



# Promoting Equal Engagement of Women, Men and Youth in Building Resilient Livelihoods in Arid and Semi-Arid Zones

## FIELD PRACTITIONERS GUIDE NO. 5



**WFP Rural Resilience Programme**

August 2018



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#### *Cover Page Photos*

- (i) Youth digging an irrigation canal (courtesy of Martin Karimi/WFP)
- (ii) Women and men collecting grass seeds (courtesy of Samburu FFA project)

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## About this Guide

This Field Guide has been compiled and developed for use by staff involved in designing, implementing, monitoring and evaluating projects including extension staff. It aims to facilitate staff in mainstreaming gender and youth issues in interventions aimed at building resilient livelihoods in arid and semi-arid zones. It provides a summary of key concepts and tools for gender analysis and key considerations for youth interventions that are necessary to increase youth participation in economic activities. The guide can be used by diverse organizations and governments at national and county levels, operating in arid and semi-arid zones in Kenya and surrounding regions.

## Foreword

Kenya's agricultural sector is evolving each day, driven by among others; the gathering momentum of the devolved system of Government, the need to transform agriculture from subsistence to agri-business, a growing population with increasingly complex consumer demands, as well as innovations emerging from farmer trials, the information superhighway, innovations, research and technology.

At the same time, Kenya's agriculture responds to and is affected by international protocols, among these, the Sustainable Development Goals (SDG) whose clarion call is "*Leaving no-one behind*". This motto, when applied in the Kenyan context literally calls for special attention to be accorded to the arid and semi-arid lands (ASALs), which constitute 83 percent of Kenya's land area. It is in the ASALs where agriculture faces special challenges associated with aridity, erratic weather, lack of water, and rudimentary technologies in how water is managed. In essence, the *ASALs should not be left behind!*

The Government of Kenya (GoK) is committed to implementing development initiatives that lead to food and nutrition security, national wealth creation and wellbeing, while also contributing to the achievement of the SDGs. In particular, the Ministry of Agriculture, Livestock, Fisheries and Irrigation (MoALF&I) is implementing programmes, projects and activities at national and county levels, which ultimately contribute to achieving the SDG-2: End Hunger, achieve food security and improved nutrition, and promote sustainable agriculture, whilst simultaneously contributing to a number of other SDGs (especially SDGs 1, 5, 6, 12, 13 and 15). This will be achieved by infusing science, innovation and technology in smallholder agriculture, especially in the ASALs, where the knowledge gaps are greatest.

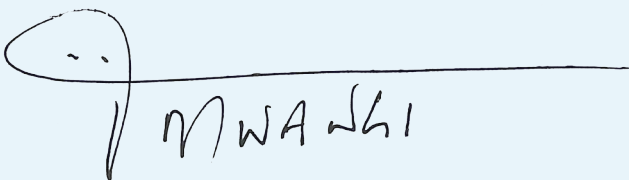
Aware of the complex nature and challenges that face agricultural development in the ASALs, the Ministry has been working with various development partners, among them the World Food Programme (WFP) towards supporting livelihoods in the ASALs. In particular, the WFP has in the past contributed to food relief efforts. However, as we implement the Agriculture Sector Transformation and Growth Strategy (ASTGS) and the BIG 4 on food and nutrition security, focus is now changing to support the most food-insecure communities (Flagship 6 of ASTGS) in the arid and semi-arid lands to become resilient and

adapt to shocks such as drought and climate change, by becoming food producers rather than recipients of food aid.

This focus sees ASALs as having resources which include the human, natural, social and financial capitals. Resilience building therefore takes cognizance of the inherent potential and through complementary efforts with partners, implements activities on the ground. This relies heavily on support and collaboration with County Governments, the private sector, development partners, non-state actors and all stakeholders. These partnerships are necessary to facilitate infrastructure development, community mobilization, implementation of income generating activities; skills development among land users and decision makers and to enhance best practice in resource management and agricultural production.

In our continued efforts to build knowledge, reach the decision makers, extension workers and farmers on solutions and interventions that upgrade agriculture in the ASALs, these set of Technical Manuals and Field Guides developed by WFP in collaboration with MoALF&I brings on board innovations, technologies and best practices that will help upscale agricultural productivity and improve rural livelihoods. I expect the materials to be shared widely and utilized so that the knowledge in them is turned into action, thereby benefitting farmers, communities and the country.

Lastly, I wish to reaffirm the commitment of the Ministry in supporting good practices and innovations that improve rural resilience and upgrade agricultural production in the ASALs, and indeed in all parts of the country where sustainable agriculture is practiced, as we continue the journey of making Kenya food and nutrition secure.

A handwritten signature in black ink, consisting of a stylized oval shape followed by a horizontal line and the name 'MWANGI' written in capital letters below it.

Hon. Mwangi Kiunjiri, MGH, EGH

**Cabinet Secretary, Ministry of  
Agriculture, Livestock, Fisheries  
and Irrigation**

# Table of Contents

<b>Acronyms and Abbreviations .....</b>	<b>viii</b>
<b>Definition of Terms.....</b>	<b>ix</b>
<b>1. Gender Mainstreaming for Building Resilient Livelihoods in Arid and Semi-Arid Zones .....</b>	<b>1</b>
1.1 Understanding Gender .....	1
1.2 The Rationale for Gender Consideration .....	1
<b>2. Gender Analysis .....</b>	<b>3</b>
2.1 Key Components of Gender Analysis .....	3
2.2 Gender Analysis Tools .....	5
2.3 Gender analysis in project design, implementation and monitoring .....	11
<b>3. An overview of gender roles in productive, reproductive and community activities in arid and semi-arid zones .....</b>	<b>13</b>
3.1 Gender roles in productive activities in arid and semi-arid zones	13
3.2 Gender roles in reproductive work in arid and semi-arid areas....	15
3.3 Gender roles in community activities and decision-making .....	16
<b>4. Gender Sensitive Indicators .....</b>	<b>18</b>
<b>5. Gender Transformative Approaches.....</b>	<b>21</b>
5.1 Engaging men and boys for transformative gender relations .....	21
5.2 Women’s Social and Economic Empowerment.....	25
<b>6. Gender Sensitive Messaging and Advocacy .....</b>	<b>28</b>
<b>7. Gender and Protection .....</b>	<b>29</b>
<b>8. Youth Engagement in Building Resilient Livelihoods .....</b>	<b>30</b>
8.1 Introduction.....	30
8.2 Problem analysis.....	30
8.3 Identification of resources, opportunities and constraints for youth interventions .....	31
8.4 Common Youth Interventions .....	31



**9. Measuring outcome and impacts in youth interventions..... 41**

**10. References ..... 44**

**11. Annexes ..... 45**

    Annex 1: Harvard Analytical Approach .....45

    Annex 2: Suggested gender-sensitive indicators adapted from  
        Learnings in the WFP Asset Creation project .....52

    Annex 3: Tools to promote equal participation of men and women in  
        interventions that enhance resilience.....60

## Acronyms and Abbreviations

AGPO	Access to Government Procurement Opportunities
ASALs	Arid and semi-arid lands
FAO	Food and Agriculture Organisation of the United Nations
ICT	Information and Communication Technology
ICT4Ag	Information and Communication Technology for Agriculture
IDP	Internally Displaced Persons
ITC-ILO	International Training Centre of the International Labour Organisation
KYEEP	Kilifi Youth Economic Empowerment Programme
NDMA	National Drought Coordination Authority
NGOs	Non-Governmental Organisations
NZAID	New Zealand AID
PICs	Project Implementation Committees
SII	Social Impact Investments
VSLAs	Village Savings and Loan Associations
WFP	World Food Programme
WVK	World Vision Kenya
YEDF	Youth Enterprise Development Fund

## Definition of Terms

Gender	Refers to socially determined ideas and practices of what it is to be female or male.
Sex	Is the biological and physiological characteristics, and differences between, females and males.
Gender roles	A set of functions assumed based on a social position. It is reinforced through culture, media, customs law and everyday practice.
Gender norms	Shared expectation of behaviour that expresses what is considered culturally desirable and appropriate.
Gender equality	Gender equality refers to the equal exercise by women and men, girls and boys, of rights, opportunities, resources and rewards. Equality does not mean that women and men, girls and boys, are the same; but that their exercise of rights, opportunities and life chances are not governed, or limited, by whether they were born female or male. Rights, responsibilities, opportunities and the command of power are not dependent upon being female or male.
Gender equity	It is the process of being fair to men and women. To ensure fairness, measures must be availed to compensate for historical and social disadvantages that prevent men and women from otherwise operating on a level playing field.
Gender mainstreaming	It is a strategy to bring a gender perspective to all aspects of an institution's policy and activities through gender capacity and accountability.
Gender analysis	It is the process of examining roles and responsibilities or any other situation with regard to women and men, boys and girls with a view to identifying gaps and raising concerns and addressing them, investigating and identifying specific needs of girls and boys, women and men for policy or programme development and implementation.
Gender transformation	Addressing the underlying causes of gender inequality such as unequal power, control of resources and decision making.
Youth	The Youth are defined as persons resident in Kenya in the age bracket 15 to 30 years. This takes into account the physical, psychological, cultural, social, biological and political definitions of the term <sup>1</sup> .



# 1. Gender Mainstreaming for Building Resilient Livelihoods in Arid and Semi-Arid Zones

## 1.1 Understanding Gender

**Gender** is a social construct built through cultural, political and social practices that define the roles of women, girls, men and boys, as well as the social definition of what it means to be masculine and feminine. Gender roles are taught, learned and absorbed and vary between and even within cultures. Gender often defines the duties and responsibilities expected of women, girls, men and boys at any given time of their lives and set some of the barriers they may face or opportunities and privileges they may enjoy throughout the lives.<sup>1</sup>

Gender equality refers to the equal enjoyment by women, girls, men and boys – of all ages; of rights, opportunities, resources and rewards. Gender equality within development is seen as both an outcome in itself and a means to improving the performance of interventions.

