that they can test a new practice or technology on a small area and drop the option that does not do well before scaling - emphasising the learning aspect of the approach.



Access to and control over resources

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Whilst women represent 43% of the agricultural workforce across all developing countries, and have highly specialized knowledge on trees, forests, species diversity, management, and conservation practices, their access to resources such as land, water, quality planting material and knowledge is more restricted than men's in many countries. This gap constrains women's productive capacity and incomes, and hinders their effective management of natural resources (FAO, 2012).

Significant gender disparities in access to resources (including labour, fertilizer and improved seed planting material) explain to a large extent the consistent yield gaps between men and women farmers that, average around 20%-30% (FAO, 2012). Reducing the gender gap can thus play a significant role in poverty reduction and improved nutritional outcomes.


Moreover, women, youth, migrants and other marginalized groups face legal and cultural barriers to land (Meinzen-Dick et al. 2010), that limit their ability and motivation to plant or manage trees over which they may not have decision-making authority or long-term access, with important implication for reforestation and land restoration efforts. Access to land and resources is also a critical entry point for women's empowerment. It defines social status and political power, and structures relationships both within and outside the household (Agarwal 1994; Kabeer, 2005).

The gender gap in access to immaterial resources like knowledge and extension services has also been documented. Rural extension services have fallen far short of adequately serving women's needs due to, among others: women's limited mobility; low visibility of their productive work, which leaves it out of target for extension support; and low literacy and education levels, reflected in their low levels of technology adoption.



HOW IS THIS RELEVANT TO MY PROJECT?

Consider the following questions

-  What are the prevalent land tenure regimes (including legal frameworks and customary laws and norms) in the project context? How can women and young (unmarried) people access land within this regime? Are men and women aware of their legal rights to land?
-  What forms of access to resources other than ownership, such as access rights to tree products, are available for women or youth?
-  Are project activities having an impact on communal or uncultivated land? Are these more likely to affect women or certain groups of farmers? Women tend to collect products that are crucial for their livelihoods such as non-timber forest products (NTFPs) and firewood from communal or uncultivated land.
-  Consider the difference between access to and control over a resource. Women may have access to certain resources or assets but might have no voice on how these resources are used or sold. Is it common for men to control assets that are more valuable, such as land and large livestock, and women to control assets that are less valuable, such as small livestock? Who makes decisions about when assets can be sold or rented?
-  How does women's access to extension services compare to men's? If there is a gap, what is it due to?
-  How does women's access to agricultural inputs (e.g. fertilizer, seeds or seedlings, plough) compare to men's? If there is a gap, what is it due to?



SUGGESTIONS FOR GENDER-RESPONSIVE IMPLEMENTATION

Raise awareness and provide information about land rights among men and women farmers, leaders and local officials in the communities targeted by the project. Although many countries have made changes in their laws and policies toward more equitable land rights, people and local officials in rural communities are often unaware of or do not know how to implement them.

If the project is providing seeds or planting material, involve women and young farmers in determining priority species and traits.

Identify bottlenecks in delivery channels that might be limiting women's access to quality planting material and put in place strategies to address them:

- Encourage the use of smaller/cheaper seed packets that use local languages and/or pictures for illiterate farmers.
- Include women and youth in business opportunities related to the establishment of seed banks and nurseries.

Identify the context specific constraints women and young farmers face to access extension services and put in place appropriate actions to address them:

- Engage women farmer trainers.
- Adapt training timings and venues.
- Train extension staff on gender issues.

Encourage the attendance of spouses. Training couples together can help them learn from one another as well as build a more collaborative approach to technical activities.

Adjust the extension curricula and contents to be more gender-responsive, promoting positive gender roles, acknowledging women's multiple activities including their participation in agriculture, animal rearing, food processing and marketing, as well as all the activities required to maintain the household, such as cooking, cleaning and taking care of children.

Take advantage of trainings and other capacity development activities (field visits, workshops, monitoring visits) to facilitate critical awareness and discussion of traditional gender roles and norms that generate inequalities, including inequitable participation in decision-making, unequal workloads and access to resources that hinder intra-household collaboration and the efficient use of household resources.



EXPECTED OUTCOMES

- Access to and control over key resources such as land, water and forests is enhanced for women and younger farmers.
- Women and younger farmers have increased and better access to extension services.



Access to financial services and markets, and control over income and benefits



HOW IS THIS RELEVANT TO MY PROJECT?

Consider the following questions

-  How are women and youth involved in the value chains targeted by the project? Is their work visibly remunerated? Do women make less money than men for the same work?
-  If the project is working with producer organizations or marketing groups to enhance market access, what is the proportion of women and men who are members of those organizations? What are the requirements for membership?
-  If the project is targeting value chains of products traditionally managed by women, are there any safeguards in place to mitigate the risk of men taking control away from women, or elite appropriation of these products as their profitability increases?
-  How does women's access to financing differ from men's? Where do they usually access credit? What activities do they need to finance, either at individual, family or business levels? What types of financial products would best suit them?
-  Do women in the project's target communities usually own land or other assets that financial institutions would consider as acceptable collateral?

