**Gender Analysis & Gender-Responsive Action for Crops & Agriculture Activities**

*This gender analysis and guidance to gender-responsive programming is based on the feedback from a gender analysis workshop with FS&L partners in Juba in November 2011. It addresses the gender dimensions of a variety of activities carried out within the agricultural sector.*

Summary of comments related to agricultural support from participants of the gender analysis workshop (Nov. 2011):
- Women as mains custodians/providers of food security in the household.
- Women are engaged in tilling, planting, weeding, harvesting, grain grinding and cleaning activities.
- Men engage in the crop marketing activities and have control over the income raised.
- Responses suggest that men are targeted for training on farming techniques; women are targeted for training on vegetable growing; and men and women benefit from training on marketing, savings and forming farm co-ops.

**Gender Analysis in the Needs Section**

The needs section should include an analysis of who in the household – women, girls, boys and men - does what agricultural activities. This requires a description of each of their different roles in crops and agriculture and the different productive resources, technical support and training that reflects their agricultural roles and responsibilities they require.

The gender analysis in the needs section should answer the question; In the target area, what are the daily and seasonal activities of women, girls, boys and men in the pre-production, production and post-production cycle of each of the major crops? If the information is not available, than its absence should be acknowledged and an assessment to gather the information is included as a priority activity. *Identifying women and men’s different roles and targeting appropriate support to each improves the effectiveness and efficiency of the response.*

**Crops & Agriculture and their Gender Dimensions**

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<th>Crops/Agriculture Activity</th>
<th>Gender Dimension and Issues to Consider</th>
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| **Assessing Needs**                             | - Where the information is not already available (and articulated in the needs section), a gender analysis in the needs assessment must be a priority activity to determine the daily and seasonal activities of women, girls, boys and men in the pre-production, production and post-production cycle of each of the main crops in the target area.  
- Where the assessment is at the household level, male heads of household may describe their needs in terms of the activities in which they participate and women may not have the opportunity to describe their needs and priorities. Separate consultations with women within households must be conducted.  
- The sub-cluster puts a focus on female-headed households as especially vulnerable. This is important but it is also important to consider the particular roles in, contributions of, and needs of women within households including polygamous households.                                                                 |
| **Monitoring & Evaluation (M&E) – including establishing the baseline** | - In order to assess the outcomes and impacts of the project, it is necessary to carry out M&E activities. This will require the establishment of a baseline. The baseline must include vulnerability and gender analyses. When measured at the household level, consider the composition of the household, including polygamous households, as well as intra-household gender and age dynamics and resource redistribution.                                                                                         |
| **Trainings** on field crop production, agro-forestry, establishing and running a cooperative, ox-ploughing, conservation agriculture, water management, post-harvest handling, storage and preparation, vegetable and fruit production, tree nursery management, soil management, etc. | - Crops & Agriculture sector partners conduct a broad range of training activities. To optimise effectiveness and efficiency, trainings should target women and/or men as relevant to their gender roles. An analysis of the different roles and responsibilities that women and men play in crops and agriculture will determine who needs to receive what training. Special measures (e.g. time, venue, duration of the training, same-sex trainers, child-care arrangements at the venue) may be required to facilitate women and men’s appropriate and equitable participation.  
- In designing a project, justify the percentage of women and men to be included in the trainings with reference to their gender role and responsibility.  
- Ensure that participation records, disaggregated by sex and age, are kept in order to ensure the appropriate targeting of the training.                                                                 |
| **Distribution** of seeds and cuttings, fruit trees, etc. | - In consultation with women and men farmers, agree beneficiary selection criteria  
- Communicate the rationale for the selection criteria as well as entitlements with the entire community ahead of distribution in order to mitigate misunderstandings, corruption and abuse.  
- The selection of crop varieties will depend on farmer preferences (as well on
| DISTRIBUTION of hand tools, micro-irrigation (hand-pump) equipment, engine-operated and manual grain grinding mills, fuel efficient stoves, ox-ploughs, donkeys, | ▪ In consultation with women and men farmers, agree beneficiary selection criteria
  ▪ Communicate the rationale for the selection criteria as well as entitlements with the entire community ahead of distribution in order to mitigate misunderstandings, corruption and abuse.
  ▪ In consultation with women, consider the appropriateness of tools in terms of size, weight, cultural preferences, etc.
  ▪ Consult with female and male farmers involved in the management of each particular crop to determine their tool needs and preferences.
  ▪ Consider who – women and/or men - will carry out operations and maintenance (if relevant) and who will require training in this regard. |
| FARMING GROUPS – farmers’ groups, women farmers’ groups, | ▪ Ensure that women and men have equal access to participate in farmers’ groups.
  ▪ If culturally and socially appropriate, establish separate groups for both women and men, as this will give them more time to discuss issues that are relevant to their gendered roles in agriculture. If women and men are together in one farmers’ group, some facilitation mechanism may be required to ensure that men do not dominate the discussion and the decision-making. |
| COMMUNITY PROJECTS – tree nurseries, planting schemes, ox-ploughing for land preparation, community and school gardens, irrigation systems, boreholes and water storage | ▪ Consult with both women and men and, in the case of school gardens with girls and boys, to understand their needs and their priorities, as well as their time- and workload-related constraints to participation. Ensure that everyone has equitable access to participate but that participation does not put an unreasonable burden on any one group in terms of their existing workload.
  ▪ Liaise with community leaders to ensure that non-participation in the project does not preclude people from the benefits of the project. Even where certain groups – e.g. women - cannot or do not participate in the development/construction of the project, they should be represented on the decision-making forum that decides on the equitable use of the project’s outputs. |
| MARKETS – trainings on business skills, group savings and loans schemes, enterprise management, creating links with vocational training institutes, construction of market stalls with shades | ▪ Market trainings, savings and loan schemes, access to vocational training must be accessible to women and men, girls and boys equitably and as relevant to their roles in crops and agriculture activities. |
| PARTICIPATORY EXTENSION APPROACHES – farmer field schools, farmer field days, demonstrations, farmer-to-farmer visits, seed fairs, ToTs | ▪ The approaches listed must be accessible to women and men equitably. Consider what issues are to be addressed at the particular schools, days, demonstrations, etc. and how these relate to women and men’s roles in the household and the community.
  ▪ Maintain a record, disaggregated by sex and age, of participants to ensure that the most relevant people have access to the opportunities. Targeting approaches and audiences optimises their effectiveness and efficiency. |
| POST-HARVEST HANDLING – storage, preparation at the community, household level | ▪ Consider who in the household and who in the wider community has responsibility for post-harvest handling and ensure that trainings and distributions are targeted appropriately. |
| CASH-AND FOOD-FOR-WORK | See “Gender Analysis & Gender-Responsive Action for Urban Livelihoods Activities”.
| CASH TRANSFERS | See “Gender Analysis and Gender-Responsive Action for Food Assistance Activities”, as well as UNICEF-drafted Gender Tip Sheet |
| INFORMATION CAMPAIGNS - dietary diversification, health, nutrition and hygiene, gender, environmental protection, appropriate and sustainable farming practices. | ▪ Consider the venue and medium, as well as the gender-balance of community health/hygiene promotion staff, to optimise the campaign’s potential reach.
  ▪ Consider those in the community who may miss out on the information and skills transfer that take place with families (e.g. unaccompanied children and older people). Consider ways to make sure they receive the relevant information. |

FAO and government authority’s seed quality standards). Consult with female and male farmers involved in the management of each particular crop to determine their needs and preferences.