## 1.2 The Rationale for Gender Consideration

- Gender is not about women only, neither is it about the biological characteristics of being male or female.
- Gender is about the roles assigned to both men and women by society. These roles or cultural based expectations are not rigid but can change over time. They also vary from community to community and even within a community.
- Gender issues have largely focussed on women because, as a result of historical inequalities, they often have lower achievements than men in terms of income, education attainment, ownership, and control of assets, political participation and decision making in many parts of the world.
- Gender-based norms and values can discriminate against women's participation in decision making structures, productive work and access to services.
- Women and girls are also identified in many contexts as being more vulnerable and have underutilized capacity compared to men and boys.

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1 IASC Gender Handbook for Humanitarian Action 2017

- Gender issues relating to men also warrant consideration. These include loss of livelihoods because of shocks such as unemployment, drought and conflicts, alcohol and drug abuse as well as high school drop-out rates.

## 2. Gender Analysis

Gender analysis is an examination and interpretation of quantitative data and qualitative information about people from a gender perspective. Gender analysis is a tool for documenting and understanding the lives of women and men, girls and boys; for example, their circumstances, needs, interests, roles, responsibilities, relations, activities, opportunities, vulnerabilities, capacities, participation, power, command of resources and exercise of human rights<sup>2</sup>.

It explores the following questions:

- Who does what?
- Who has what?
- Who decides? How?
- Who gains? Who loses? (Oxfam, 1999)

Gender analysis is therefore necessary to strengthen the ability of programmes and interventions that meet the specific needs of beneficiaries in a relevant way and is done with the aim of promoting gender equality.

### 2.1 Key Components of Gender Analysis

The table below highlights the key elements involved in gender analysis. It is used to identify possible differences between men and women in the five components namely, roles and responsibilities; capacities and vulnerabilities; access and control of assets and services; power and decision making and needs, priorities and perceptions.

Table 1: Gender Analysis Components

Roles and responsibilities	Division of labour amongst men, women, boys and girls. They include: productive, reproductive and community roles
Capacities and vulnerabilities	Capacity refers to the ability of men, women, boys and girls to manage and cope with their affairs successfully. Vulnerability refers to the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard.

<p>Access to and control over assets, resources, benefits and services</p>	<p>These include: natural, human, social and political, physical, economic/financial For example: land, labour, livestock, credit, extension, farm inputs, education, health</p>
<p>Participation, power and decision making</p>	<p>Understand social relations between men and women at household, group and community level; markets, control of products, sales, (use of) income, decision-making both in private and public domains; the extent and nature of participation in public domain, formal and informal groups, activities.</p>
<p>Different needs, priorities and perceptions</p>	<p>Men, women, boys and girls have different practical and strategic needs; priorities at the individual, household and community levels; perceptions of risks, benefits and constraints  Experience and views on delivery systems: choice of technology, location, cost of services, systems of operation, management and maintenance.</p>

*Access* is defined as the opportunity to make use of a resource, while *control* refers to the power to decide how a resource is used. For example, in many communities in arid and semi-arid zones women often allocated rights to use key resources such as land and livestock, but they cannot make decisions over such resources.

*Practical needs* are those needs that when met, bring about convenience but would not change the existing gender inequality between men and women. Practical needs are material needs related to survival; what must exist for a person to live a decent life. These are needs that often relate to immediate welfare concerns such as provision of water and health care.

*Strategic needs* on the other hand refer to needs that if met would transform the existing unequal power relations between men and women. These strategic needs relate to division of labour, power and control.

Gender analysis should include other dimensions which impact on members of society in terms of achieving equality, such as age, socioeconomic status, religion and ethnicity since men and women are not homogenous groups. Gender analysis should be carried out as part of needs assessment for a project or programme.



## 2.2 Gender Analysis Tools

There are common gender analysis tools/frameworks that can be adapted to the different objectives of project or programme. Each framework has certain strengths and short comings. Choosing or adapting appropriate framework(s) may be guided by a variety of factors as outlined in the guide to gender analysis frameworks<sup>3</sup>.

Examples of gender analysis frameworks that can be used in the context of resilient livelihood programmes include:

- i. Harvard analytical approach (*See Annex 1 for an adaptation to livestock intervention*)
- ii. Moser framework
- iii. Social relations approach
- iv. Women's empowerment (*Longwe*) framework
- v. Gender analysis framework
- vi. People-oriented planning- an adaptation for refugee/IDP situations

Table 2, 3, 4 & 5 below show a comparative brief of the first four tools mentioned above, as adapted from NZAID Gender Analysis Guideline (2006):

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3 [Oxfam guide to gender-analysis tools and gender frameworks, 1999](#)

Table 2: The Harvard Analytical Framework

Tool	Objective	Features	Best Suited	Strengths	Limitations
Harvard Analytical Framework	<ul style="list-style-type: none"> <li>To demonstrate that there is an economic rationale for investing in women as well as men.</li> <li>To assist planners design more efficient projects.</li> <li>To emphasise importance of good information as basis for efficient/effective projects.</li> <li>To map the work of women and men in the community and highlight differences.</li> </ul>	<p>A matrix with four interrelated components for collecting information at micro level.</p> <ol style="list-style-type: none"> <li><b>Socio Economic</b> Activity profile (looks at who does what, where, when and for how long?)</li> <li><b>Access and control</b> profile (looks at who has access to and control over resources and benefits)</li> <li><b>Analysis of influencing factors</b> (looks at other factors that affect the gender differentiations, past and present influences, and opportunities and constraints)</li> <li>Contains a <b>checklist of key questions to ask at each stage</b></li> </ol>	<p>For project design rather than programme or policy planning. As a <b>gender neutral</b> entry point when working with those who might be resistant to looking at gender relations. For collecting <b>baseline data</b>.</p>	<ul style="list-style-type: none"> <li>Practical and hands on.</li> <li>Collects and organises info about gender division of labour - it makes women's work visible.</li> <li>Distinguishes between access to and control over resources.</li> <li>Useful for projects at micro level.</li> <li>Can be easily adapted to a range of settings.</li> <li>Relatively non-threatening as it is focussed on collecting facts.</li> </ul>	<ul style="list-style-type: none"> <li>Needs to be used with another tool to allow idea of strategic gender needs to be identified.</li> <li>Focus on projects not programmes.</li> <li>Focus on efficiency not effectiveness - does not provide guidance on how to change gender inequalities.</li> <li>Top down planning tool that excludes men and women's own analysis of their situations.</li> <li>Can be carried out in a non-participatory way.</li> <li>Tends to over simplify, based on tick box approach</li> <li>Ignores other inequalities such as race, class and ethnicity.</li> <li>Emphasises separation of activities based on sex or age - ignores connections and cooperative relations.</li> </ul>

Table 3: The Moser Framework

Tool	Objective	Features	Best Suited	Strengths	Limitations
Gender Planning Framework (Caroline Moser)	Focus on strategic gender needs and concentrates on gender inequalities and how to address these at programme and policy level.	Two main tools used: 1. Gender roles identification – focus on triple roles of women (productive, reproductive and community) 2. Gender needs assessment (practical and strategic needs)	For planning at all levels from policies to projects. In conjunction with the Harvard Framework	<ul style="list-style-type: none"> <li>Assumes planning exists to challenge unequal gender relations and support women's empowerment.</li> <li>Makes ALL work visible through concept of triple roles.</li> <li>Alerts planners to interrelationships of triple roles.</li> <li>Recognises institutional and political resistance to transforming gender relations.</li> <li>Distinguishes between practical gender needs (those that relate to women's daily life) and strategic gender needs (those that potentially transform the current situation)</li> </ul>	<ul style="list-style-type: none"> <li>Framework does not mention other inequalities like class, race and ethnicity.</li> <li>Framework is static and does not examine change over time.</li> <li>Looks at separate, rather than inter-related activities of women and men.</li> <li>Strict division of practical and strategic needs not always helpful in practise.</li> <li>Strategic needs of men not addressed.</li> </ul>

Table 4: Social Relations Framework

Tool	Objective	Features	Best Suited	Strengths	Limitations
<p><b>Social Relations Framework</b> <b>(Naila Kaber IDS)</b></p>	<ul style="list-style-type: none"> <li>To analyse gender inequalities in the distribution of resources, responsibilities and power.</li> <li>To analyse relationships between people, their relationships to resources and activities and how these are reworked through institutions.</li> <li>To emphasise human well being as the final goal of development.</li> </ul>	<p>Five essential concepts:</p> <ol style="list-style-type: none"> <li>Development is increasing human wellbeing (survival, security autonomy)</li> <li><b>Social relationship analysis.</b> The way people are positioned in relation to tangible and intangible resources.</li> <li><b>Institutional analysis</b> Key institutions: state, market, legal, family/kinship. Aspects of institutions: rules, activities, resources, people, power.</li> <li><b>Institutional gender policy analysis</b></li> <li><b>Analysis of underlying and structural causes</b> and the effects of these.</li> </ol>	<p>Can be used across all modalities of development delivery from project to policy planning. Can be used at local, national, regional and international levels.</p>	<ul style="list-style-type: none"> <li>Presents a broader picture of poverty.</li> <li>Conceptualises gender as central to development thinking not an add-on.</li> <li>Used at different levels for planning and policy development.</li> <li>Links micro and macro analysis.</li> <li>Centres analysis around institutions and highlights their political aspects.</li> <li>Highlights interactions between inequalities - race, class, ethnicity.</li> <li>Dynamic – works to uncover processes of impoverishment and empowerment.</li> </ul>	<ul style="list-style-type: none"> <li>Can appear to be complicated.</li> <li>Since it looks at all inequalities – it can subsume gender into other analytical categories.</li> <li>Can overlook the potential for people to effect change.</li> <li>May give an overwhelming impression of large institutions.</li> </ul>

**Table 5: Women’s Empowerment (Longwe) Framework**

Tool	Objective	Features	Best Suited	Strengths	Limitations
Womens Empowerment Framework	To achieve women’s empowerment by enabling women to achieve equal control over factors of production and participate equally in the development process.	<p>Framework introduces five hierarchical levels of equality (the higher you go the more empowered you are)</p> <ol style="list-style-type: none"> <li>1. Control</li> <li>2. Participation</li> <li>3. Conscientisation</li> <li>4. Access</li> <li>5. Welfare</li> </ol> <p>Framework distinguishes between womens issues and concerns as well as identifying three levels of recognition of womens issues in project design.</p>	Useful across micro (project) and macro (country strategy) levels of analysis. Useful where focus is specifically on empowerment of women.	<ul style="list-style-type: none"> <li>• Framework can be used to prepare profiles of levels of recognition as well as profiles of analysis of levels of equality across sectors.</li> <li>• Develops notion of practical and strategic gender needs into progressive hierarchy.</li> <li>• Articulates empowerment as essential element of development.</li> <li>• Enables assessment of interventions based on grounds of empowerment.</li> <li>• Has a strong political perspective – aims to change attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumption that levels of equality is strictly hierarchical is questionable.</li> <li>• Framework profiles are static and do not take account of changes over time.</li> <li>• Focus on gender equality only takes no account of interrelationships between rights and responsibilities.</li> <li>• Ignores other forms of inequality.</li> </ul>

As shown in the tables above, each framework is useful in certain situations but also has limitations. These frameworks are necessarily simplistic, as they focus on only some of the large number of factors and issues in a given situation. Therefore it may be necessary to use elements of several frameworks rather than one framework exclusively depending on one's situation.