Gender norms and power relations, time restrictions and domestic responsibilities may limit women's participation in markets and value chains, as well as their share in the income generated through these activities. Gender norms determine what is socially acceptable 'male' and 'female' work, and power relations mediate access to and control over productive assets, as well as participation in decision-making. Gender differences are influenced by intersecting social factors such as ethnicity, marital status and age, but as a general trend, women – relative to men – tend to be confined in less profitable value chains, occupy less remunerative nodes in a given value chain (such as harvesting and retailing), and run smaller businesses (Ingram et al. 2016). Women also tend to be underrepresented in producer associations (FTA 2020).

The same barriers and constraints that determine women's limited participation in markets and value chains also result in women's limited access to credit, financial information and services. Women are less likely than men to have the collateral needed to access loans and credits in the formal sector. Village Savings and Loan Associations (VSLAs), which are often promoted as the main channel to link women to financial services, usually have limited capital. The low access to financial services has broader implications as it limits women's access to other productive resources, such as seeds, fertilizers and equipment, as well as agricultural assets, such as livestock.



SUGGESTIONS FOR GENDER-RESPONSIVE IMPLEMENTATION

Complement trainings and other capacity development activities on marketing or processing with critical discussions about the value of women's contributions, their rights and the opportunities brought about by their fair participation in markets.

Encourage women's participation in marketing groups or CBOs linked to markets. Foster the creation of women farmer marketing groups. Women's participation in these groups provides an entry point to build their leadership capacity and business skills.

Target value chains of products traditionally managed by women for value-chain development and take measures to avoid co-optation from men or elites. Some options include:

- Supporting and strengthening collective action (e.g. encouraging participation of women farmers groups into collective marketing enterprises).
- Involving men as key partners and as agents of change in their position as relatives and peers.
- Putting in place policies and processes to ensure women are more likely to receive and control payment for their work (e.g. make contracts and

payments in the name of the female supplier instead of her partner, or where they are made jointly).

If the project is working on value-chain development, consider if and how interventions, regulations and policies to foster upgrading and other transformations (geographic distribution, pricing, product type, etc.) can make women's work more visible and better remunerated.

Identify and address differences in market information needs and market information sources for men, women and youth.

Dedicate efforts to analyse financial service's needs, sources and uses associated with gender roles and division of labour.

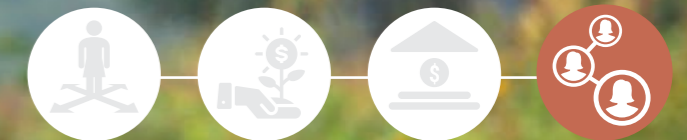
Strengthen the viability of community-managed financial groups and use them as entry points to connect women to formal financial institutions and market opportunities. One way of doing this is by formalizing these groups through a bank account.

Provide financial literacy trainings to both men and women farmers including issues around investment, table banking, loaning and savings.



EXPECTED OUTCOMES

- Increased women's economic empowerment.
- Improved attitudes towards women's participation in markets and economic activities.
- Enhanced access to markets and financial services and increased financial literacy.
- Women and disadvantaged groups have greater control over income and benefits.



Achieve an equitable workload

Rural women and girls throughout Sub-Saharan Africa, and in many other regions in the world, not only actively participate in agricultural production and trade, but also carry the brunt of the domestic and household work, which is usually less visible and less valued. These activities include not only the care and maintenance of the household and its members (bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, family health care etc.) but also the collective organisation of social events and services (ceremonies, celebrations, community improvement activities, participation in groups and organisations, local political activities etc.). Men also undertake community work but it is more often associated with political participation or leadership positions that offer them recognition and status within their communities.

Women's triple role (productive, reproductive and community work) significantly limits the time they have available for any economic or personal pursuits. A clear example of the burden is reflected in the time spent collecting and transporting water and firewood: in rural Sub-Saharan Africa women travel, on average, between 1 and 5 km per day on foot for 2.5 hours, while carrying a load of about 20 kg (Blackden and Wodon 2006).

Initiatives involving rural women should assess the impact of any proposed interventions on women's constrained time and heavy workloads and devise actions to either blunt the negative impacts or to ensure that the benefits associated with the intervention outweigh any associated increases in workload.



HOW IS THIS RELEVANT TO MY PROJECT?

Consider the following questions





-  How are project activities or promoted technologies/practices affecting women's workload? Is there a labour shift between men and women? What are the implications of these changes on other activities (e.g. childcare)? Are women willing to make these trade-offs?
-  Do men and women in targeted communities value and experience time differently? What would they do if they had more of it?
-  Do project activities or promoted technologies/practices reinforce traditional gender roles and norms? Are there opportunities to challenge men and women to take on different roles in developing these activities?
-  Are there technologies the project can promote to save women's time and effort?



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SUGGESTIONS FOR GENDER-RESPONSIVE IMPLEMENTATION

Enhance collaborative decision-making and more equitable division of work by encouraging household members to learn from one another in the implementation of technical activities.

Explore possibilities to complement technical interventions with the use of household methodologies or other transformative approaches that foster intra-household collaboration and a more balanced division of labour.

Promote technologies that aim at: reducing the time it takes to complete tasks (e.g. fuel-efficient stoves reduce time spent transporting wood and decrease damage to lungs through smoke inhalation); easing the difficulty of tasks or increasing the productivity of existing labour (e.g. modern storage technologies that decrease time and work spent in post-harvest management).



EXPECTED OUTCOMES

-  Women benefit from reduced time spent sourcing resources like firewood or water.
-  Technologies that reduce women's labour and energy expenditure are prioritized.

03.

Gender responsive design, monitoring and communication

The previous sections have focused on suggestions for gender-responsive implementation, but this can only be fully achieved if attention to gender issues starts from the project design stage and when monitoring and evaluation arrangements include indicators to measure how men and women not only participate in but, most importantly, benefit

from the project. Gender responsiveness should also be reflected in the way project results and knowledge are brought into policy discussions and disseminated among project partners, local and national governments, as well as men and women in the communities targeted by the project.



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SUGGESTIONS FOR GENDER-RESPONSIVE DESIGN

Carry out a gender analysis that identifies gender differences in practices, knowledge, priorities and needs in each particular context, with the purpose of identifying gender-based constraints and opportunities that could limit or facilitate the project's desired changes.

- How will anticipated results of the work affect women and men differently?
- How will the different roles and status of women and men affect the work to be undertaken?

Ensure women and men, especially young people and core stakeholders are present when key project decisions are made.

Determine what the project wants to achieve in terms of gender equality or women's empowerment and define related impact, outcomes and outputs.

- Keep in mind that simply reaching women, or including them as project beneficiaries does not necessarily translate into women's empowerment. Empowerment goes beyond improving women's wellbeing or participation: it is about enhancing women's ability to make strategic life choices and to act upon them.

Define inputs or resources (human and financial) needed to achieve these.



SUGGESTIONS FOR GENDER-RESPONSIVE MONITORING AND EVALUATION

Ensure the collection of project data (quantitative and qualitative), particularly in relation to individual knowledge, preferences, priorities and needs, is disaggregated by sex and other social factors of differentiation relevant to the context. And analyse this data to identify potential inequalities and conflict (CGIAR 2013).

Formulate indicators to measure how men and women benefit from the project activities. These kind of indicators go beyond the number of men and women (e.g. participating in trainings or receiving inputs) and could consider both economic and non-economic benefits such as increased participation and voice, savings in labour and time or changes in attitudes (Oxfam 2017).



SUGGESTIONS FOR GENDER-RESPONSIVE COMMUNICATION AND KNOWLEDGE MANAGEMENT

Ensure that gender-relevant results are included in relevant project outputs and communication products.

Present project information and results according to gender of the participants and other relevant variables of social differentiation like age or ethnicity. For instance, in tables and graphics, depict trends for women and men separately within or in addition to overall trends.

Ensure that photographs, drawings, animations or videos in communication products and project materials include diverse women and men.

Share project results with policy makers, men and women project participants and other relevant stakeholders with an interest in and responsibility for supporting gender-equitable policies and programming.



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Useful gender resources and tools

<p>Participatory Gender Training for Community Groups https://wle.cgiar.org/solutions/participatory-gender-training-community-groups</p>	
<p>Household Methodologies (including information on the Gender Action Learning System) https://www.ifad.org/en/web/knowledge/publication/asset/39409831</p>	
<p>Field guide to Adaptive Collaborative Management and improving women's participation http://www.cifor.org/knowledge/publication/5085/</p>	
<p>Women's Empowerment in Agriculture Index – Resource Centre https://www.ifpri.org/project/weai</p>	
<p>Assessing How Agricultural Technologies can Change Gender Dynamics and Food Security Outcomes (Toolkit) https://www.agrilinks.org/post/ingenaes-technology-assessment-toolkit</p>	
<p>The Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture https://ccafs.cgiar.org/gender-and-inclusion-toolbox#.Xsf-tWgzaXI</p>	
<p>FAO Socio-Economic and Gender Analysis (SEAGA) http://www.fao.org/3/ak214e/ak214e00.pdf</p>	
<p>Care Rapid Gender Analysis https://insights.careinternational.org.uk/in-practice/rapid-gender-analysis</p>	
<p>Promoting gender equitable opportunities in agricultural value chains: a handbook (USAID) https://pdf.usaid.gov/pdf_docs/pnaeb644.pdf</p>	
<p>Gender mainstreaming in value chain development: practical guidelines and tools - Netherlands Development Organisation (SNV) http://www.fao.org/3/a-at227e.pdf</p>	

Gender dimensions

Gender equitable participation in decision-making



Access to financial services and markets, and control over income and benefits



Access to and control over resources



Equitable workload



04.

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