## 2.3 Gender analysis in project design, implementation and monitoring

During project design, implementation and monitoring, gender analysis is useful in assessing the potential impact of a development activity on females and males, as well as on gender relations (the economic and social relationships between males and females which are constructed and reinforced by social institutions). It minimizes the eventuality of men or women being disproportionately disadvantaged by development activities, and enhances sustainability and effectiveness of activities, or helps to identify priority areas for action to promote equality between women and men.<sup>4</sup>

Successful strategies for including gender considerations in program/project objectives include, as identified by Hunt (2004):

- Having gender equality targets in the overall program/project objectives
- Use of participatory strategies to involve both men and women in design and implementation
- Ensure that gender strategies are practical and based on quality gender analysis
- Include explicit responsibilities for implementing gender equality objectives and strategies into job descriptions, scope of service documents and terms of references for all personnel through every stage of the program/project cycle
- Provide gender analysis expertise
- Collect adequate and relevant sex-disaggregated baseline information and use gender-sensitive indicators as a minimum standard for program/project design, monitoring and implementation.

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<sup>4</sup> Hunt, J, 2004. 'Introduction to gender analysis concepts and steps', Development Bulletin, no. 64

## Box 1: WFP Kenya Asset Creation Project – a gender perspective

The WFP/ GoK asset creation project was carried out in 13 ASAL counties in Kenya between 2009 and 2015 under the coordination by National Drought Management Authority (NDMA). The aim of the project was to promote dry-land technologies, farming innovations, and soil and water conservation techniques (referred to collectively as assets) to help improve food security at household level. Cash and food transfers were given to beneficiary households to build the assets at household and community level in order to mitigate against shocks such as drought and floods. Beneficiary selection was done through a community participatory process, with 70-90% of the beneficiaries being women. The Project Implementation Committees (PICs) also had a balanced or a majority of women in leadership positions. Many of the technologies that were selected touched on what is traditionally considered “women’s work” i.e. cultivation, herding and collection of water. Some of the projects achievements included the high participation of women within the project both as beneficiaries and in project management and leadership. Although not an end by itself in the empowerment of women, such representation forms a basis for other interventions that promote meaningful participation and empowerment of women. Asset-creation activities contributed to empowerment women and improving their nutrition, especially where the cash transfer modality was adopted. Greater impact was observed with the implementation of complementary activities such as technical training, participatory planning and implementation of projects, opening leadership positions for women in project committees, and sensitization in a variety of topics to improve knowledge and inspire positive behaviour change. Asset-creation activities also resulted in links to agricultural extension services, group farming and savings-and-loan groups. Selected assets that consider the needs of women and men created opportunities to generate income and significantly reduce women’s workload and hardship, for example, complementing community water-harvesting assets with group or household assets, such as irrigation and vegetable gardens.

An inverse relationship between the cash transfer value and women’s participation in asset-creation activities was observed. When transfer values were low, men were less likely to participate. High participation by women may not have been a sign of gender transformation; rather may denote pre-existing cultural norms where there is lower valuation of women and their labour relative to men. In addition, the project experienced low participation by men at the worksites, which was necessary in building of physically demanding assets. This is because the project was perceived by the communities as being a “women’s project” and the cash or food transfers were seen as “remuneration” for women’s work rather than as transfers to fill food gaps for the entire household. Other gender-related challenges experienced were the long distance to work-sites and the nature of work that placed a time-burden of women given their roles. There were also protection concerns for pregnant and lactating women being engaged in heavy manual work.

Source: Technical Evaluation of Drought Mitigation Technologies Implemented under the Asset Creation (AC) of the WFP Kenya, 2015; Enhancing Complementarity and Strengthening Capacity for Sustainably Building Resilience in Kenya’s Arid and Semi-Arid Lands Annual Report 2017, WFP Kenya; The potential of Food Assistance for Assets (FFA) to empower women and improve women’s nutrition in Kilifi County, Kenya, 2016.



### 3. An overview of gender roles in productive, reproductive and community activities in arid and semi-arid zones

Gender roles and responsibilities are often analysed in three areas:

- Productive or economic activities
- Reproductive activities
- Community participation and decision-making in private and public spaces

#### 3.1 Gender roles in productive activities in arid and semi-arid zones

Productive activities are economic activities that are carried out by members of a household that have potential to bring in income and includes paid work. Productive activities also involve production for own consumption such as subsistence agriculture. It consists of activities such as crop and livestock production, formal and informal employment and entrepreneurial activities. In order to promote gender equality in resilient livelihood programmes, it is important to understand and address challenges that may face men and women in participating in productive activities.

##### a) Livestock production

Pastoral livelihood is the main productive activity in arid zones. It is therefore important to understand the gender-specific issues surrounding livestock activities that may help or hinder the participation of either men or women. This will assist in designing and implementing livestock-based interventions and ensure that benefits are fairly distributed amongst beneficiaries. Some of the key questions that should be raised before designing a livestock intervention include:

- Which types of livestock do men and women own? What is the contextual meaning of ownership?
- Which activities do men and women carry out in livestock management? Which products or bi-products are they responsible for?
- What are the roles and responsibilities of men and women in the

- livestock system? How much time do women and men spend doing these activities? What is the tedium of the activities? Who benefits and how? Who decides what women and men do?
- How do men's and women's access to livestock affect their decision-making power?
  - Who controls the income generated by production and marketing of livestock products?
  - Do men and women have access to assets and services necessary for livestock production?
  - What social and cultural norms facilitate or hinder men's and women's control and access to livestock and livestock products?

## **b) Rain fed and irrigated crop production**

As water harvesting technologies and irrigation are introduced to arid and semi-arid zones, crop production becomes an alternative livelihood that can be incorporated into resilient livelihood programmes. Some key questions to be raised in order to understand gender specific issues relating to irrigated crop production include:

- Who owns and controls the land in which crops are cultivated (men or women)? What is the size and quality of the land that women and men own/control/have access to?
- Who accesses or uses (e.g. cultivates) the land?
- Do men and women differ in terms of accessing farming inputs and services such as farming tools, seeds, fertilizer, capital, farm labour, credit and extension? How? Why?
- Which crops do women and men produce? Why? Who decides which crops women and men produce? What is the value of these crops? Who produces cash crops and who produces subsistence crops? What crops would women and men like to produce?
- What technologies are more appropriate for women and men in terms of preference and ease of use?
- What roles and responsibilities do men and women have in crop production?
- What access to markets and market information do women and men have? Do they face risks when accessing the resources or markets? Who gets paid, and how much, for contributing to agricultural production? Who controls the income from

- marketed produce?
- What is women's and men's contribution to ensuring the food security and nutrition of each household member through the productive activities?
  - What social and cultural norms facilitate or hinder men's and women's participation in crop production? Which crop production (cash or subsistence)?



© WFP/ Martin Karimi  
Man tending to crops



© WFP / Martin Karimi  
Young women preparing sunken beds

## 3.2 Gender roles in reproductive work in arid and semi-arid areas

Reproductive work involves the care and maintenance of a household and its members. It includes activities like fetching water for domestic use, collection of firewood, food preparation, washing and cleaning, care of children, sick and the elderly, set up and maintenance of traditional shelter. A key characteristic of this work is that it is unpaid and regarded of less value than productive work. Reproductive work is largely done by women in almost all societies. Balancing between productive and reproductive work impacts gender equality in a range of ways, including women's ability to participate in a livelihood programmes. It has implications for workload, income, participation, power, decision-making, security etc. Daily routine diagrams a Participatory Rural Appraisal (PRA) tool<sup>5</sup> can be used to determine extent to which men's and women's time is taken up by reproductive work.

Some sample questions that can be raised to understand gender

5 [FAO PRA Tool Box](#)

differences in reproductive work include:

- What reproductive work activities do women and men do (in a day/week)?
- How much time and effort do women and men spend on these tasks?
- What is the tedium, hardship and result of these activities?
- Who decides what men and women do?
- How do the activities of the women and men contribute to their and other household members' food and nutrition requirements?
- What is the opportunity cost (i.e. what women and men cannot do because of the reproductive tasks – e.g. engage in productive activities, leisure, health etc.?)
- Do women and men face risks during the reproductive work (e.g. during collection of firewood)?
- What is the value attached to this work (socially, financially etc.)?
- What overall workload (productive and reproductive tasks) do women and men have?

### 3.3 Gender roles in community activities and decision-making

Women's participation in community work usually involves caregiving, while men focus on community decision-making and politics. Women's participation in leadership positions in communities is often hindered by norms and cultural practices that have restricted movement and speech in public spheres and their relative low levels of education attainment as well as time poverty due to workload.

This results in differentiated outcomes for men and women in terms of getting their specific interests included in the overall community, administrative and political space.

Some sample questions that can be raised to understand gender differences in reproductive work include:

- In which community activities do women and men participate? How do these activities differ, e.g. by social importance, time commitment etc.?
- Which activities are socially valued, and who carries them out? What are the rewards (financial, social prestige, no reward),

and who receives them?

- Who takes the decisions? Who is affected by community decisions taken by women, and by men? Who benefits?
- Who decides in which activities and decisions women and men can participate?
- How much time do women and men have available for the participation in community activities? How much time do they dedicate?
- Which public spaces are commonly accessed by women and by men?

To assess the extent of participation in community political space one can use an adapted Harvard 2 tool shown below.

Table 6: Adaptation of Harvard Tool 2: Women's Socio-Political Profile

Women's socio-political profile compared to men's	Lower (worse)	Equal	Higher (better)
8. Women's participation in decision-making <ul style="list-style-type: none"> <li>• in the household</li> <li>• at the community level</li> <li>• at society at large</li> </ul>			
8. Self-image: Self-image of women <ul style="list-style-type: none"> <li>• Image of women in society</li> </ul>			
8. Organisational Capacity			
8. Other			

Source: Oxfam, 1999

## 4. Gender Sensitive Indicators

In order to measure progress towards targets set for achieving gender equality, gender sensitive indicators are required. Gender sensitive indicators measure gender related changes in society over time. They point out how far and in what ways projects and/or programmes have met their gender objectives and achieved results. In order to establish these indicators, statistical data disaggregated by sex and other qualitative types of information reflecting differences between women and men are needed. There are two broad categories of gender sensitive indicators, quantitative and qualitative indicators.

### a) Quantitative indicators:

- These are measures of quantity (total numbers, percentages).
- They are needed to indicate average outcomes or the degree to which a goal has been attained.
- Gender-sensitive quantitative indicators are obtained from surveys, official records *etc.* where data should be disaggregated by sex and age.
- They are easier to define, record and assess than qualitative indicators, but can be more limited in scope and detail.

### b) Qualitative indicators:

- These measure people's judgements and perceptions of a given subject.
- They are useful for understanding processes. They can help establish how and why a change has taken place and are useful in identifying unintended changes or impacts.
- Gender sensitive qualitative indicators indicate changes in attitude and behaviour, growth in knowledge and skills, self-reliance, confidence, independence, self-esteem among others.
- Sources of qualitative indicators include focus groups, public hearings, attitude surveys, participant observation, and participatory appraisals among others.

Qualitative and quantitative indicators complement each other, and both should be used.

Gender sensitive indicators can be aligned to the project cycle. They

provide a measurable means of monitoring and evaluating goals, objectives, outputs and activities. In a logical framework (log frame) for example, indicators and sources of verification need to be gender-sensitive to ensure that gender is mainstreamed throughout the corresponding project/ programme and can be accounted for during monitoring and evaluation. In addition, quantitative and qualitative indicators are used at different stages of the project cycle. This document focuses on use of indicators at three stages, namely:

- i. **Process (or activity) indicators** - measure delivery activities of the resources devoted to a programme or project. They monitor achievements during implementation, hence monitor progress towards the intended results. These indicators must be gender responsive, indicating the extent to which men and women have knowledge of, participate in and have access to project inputs and resources, and can influence decisions made.
- ii. **Output indicators** - identify intermediate results within specific milestones, such as at the close-out of a project. They focus on monitoring effectiveness of the project. These should also be disaggregated by sex to determine the extent to which men and women benefitted directly from the project.
- iii. **Outcome indicators** - relate to a longer-term result of the project. They measure impact and judge on the measurable change achieved in improving quality of life, in the case of gender-sensitive indicators these should be given in sex-disaggregated terms as well as qualitative terms that look at the processes through which either gender benefits or is excluded.

Information from lower-level (activity and output) indicators is valuable but insufficient to understand the changes in gender equality. To assess any (positive or negative) shifts in gender equality, outcome and impact indicators need to be used.

There is no set of universal indicators. Users must design and adapt indicators aligned to their context, objectives and purposes (see *Annex 2 for an example of selected WFP asset-creation program gender sensitive indicators*).

However, some of the broad outcomes of gender equality that should

be monitored through indicators include:

- Freedom from violence and coercion (living with fear/experience of violence, harmful practices, restrictions on mobility)
- Power & decision making (personal, household, community, public)
- Reproductive freedom (marriage/partner choice, decision-making on family planning, contraception)
- Economic empowerment (financial means, assets & services, personal income)
- Paid & unpaid work (formal employment, gendered division of labour, unpaid work, time use)
- Education & skills (educational attainment, access & use of communication technologies, access to information)

Important criteria to bear in mind when developing gender-sensitive indicators include:

- Indicators should be developed in a participatory fashion, including all stakeholders wherever possible
- Indicators must be relevant to the needs of the user, and at a level that the user can understand
- All indicators should be sex-disaggregated, measuring change at individual (not household) level
- A mix of qualitative and quantitative indicators should be used
- Indicators should be easy to use and understand
- Indicators must be clearly defined
- The number chosen should be small. A rule of thumb is that up to six indicators can be chosen for each stage of the project cycle (input - outcome)
- Different levels of indicators should be used, including both lower-level (activity and output) and higher level (outcome and impact) indicators, to understand if (positive or negative) change has happened.
- Indicators should be technically sound.
- Indicators should measure trends over time
- Indicators should enable measuring both positive and negative change

The ultimate focus should be on outcome indicators.



## 5. Gender Transformative Approaches

Gender transformation refers to substantial changes in gender relations towards equality between women and men (girls and boys). Transformative gender approaches are initiatives in form of laws, policies, programmes, projects etc.; that change gender relations in favour of the equal sharing of power by women and men, and girls and boys. The action involves revising the socio-cultural, political and economic structures and norms that underpin inequalities. Promoting equal sharing of power in areas like decision making, especially for women, can be done through: advocacy, capacity building, inclusive targeting, and application of group-based and participatory approaches.

Annex 3 outlines the Gender Analysis Matrix as a sample tool that can be adopted at the design stage to facilitate project design around better utilization of women's capacities, engagement of men in promoting gender equality as well as reduction and redistribution of unpaid work.

It is worth noting that several organizations have developed and tested tools that systematically seek to promote gender equality through behavioural change models. It would be beneficial for facilitators to access training in such models for a more sustained and transformational approach to gender mainstreaming in communities. An example is Gender Action Learning Systems by Oxfam.<sup>6</sup>

Some strategies to promote gender transformative interventions include:

### 5.1 Engaging men and boys for transformative gender relations

Meaningful engagement with men and boys is increasingly recognized as critical to gender equality and equity, necessary not only for women's empowerment, but also for transforming the social and gender norms that reinforce patriarchy and inequality and harm both women and men. The primary challenge is how to engage men and boys effectively without instrumentalizing them as a pathway to women's empowerment on the one hand, or marginalizing women

<sup>6</sup> <http://www.galsatscale.net/>

and girls in gender equality work on the other<sup>7</sup>.

To engage men means unpacking these many roles and identities that men and boys hold within the lives of women and girls. Once such roles are identified and placed within their societal contexts, it is important to examine the concept of power, in terms of how it is exercised both within the performance of these various roles and as an attribute of personality not linked to roles. In all cases, the exercise of power by men and boys impacts women and girls. Making these power dynamics explicit—not only to women and girls through empowerment processes, but also to men and boys through male engagement—is a first step to understanding how power dynamics guided by gender norms can be transformed to become progressively more equitable and equal.

The role of men and boys in gender equality and women's empowerment programming is generally conceptualized in three main ways:

- i. **Men as gatekeepers holding power in society:** This recognizes that men hold the vast majority of positions of power and have, to date, largely upheld inequitable patriarchal norms and protected their traditional prerogatives rather than seek more universally beneficial standards of equality;
- ii. **Men as allies or partners in the struggle for gender equality and equity:** This is a more inclusive framework that envisions a positive, culturally transformed role for men and boys. However, it fails to fully encapsulate a compelling narrative that achieving gender equality would actually improve the lives of men and boys; or
- iii. **Men as stakeholders and co-beneficiaries:** This conceptualizes men as participants and promoters in the process of creating progressively increasing standards of gender equality and equity. It also sees men as benefitting from this process through what they gain from more equitable families and societies

A study<sup>8</sup> by the International Centre for Research on Women (ICRW) on male engagement identified the following best programmatic practices for addressing gaps at the individual, community, institutional, and policy levels.

<sup>7</sup> [Glinski, A., Schwenke, C., O'Brien-Milne, L., & Farley, K. \(2018\). Gender Equity and Male Engagement: It only works when everyone plays. Washington, D.C.: ICRW](#)

<sup>8</sup> [Glinski, A., Schwenke, C., O'Brien-Milne, L., & Farley, K. \(2018\). Gender Equity and Male Engagement: It only works when everyone plays. Washington, D.C.: ICRW](#)

## At individual level

### *i. Start young and adapt through life transitions.*

Intervening with adolescent boys can have profound impacts, as these boys will likely have a greater chance of having more equitable relationships and of positively influencing those around them for the rest of their lives. It is also important to continue to engage men and boys as they age and transition through life. Gender transformation programming should target men throughout their lives, involving them in different ways and using different conversations and activities, depending on what stage of the life cycle they are in. Programs also should consider the diverse roles men play—as partners, brothers, fathers, employees, community members, etc., and how these change over time—and incorporate the multi-dimensionality of a person’s existence into discussions about gender.

### *ii. Use a gender-synchronized approach*

Programs should engage with all genders in a process of gender transformation. Gender-synchronized programs may choose to work with men and women simultaneously or sequentially and with single-sex groups or mixed-sex groups. When using a gender synchronized approach, it is important to provide men and women with safe spaces where they feel they can discuss gender norms and reflect on the ways in which patriarchy plays out in their own lives.

### *iii. Promote alternative, positive masculinities*

Positive messaging that promotes men as agents of change can be encouraging and inspiring. These messages are most transformative when men have opportunities to also reflect on how messages apply to their own lives and acknowledge and take responsibility for their own gendered behaviours. Also, promoting positive, nurturing, and collaborative images of men’s engagement in care and fatherhood can be used as an entry point for involving men in care-giving and envisioning alternate masculinities that enable more equitable distribution of household tasks and decision making.

## At community level

### *iv. Use male role models and advocates*

Recruiting male role models from intervention communities is effective in catalyzing norm change and bringing gender equitable views out

into the open. Using peer mentors, celebrities, community leaders and other role models to advocate for gender equality can begin to change overall gender norms that lead to inequitable outcomes for women. However, when working with these local role models and mentors, it is important to unpack gender norms among male facilitators and role models. Programming should recruit and train facilitators and role models that are open to fully embracing gender equity and are comfortable with and work effectively under women's leadership. Part of training male leaders should also include ensuring that they recognize the significant work that has been and continues to be done by women's groups.

*v. Identify and collaborate with community influencers*

It is important to engage with men in communities who are perceived as thought leaders and key influencers in creating, shaping, and upholding community norms, including those around gender. These community influencers are often religious leaders, elders, or other traditional authorities whose words can take precedent over those of foreign implementers, peer activists, and in some cases, even statutory law. Doing preliminary research to identify and collaborate closely with thought leaders and influencers of all genders can boost the effectiveness of interventions that engage men and boys.

**At institutional and policy level**

*vi. Acknowledge and address institutional hierarchies*

Programs that seek to transform gender norms around masculinity at the institutional level should identify and target the individual men who hold power within these institutions and work to shift their gender norms.

*vii. Engage male leaders to create more gender equitable workplace policies*

Men in leadership roles within institutions should craft policies and procedures that promote more equitable employment or entrepreneurship environments, such as through equal pay for equal work, parental/family leave, flexible hours, and anti-sexual harassment policies.

*viii. Promote the voices of female policymakers, but also listen to voices "from the ground"*

Policy-based male engagement programming should seek to strengthen the visibility and agency of women in decision-making

bodies where female policymakers exist. The two-third gender rule is a viable example in the Kenyan context. Interventions also should ensure that gender-focused civil society groups are included in policy formation and implementation to avoid a top-down approach.

## 5.2 Women's Social and Economic Empowerment

The concept of empowerment refers to the expansion of capabilities, especially for those whose agency has been systematically constrained. Such expansion depends on having both the ability and the freedom to make informed, rational choices on matters of significance to one's life. This understanding of empowerment is therefore closely linked to the unfettered ability to acquire information, access critical resources, and participate in decision making around one's personal development.<sup>9</sup>

An appropriate combination of critical resources (physical and financial assets, skills, information, access to services, etc.), the exercise of genuine agency (i.e., the ability and freedom to define one's goals and to act upon them with due respect for the agency of others), and the sense of accomplishment and worth linked to the recognized achievement of such goals, together constitute the empowerment process.

All people, no matter their gender, stand to benefit from such empowerment, yet the need for empowerment is both intuitively and measurably more significant for women and girls, who generally start from a societal position of far greater disempowerment, widespread societal constraint, internalized subordination, and lack of control over key aspects of their lives.

Common interventions in Kenya include:

- i. Provision of microfinance – through table banking, Village Savings and Loans Associations which provide credit to women and other marginalised groups in favourable terms
- ii. Linking women with government and other NGO initiatives, such as the Women Enterprise Fund, government contracts under AGPO initiatives

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<sup>9</sup> [Glinski, A., Schwenke, C., O'Brien-Milne, L., & Farley, K. \(2018\). Gender Equity and Male Engagement: It only works when everyone plays. Washington, D.C.: ICRW](#)

In 2016/17, WFP conducted a five-country study to explore the potential of WFP's Food Assistance for Assets (FFA) programmes to empower women and improve women's nutrition.<sup>10</sup> Though empowerment varies in different contexts, during the study, women beneficiaries defined an empowered woman as one who:

- is more capable, knowledgeable, and financially independent;
- has the space and freedom to express herself and make decisions;  
and
- has a leadership role in her community; and
- has opportunities for work and social engagement.

They identified that to achieve this, women need to be given opportunities for leadership and economic engagement in their communities. At the household level, there needs to be an enabling environment free of conflict when women choose to take up economic or leadership opportunities.

Box 2 below provides insights from the study in the context of Kenya.

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<sup>10</sup> [The potential of Food Assistance for Assets \(FFA\) to empower women and improve women's nutrition: a five-country study](#)

## Box 2: How the WFP asset creation programme in Kenya contributes to women's empowerment

In Kilifi Kenya, women felt transformed and empowered by their experiences of seven years' FFA. The most significant changes that relate directly to women's empowerment were that: i) women were more independent and could provide for themselves; ii) women developed agricultural skills; iii) women improved production and sales of maize; and iv) from the income, families were able to send children or grandchildren, including girls, to school.

Many women described the pride they felt at being able to provide for themselves and their families. Women were also proud of the savings they had accumulated then (typically as group savings), and investments they have made in livestock. Some women replaced their grass roofing with iron sheet roofs, which they felt improved their social status. A woman in Shakadulo spoke with pride about how she was engaged by her neighbour to be a 'consultant' on how to dig *zai* pits. These skills, along with assets, led to improved production and sales, particularly of maize. For example, a Viragoni woman reported improving yield threefold from 45 kg to 135 kg in a normal year when *zai* pits were formed on her land. Similarly, the group farm in Shakadulo yielded a good quantity of vegetables in their sunken gardens. The transfers, along with increased income, meant that women could pay school fees and send children or grandchildren, including girls, to school. With better school attendance, women were hoping that their children, especially girls, would have better prospects than they had.

In addition to the most significant changes the women selected also spoke of the benefits of being part of a group. For many women, their social sphere had been greatly limited to the household and immediate neighbours. FFA and group farming activities have extended their networks. These networks have provided mutual support in times of hardship. Consequently, women also spoke of the much wider experiences they have had through their involvement in FFA. For most women, engagement with FFA had brought with it an identity card and a bank account. Many women in Shakadulo said they had never been to the nearest town, Malindi, which was an hour's drive away. Collecting their transfer from a bank branch in Malindi therefore became an eye-opening experience and transformed their perspectives.

Men also acknowledged changes in women. A man in the Viragoni FGD said that women participating in FFA now have wider perspectives on life. He said they are less 'passive' and take action to get income and food for their households regardless of the opportunities presented by FFA. This has resulted in greater harmony in households. Some women and men reported a shift in how communities view women and their capacities.

From the descriptions above, four main pathways to women's social economic empowerment were identified:

- i. the 'livelihood and income' pathway, which led to less financial dependence;
- ii. the 'transformed perspectives' and 'household decision making' pathway is about women having a greater sense of agency and transformed gender dynamics in their household; the 'community views' pathway refers to the changing views in the community about women's capacity and role; and
- iii. the 'generational change' pathway shows how FFA is driving change for young and adolescent girls through improved access to education.

## 6. Gender Sensitive Messaging and Advocacy

There is also need to support the capacity of staff working within resilience building interventions to adequately equip them with skills for gender messaging and advocacy. WFP gender toolkit<sup>11</sup> provides some insights on gender in communication.

Some of these skills include:

- Building awareness, sensitivity and tolerance among staff and partners around the issue of gender equality. Sensitivity to cultural norms is particularly important in conservative communities to increase the acceptability of the gender equality message
- Developing critical reflection and analysis of the staff's own ideas and experience of gender equality as well as in the situations where they work
- Developing skills in empowering approaches that engage participants respectfully and promote and foster learning

When sharing information, preparing reports and designing advocacy messages:

- Provide information disaggregated by sex and age – collect evidence to build a case for your arguments.
- Present information about the specific situations, needs and capacities of women, men, girls and boys
- Include messages that inspire and promote gender equality
- Use inclusive language with equal form of address and without blind generics
- Challenge biases and negative stereotypes
- Reiterate the project's commitment to gender equality and women's empowerment as both an end and a means of achieving sustainable results.

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11 <http://gender.manuals.wfp.org/en/gender-toolkit/gender-in-operations/communications/>



## 7. Gender and Protection

The Inter-Agency Standing Committee (IASC) defines protection as all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law, namely human rights law, international humanitarian law and refugee law.

Protection risks and violations are often influenced by age, gender and other diversity. As such, all programmes and interventions, including resilience building, should be cognisant of potential risks to well-being that maybe faced by the beneficiaries and make provisions to deal with them. Some of these risks include:

- Sexual exploitation/abuse and gender-based violence of beneficiaries
- Injuries from work required as part of asset creation
- Safety of physical assets- should not endanger people or animals
- Protection of physically vulnerable groups e.g. pregnant and lactating mothers, the elderly, the physically challenged from taxing manual labour

In addition to designing activities, protection of the vulnerable can be supported by policies and guideline including:

- Developing a code of conduct on sexual conduct, training the community on the same and displaying the same prominently in public spaces such as the food distribution sites.
- Ensuring that health and safety regulations are developed, all stakeholders are trained on the same and that safety warnings are prominently displayed at work sites.

## 8. Youth Engagement in Building Resilient Livelihoods

### 8.1 Introduction

Youth engagement has become a critical issue within development at the household, community and national level due to the challenges they face such as disproportionate high unemployment rates and poverty. Youth in arid and semi-arid areas are likely to experience these challenges more acutely due to their increased vulnerability. This section outlines general guidelines on how to engage the youth in programmes aimed at building resilient livelihoods in ASAL areas in Kenya. This includes a problem analysis, identification of opportunities and resources in arid and semi-arid areas and the measuring of outcomes and impacts of youth engagement.

### 8.2 Problem analysis

Before engaging the youth in a given intervention, it is critical to first identify the problems that they face in their specific contexts. Below are some guidelines on identifying problems facing youth:

- Problem identification should be carried out in a participatory manner making sure to include both young men and young women.
- Key informants who have experience working with the youth in the area or on youth issues in the area can also provide useful information.
- Various problems will be raised some which will be beyond the scope of the resilience livelihood programme. They should be noted but emphasis should be given to the ones that can be addressed in the proposed programme.

*(Refer to problem analysis section of the WFP-GoK Rainwater Harvesting and Management Project Planning Format in arid and semi-arid lands in Kenya)*

Examples of tools for participatory problem identification include problem tree, problem ranking accompanied with opportunity ranking or options assessment *(Also see WFP-GoK Rainwater Harvesting and Management Project Planning Format in arid and semi-arid lands in Kenya Table 2).*

The problems identified should be ranked in order to provide an idea of the youth's most pressing challenges in the area. The problem analysis exercise should be done without raising unrealistic expectations among the youth of the programs ability to address these issues.

### 8.3 Identification of resources, opportunities and constraints for youth interventions

After problem and possible solution identification, it is necessary to identify what resources are available to the youth that could be harnessed to create interventions to reduce the effect of the problem. It is also equally important to identify any opportunities that exist that the youth could take advantage of, for example access to market due to the construction of a road. Identification of constraints that could inhibit youths' access to resources and opportunities is necessary to ensure that these are available to them and if not, strategies are put in place to facilitate their access.

Tools for participatory resource identification include resource mapping and opportunities assessment charts.

Tools for identifying constraints – see *WFP Community Based Planning Tools, section on Community Constraint analysis*.

### 8.4 Common Youth Interventions

Youth engagement primarily takes two forms:

- i. Inclusion of youth unintentionally into existing interventions
- ii. Targeting the youth specifically

Unintentional inclusion of youth in interventions results in minimal consideration of youth issues in the interventions. In order to adequately meet the specific needs of the youth targeting is preferred because it allows for the inclusion of youth voices in the intervention and provision of resources to address youth challenges.

In arid and semi-arid zones, agriculture (crop and livestock production) is the most important sector in terms of providing youth with opportunities for employment and income generation. This is especially so for youth in these areas whose level of education and skillset may not enable their migration to urban areas in search of formal jobs. Below are some interventions that could be used to promote youth participation in agriculture in the ASALs:

## a) Agribusiness and inclusion into agricultural value chains

One of the most common strategies used to encourage youth engagement in agriculture is agribusiness. Agribusiness has the potential to assist youth to meet their financial needs and apply a more diversified set of skills to agriculture. It also provides a possible pathway into an agricultural-based livelihood for youth who may not have access to land and livestock assets.

Value-chains that may create viable agribusiness options for youth in ASALs are indicated in the table below.

Table 7: Agribusiness opportunities for Youth in ASALs

Agricultural production activities	Examples
Livestock production	Traditional livestock (cattle, sheep, goats) Livestock products (milk, hides, skins, manure) <i>Emerging</i> livestock such as bee-keeping, poultry and fish farming
Crop production	Horticultural crop production, staple crop production
Pasture	Pasture production
Agricultural production services	Land preparation, spraying, pruning, weeding, seeding, harvesting, post-harvest handling
Agricultural tool production	Welding, Carpentry
<b>Off-farm activities</b>	
Technology-based interventions	Construction, operation and maintenance of irrigation equipment and pumps, water harvesting structures and soil conservation structures, mechanised construction of water harvesting and soil conservation structures such as <i>Zai</i> pits
Bulking and packing	Crop and livestock products, pasture
Processing	Livestock products e.g. milk cooling, drying meat, fish; making yoghurt <i>etc</i> crop products e.g. drying fruits and vegetables, making fruit juices and jams
Agro-transportation	Transportation of agricultural products to local markets and urban areas
Marketing	Wholesale and retail trade of agricultural products
Non-agricultural activities (cottage industries)	Jewellery making, basketry and weaving, youth financial services provision e.g. savings and loan agent

## Key considerations in developing an agribusiness intervention

- It must be context-specific i.e. take into account the existing production and marketing systems and opportunities.
- Interventions which generate income quickly are preferred by youth because of their pressing financial needs e.g. horticultural crop production, bee keeping and poultry production.
- There is need to identify various technologies that can improve both production, marketing and other value-chain activities. This includes the use of machinery and ICT.
- There is need to build skills that enable the youth to participate in the private sector. These skills include writing business plans, record keeping, basic accounting *etc.* This should be done in a targeted manner using short training courses.
- It must be gender sensitive. Very often, female youth have greater disadvantage in terms of education attainment, access to land, livestock, finance, more demand on their time due to reproductive roles and lower mobility. This is necessary to ensure that female youth equally benefit from such interventions.
- It should also take into account the specific needs of marginalised, ethnic or religious minority and physically challenged youth.

Youth are not a homogenous entity and it is necessary to identify the various challenges that each category especially the vulnerable youth face, in order to ensure their effective participation in agri-business interventions. Table 8 below provides a summary of some issues that could constrain the participation of vulnerable youth and proposed programme responses to the same.



© WFP/ Martin Karimi

Poultry Farming by Youth in Kilifi County.



© WFP/Martin Karimi

Young man maintaining irrigation pipes.

**Table 8: Youth Vulnerabilities and Programmatic options for Agribusiness interventions**

Observed vulnerability	Result of unaddressed vulnerability	Programmatic option
<b>Young women</b>		
Land ownership	<ul style="list-style-type: none"> <li>Limited access</li> <li>Low levels of decision-making and control</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurial production requiring small amounts of capital and land (which is near).</li> <li>Negotiate space for female production.</li> <li>Develop non-land income generating activities.</li> <li>Engage community leadership in ways of ensuring land rights for women.</li> </ul>
Financial control	<ul style="list-style-type: none"> <li>Poor control or influence over income generated from their work in the project.</li> <li>Increased tension resulting from women's income generation can result in increased domestic violence.</li> </ul>	<ul style="list-style-type: none"> <li>Use of household approach to engage with the whole family.</li> <li>Work on household financial decision-making.</li> <li>Sensitisation efforts at family and community levels.</li> </ul>
Time poverty	<ul style="list-style-type: none"> <li>Participation in youth interventions may increase female time demands.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies that make farming more effective and free up time for women e.g. use of technology.</li> </ul>
Restricted mobility (due to security concerns, gender norms and childcare responsibilities)	<ul style="list-style-type: none"> <li>Limited income earning opportunities</li> <li>Inability to access market prices information or travel to markets where prices are higher</li> </ul>	<ul style="list-style-type: none"> <li>Identify value chains that can be done closer to home</li> <li>Establish women-only safe spaces where women can conduct economic activity</li> <li>Gradually confront norms that threaten women's safety using role models</li> <li>Using ICTs to share market price information and connect female producers with traders</li> </ul>
<b>Adolescent household heads</b>		

Observed vulnerability	Result of unaddressed vulnerability	Programmatic option
Weak social capital	<ul style="list-style-type: none"> <li>• They can be excluded from participating in interventions if beneficiary selection is done through traditional leaders or youth groups.</li> <li>• Have smaller networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent and impartial recruitment strategies.</li> <li>• Require additional support with network building.</li> </ul>
Extreme poverty	<ul style="list-style-type: none"> <li>• Pressing financial needs make it difficult for these youths to participate in programs especially those with longer pay-out structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve them in income generating activities with quick pay-outs.</li> <li>• Create opportunities for them to learn while earning by providing short but frequent trainings.</li> <li>• Link them to relevant social protection programmes operating in the area.</li> </ul>
<b>Indigenous, ethnic or religious minority youth</b>		
Marginalisation	<ul style="list-style-type: none"> <li>• Not fluent in national language</li> </ul>	<ul style="list-style-type: none"> <li>• Run activities in indigenous language.</li> <li>• Ensure representation in mixed groups or segregated groups as appropriate.</li> </ul>
<b>Youth living with disabilities</b>		
Marginalisation	<ul style="list-style-type: none"> <li>• Social exclusion, poor levels of education and reduced opportunity for income generation due to physical challenges or prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure programmes do not unintentionally discriminate against disabled beneficiaries, and if selected, ensure that provisions are made for equal participation.</li> </ul>
<b>All youth</b>		



Observed vulnerability	Result of unaddressed vulnerability	Programmatic option
Low educational attainment	<ul style="list-style-type: none"> <li>• Inability to apply concepts and continued learning due to poor literacy and numeracy levels.</li> <li>• Poor entrepreneurial skills</li> <li>• Poor capacity for planning</li> <li>• Difficulty understanding adult oriented training materials and sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-fund programs to include functional literacy and numeracy.</li> <li>• Collaborate or link with traditional youth-serving or educational organisations in the area.</li> <li>• Promote agribusiness skills</li> <li>• Encourage systematic learning processes integrating skills on “learning to learn” and planning.</li> <li>• Encourage low literacy, youth friendly experiential materials.</li> <li>• Place youth in mixed literary groups.</li> </ul>

Adapted from USAID/LEO report, 2016

**Child-headed households** are households headed by minors under the age of 18. Where the household head is below 15 years of age, they should not be included in interventions requiring full-time or part-time work, rather they should be assisted as vulnerable households that cannot contribute physical labour and should be linked to programmes that allow them to access basic needs including food, healthcare and education.

### Box 3: Kilifi Youth Economic Empowerment Programme

The county government of Kilifi in partnership with WFP, FAO and WVK developed the Kilifi Youth Economic Empowerment Project (KYEPP) as a pilot initiative aimed at increasing youth participation and employment in agriculture. The components of the project include: capacity strengthening of identified youth groups, horticulture and indigenous poultry value-chain development and agri-business planning, development and management. The initial phase has targeted 20 youth groups reaching approximately 400 youth.

**Capacity strengthening activities include:** training of facilitators, training youth to improve literacy, life and livelihood skills as well as vocational skills development, off-farm employment opportunities, income generating activities, agribusiness development, value-addition, formation & management of producer groups, financial literacy etc.

**Horticulture and indigenous value-chain activities include:** Training on horticultural production, irrigation technologies, post-harvest handling, poultry husbandry, nutrition through the Farmer Field School (FFS) approach etc.

**Achievements include:** 24 youth groups, 11 horticultural and 12 poultry groups have been formed which have reached a total of 459 youth to date. These groups have received technical training in horticultural and poultry production, participated in exchange visits to successful poultry enterprises, held a youth forum where they interacted with various market actors and have accessed loans worth KES. 1.7 million

Source: WFP Kenya Office

#### b) Youth and ICT-based interventions

The use of ICT in agriculture is commonly proposed as a strategy of increasing youth engagement in agriculture. It is assumed that youth are technologically savvy and that they are not attracted by the drudgery of traditional agricultural production systems, and that the use of technology which makes work easier is what will attract them to participate in agriculture.

How is ICT incorporated into agriculture in a way that engages the youth?

- ICT can be used to perform business functions such as record-keeping, data analysis e.g. Office software.
- ICT can be used for trade and marketing of products, accessing input, finance and advisory services e.g. mobile phone, Web, social media.
- Promotion of agriculture by young agricultural advocates using *Twitter*, blogs, *Facebook* and social reporting.

- Development and use of ICT services and applications for agriculture (Tools/apps for production, trade, water management, e-extension services, agricultural knowledge management and precision agriculture (AGRA 2015); e.g. *Shamba Digital*, *M-Farm* and *ICT for Ag.* entrepreneurship that encourages development of low cost applications for use in agriculture

### **Challenges to using ICT in ASAL areas for increased youth engagement in agriculture**

- High cost of ICT and access in remote parts of arid and semi-arid zones.
- Poor connectivity of both electricity and internet in ASALs.
- Absence or limited digital literacy among youth.
- Poor awareness of ICT potential and applications in agriculture.
- Social factors especially gender that limit access to ICT and digital literacy.
- Absence of effective public ICT facilities.
- Lack of ICT adoption and connectivity in agricultural institutions especially those that deal with extension.

### **C) Capacity building to promote youth engagement in agriculture**

Building skills among youth to promote their participation in agriculture is important for any intervention. Some considerations when designing youth training include:

- Build technical and vocational skills based on the value-chains identified.
- Business and entrepreneurship courses that build skills which improve private sector participation e.g. financial and digital literacy skills.
- Life skills training to improve leadership and personal development.
- Training should be provided in short duration
- Training on gender to improve gender equality
- Mentorship

#### **d) Youth and access to finance**

There is need to connect youth to sources of finance if they are to engage in the various forms of agribusiness and entrepreneurship

initiatives identified in a previous section of this guide. However, linking youth to affordable and accessible finance is one of the challenges most commonly identified as causing high youth unemployment and poverty. Many youths are excluded from credit sources because they lack collateral such as land and other assets. Access to finance for youth in agriculture, and more importantly for youth in the ASALs, is greatly constrained. It is therefore important to innovative models that may be considered in linking youth to sources of finance, which include:

- Institutions that provide credit without requiring collateral e.g. Village Savings and Loans Associations (VSLAs), microfinance institutions. These do not have to be necessarily youth-focused, but could include older market oriented farmers and perhaps allow inter-generational learning to occur.
- Value-chain financing- e.g. contract farming where financial assistance is provided by the buyer and recovered from the sale of the commodity
- Financial leasing with concessional terms such as interest-free rates, subsidised loans *etc.* to help youth acquire productive assets
- Linking youth to identified Social Impact Investments (SII) which aim to maximise financial return on investment while at the same time generating positive societal effect. These investments are sometimes channelled through foundations and NGOs
- Linking youth to government initiatives that provide subsidised finance such as the Youth Enterprise Development Fund (YEDF).

### **Challenges to youth accessing finance**

- Weak policy environment and regulatory framework that does not encourage investment for youth borrowing
- Limited financial literacy among the youth

## 9. Measuring outcome and impacts in youth interventions

Improving the outcomes for youth in the ASALs, who are located in food insecure communities should be at the core of any intervention. Developing effective tools to measure outcomes for youth interventions can be a challenge, due to the complex nature of changes youth interventions try to achieve.

Youth interventions often involve capacity building aimed at facilitating change in their circumstances, e.g. economic empowerment through engagement in agriculture and positive change in attitudes and behaviour e.g. around gender equality and nutrition. Demonstrating the direct impact of these interventions is not as straightforward as presumed; it is more difficult to evidence the direct link between activities, process/programme that young people have participated in and longer-term outcomes.

### Key definitions of terms used in measuring impact

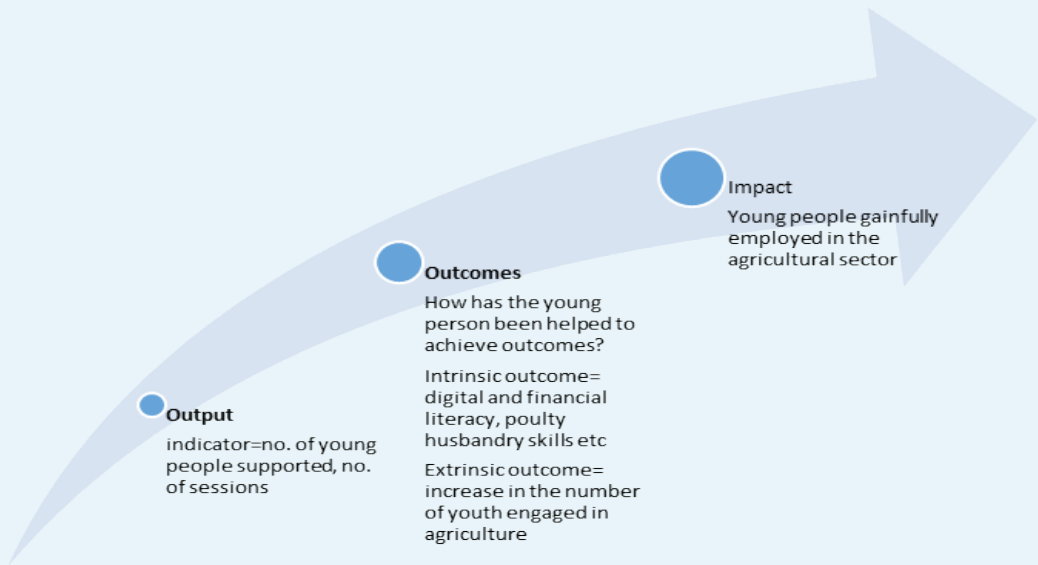
*Inputs* – resources used by or dedicated to a programme. This includes financial resources, staff time, facilities, equipment *etc.*

*Outputs* – direct products of activities and may include types, levels and targets of services delivered. They are almost always numerical.

*Outcomes* – relate to behaviour, skills, knowledge, attitudes, values, conditions *etc.* Tend to be achieved over months or years.

*Impact* – effect of a project or programme at a higher/broader level in the longer term, after a range of outcomes has been achieved.

The diagram below shows how outputs, outcomes and impact develop over time. *Intrinsic outcomes* relate to youth's personal learning, while *extrinsic outcomes* refer to the reduction of a negative statistic relating to the youth such as unemployment.



Adapted from Futures Outcome, 2015

### Figure 1: Measuring output, outcomes and impact in youth interventions

Since many youth interventions involve training and capacity building, an example of an evaluation strategy that could be adopted would be the Kirkpatrick model for evaluation of training and learning (1994) illustrated in the table below.

**Table 9: Illustration of Kirkpatrick Model for Evaluating Training and Learning**

<b>Kirkpatrick Level</b>	<b>Description</b>	<b>Output evidence (examples)</b>	<b>Outcome evidence (examples)</b>
<b>Level 1:</b> Extent to which young people have engaged with intervention.	Reaction of young person- what they thought/ felt about programme, activity, session	Number of young people attending, demographics of young people involved	Evaluation sheets, feedback forums
<b>Level 2:</b> Measures direct learning from a programme/ intervention to establish knowledge or skill development or attitudinal change intended	The resulting increase in knowledge or capability	Number and types of sessions delivered	Pre and post learning questionnaires
<b>Level 3:</b> Measures application of knowledge gained and or demonstrated of behavioural or attitudinal change	Behaviour & capability improvement, application and implementation of learning	Percentage of programmes completed; number of referrals to and from targeted services	Stakeholder feedback e.g. parents, community leaders
<b>Level 4:</b> Performance indicators used to evidence longer term impact of intervention	Impact-long term, what's changed?	Number of youth exhibiting programme objectives e.g. gainfully employed	Longitudinal studies Programme evaluation

*Adapted from Futures Outcome, 2015*

This is an example of an evaluation strategy that can be used for youth interventions but it is not the only one. A good evaluation strategy should include both quantitative and qualitative indicators and should produce data that can be used and analysed.

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# 11. Annexes

## Annex 1: Harvard Analytical Approach

It is concerned with the efficient allocation and use of resources as well as improved productivity. It identifies differences in men's and women's work and resources. It has four main components:

- Harvard Tool 1: The Activity profile
- Harvard Tool 2: The Access and Control profile- resources and benefits
- Harvard Tool 3: Influencing factors
- Harvard Tool 4: Check list for Project-Cycle Analysis

### **Harvard Tool 1: The Activity Profile**

It is used to identify relevant production and reproductive tasks by identifying who does what. Participation in community activities can also be included in the profile. It a flexible tool that can be adapted to the needs of many projects and the details included will depend on the type of intervention being designed. Below is an example of an activity profile for a livestock intervention.

## Example of Harvard Tool 1: Activity Profile for a hypothetical livestock intervention

Activities	Male child	Male Adult	Female Child	Female Adult
<p><b>Productive activities</b></p> <p>1. Livestock production</p> <p><i>Large stock (camels, cattle)</i></p> <p>Birth attendants</p> <p>Care of the young animals</p> <p>Giving medicines to sick animals</p> <p>Grazing</p> <p>Watering</p> <p>Milking</p> <p>Sale of milk</p> <p>Sale of manure</p> <p><i>Small stock (goats and sheep)</i></p> <p>Birth attendants</p> <p>Care of the young animals</p> <p>Giving medicine to sick animals</p> <p>Grazing</p> <p>Watering</p> <p>Milking</p> <p>Sale of milk</p> <p>Sale of Manure</p> <p>2. Related activities</p> <p>Bush clearing</p> <p>Pasture production</p>				
<p><b>Reproductive activities</b></p> <p>1. Fetching water</p> <p>    Fetching firewood</p> <p>2. Purchasing food</p> <p>3. Food preparation</p> <p>4. Child care</p> <p>5. Care of the sick</p> <p>6. Care of the elderly</p> <p>7. Cleaning and repair</p> <p>8. Market related</p>				

Adapted from Oxfam 1999

## Harvard Tool 2: The access and control profile – resources and benefits

It is used to identify the resources used to carry out the activities within the Activity profile above. It shows whether men or women has access and or control of the resources as well as benefits form the use of the resources.

### Example of Harvard Tool 2: Access and Control Profile

	Access Women	Men	Control Women	Men
<b>Resources:</b> Land Livestock Water sources Labour Cash Education Extension services Credit programmes				
<b>Benefits:</b> Income Asset ownership Basic needs (food, clothes) Political power and prestige				

Source: Adapted from Oxfam 1999

## Harvard Tool 3: Influencing factors

This tool maps out the factors which influence the differences in gender division of labour and access and control of resources and benefits as identified by Harvard tools 1 and 2 above. These factors are considered because they present opportunities and challenges to the participation of both men and women in development programmes such as those focused on building resilience in rural communities. These factors may also shape gender relations.

### Example of Harvard Tool 3: Influencing factors

Influencing factors	Opportunities	Constraints
Community norms & hierarchy (cultural practices, religious beliefs) Demographic factors Institutional structures (e.g. nature of government) Economic factors (poverty, infrastructure) Political factors Training and education Attitude of the community to development workers		

Source: Oxfam (1999)

### Harvard Tool 4: Checklist for project cycle analysis

It is designed to evaluate project proposal or intervention from a gendered perspective. It contains questions that are key to the four stages of the project cycle i.e. identification, design, implementation and evaluation

## Example of Harvard Tool 4: Checklist

### Assessing men and women's needs

1. What needs and opportunities exist for increasing men's and women's productivity/production?
2. What needs and opportunities exist for increasing men's and women's access and control of resources?
3. What needs and opportunities exist for increasing men's and women's access and control of benefits?
4. How do these needs and opportunities relate to the county and other sectoral development needs and opportunities?
5. Have men and women been directly consulted in identifying such needs and opportunities?

### Defining general project objectives

1. Are project objectives explicitly related to men's and women's needs?
2. Do these objectives adequately reflect men's and women's needs?
3. Have both men and women participated in setting these objectives?
4. Have there been earlier efforts?
5. How has the present proposal built on earlier activities?

### Identifying possible negative effects

1. Might the project reduce men and women's access to and control of resources and benefits?
2. Might it adversely affect men and women's situation in some other way?
3. What will be the effects on men and women in the short and long terms?

### Men and women's dimension in project design

#### Project impact on men's and women's activities

1. Which of these activities (Production, reproduction and socio-political) does the project impact?
2. Is the planned component consistent with current assigned gender roles for the activity?
3. If it is planned to change men's or women's performance of the activity is it feasible? What are the positive and negative effects on men and women?
4. If it does not change it, is this a missed opportunity for men's and women's roles in the development process?
5. How can the project be adjusted to increase the above positive effects or reduce or eliminate negative ones?

#### Project impact on women's access and control

1. How will each of the project components affect women's access to and control of the resources and benefits engaged in stemming from
  - Production of goods
  - Reproduction and maintenance of human resources
  - Socio-political functions
2. What forces have been set into motion to induce further exploration of constraints and possible improvements
3. How can the project design be adjusted to increase women's access to and control of resources and benefits

#### Men and women's dimension in project implementation

##### Personnel

1. Are project personnel aware of and sympathetic towards women's and men's needs?
2. Are women used to deliver the goods and services to women beneficiaries?
3. Do personnel have the necessary skills to provide any special inputs required by women?
4. What training techniques will be used to develop delivery systems?
5. Are there appropriate opportunities for women to participate in project management positions?

##### Organisational structures

1. Does the organisational form enhance women's and men's access to resources?
2. Does the organisation have adequate power to obtain resources needed by women and men from other organisations?
3. Does the organisation have the institutional capability to support and protect women during the change process?

##### Operations and logistics

1. Are the organisations delivery channels accessible to women in terms of personnel, location and timing?
2. Do control procedures exist to ensure dependable delivery of the goods and services?
3. Are there mechanisms to ensure that the project resources or benefits are not usurped by males?

#### Finances

1. Do funding mechanisms exist to ensure programme continuity?
2. Are funding levels adequate for proposal tasks?
3. Is preferential access to resources by males avoided?
4. Is it possible to trace funds for women and men from allocation to delivery with a fair degree of accuracy?

#### Flexibility

1. Does the project have a management information system which will allow it to detect the efforts of the operation on men and women?
2. Does the organisation have enough flexibility to adapt its structures and operations to meet the changing or new-found situations of men and women?

#### Men's and women's dimension in project evaluation

##### Data requirements

1. Does the projects monitoring and evaluation system explicitly measure the projects effects on women and men?
2. Does it also collect data to update the activity analysis and the men and women's access and control?
3. Are women and men involved in designing the data requirements?

##### Data collection and analysis

1. Is the data collected with sufficient frequency so that necessary project adjustments could be made during the projects?
2. Is the data fed back to project personnel and beneficiaries in an understandable form and on a timely basis to allow project adjustments?
3. Are men and women involved in the collection and interpretation of data?
4. Is data analysed so as to provide guidance to the design of other projects?

## Annex 2: Suggested gender-sensitive indicators adapted from Learnings in the WFP Asset Creation project

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
2) Project Selection (Community Action Planning)	Promote equal participation of men and women	% of men and women that participated in community action planning # of women vis-à-vis men who actively gave inputs in the community planning process	Gendered priorities of men <i>vis-à-vis</i> women in selection of assets/projects (practical and strategic gender needs)
3) Project Committee	Enhance equal participation in leadership and decision-making structures	% of men and women in the project committee	The state of gender relations in the community, in terms of equal access to opportunities to voice views in the leadership structures by men and women
	Promote women's voices in decision within project committees	% of men and women trained on relevant subject matter and associated leadership skills	Changes in confidence levels by men and women in their role as leaders in the project
		% of implemented decisions that are considered inclusive or with substantial inputs by women	Extent to which the views of men and women are considered in the project decisions
	Facilitate friendly recourse channels for men and women	% of men and women in the complaints committee	The confidence of men and women to use existing complaint systems



Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
4) Technical training	Design inclusive approaches to skill building initiatives	% of men and women who received technical training	Perception on equal access to opportunities in skill training by men and women Use of training approaches that are friendly to both men and women e.g. considering disparity in literacy levels
		Change in productivity for men and women resulting from skills acquired	Perceived changes in capacity and marketable skills amongst men and women that contribute to additional income
5) Work	Design gender sensitive work norms	% of men and women participating in the work site # of gender sensitive provisions at the worksite e.g. childcare and breastfeeding provision, regulation on work of pregnant women etc	Extent to which gender roles influence the participation of men and women in the project worksite
		Nature of opportunity costs highlighted by men and women in their gender roles as a result of participating in the work site	Coping mechanisms adopted by men and women to balance in balancing their gender roles and the project responsibilities
		Trend of attendance for men and women at the work site at different seasons	Change in opportunity cost for men and women who participate in the worksite as a result of change in drought situation E.g. livelihood opportunities that have more consistent income, higher amounts, and are remitted over a shorter period maybe more attractive to men given their gender roles as providers in the household

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
			Effects of changes in seasons on attendance of men and women in the project, in relation to their gender roles E.g. distances to water point in periods of severe drought...
	Facilitate gender appropriate distances to worksite	Average travel time, to and from the worksite (hours), disaggregated by sex.	Perceived mobility of men and women, and relevant permission required by each to move out of the household to access work sites
		Average travel cost, to and from the worksite (shillings), disaggregated by sex.	Ability of men and women to afford transport charges, and alternatives adopted.
	Understand gender dynamics in community contribution (voluntary) work norms	% of men and women observed working during community contribution	Nature of trade-offs by men and women when they make to make community contributions. Women are expected to give more freely of their time in community participation gender roles, while men associate more with community political roles.
	Select gender appropriate technologies at the worksite	% of men and women who find technologies adopted to be friendly	The view of men and women on suitability of technologies adopted at the worksite Does it ease or create burden in relation to their gender roles?
	Provide for gender sensitive protection considerations	# of beneficiaries that experience safety issues to and from the worksite disaggregated by sex	Gendered perception on safe access and suggested solutions to address them in the project context

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
		Security threats associated with travel to and from the worksite, disaggregated by sex (money and/or time)	Perceived barriers or convenience to access worksite by men and women
		# Of vulnerable households in the programme e.g. households headed by the elderly, persons with disability and children.	Perception on the appropriateness of special provisions made for vulnerable households such as light duties, unconditional transfers etc.
		# of pregnant and lactating women engaged at the worksite	Community attitudes on the special considerations on engagement of pregnant and lactating women/girls in the worksite
		# of men and women engaged in the worksite, disaggregated by age (addressing child labour concerns)	Perceived possibility of under-aged workers in the worksite, and the more predominant sex affected E.g. as a result of early marriage, lack of able bodied people in the household etc.
		# of standardized guidelines/ rules and provisions that promote protection considerations at the worksite	Perceptions on provisions has the programme to ensure that the project does no harm. E.g. for pregnant and lactating women/girls, protection from sexual exploitation and abuse, child labour etc.
			Perceptions on provisions has the programme to ensure that the project does no harm. E.g. for pregnant and lactating women/girls, protection from sexual exploitation and abuse, child labour etc.

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
			Perceived effectiveness of provisions made at the worksite in promoting dignity while meeting the needs of men, women, boys and girls E.g. child care sheds, light duties for specific groups maternity leaves, sex disaggregated toilets, safety measures
6) Assets	Understand gendered benefits from and ownership of the assets created	% of men and women who prefer different types of assets - household, group or community level	Perceptions on the nature of assets preferred by men and women
		% of men and women in the community who own, control and use the assets created	Perceptions on which individuals or groups benefit most from the assets created. Extent to which the households that create the assets benefit from it
7) Transfers	Adopt inclusive transfer modalities	% of male and female willing to participate in the project based on type and amount of transfer Type - in-kind food, restricted cash or unrestricted cash Amount - unpaid, contextually low, medium or high value transfers	Perception of men and women about the transfers (individual income/stipends, household Influence on the participation of men and women by transfer values/design (In many contexts women's time are associated low value activities)
		Preferred transfer modality (food or cash), disaggregated by men and women	Perceptions on preferred modality by men and women.
		# of households where men and women make decisions over the use of food or cash	Observations on intra-household dynamics as a result of the transfer modality.

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
	Select inclusive channel of transfer	Cost (travel time, service time and travel costs) of accessing transfers	The extent to which such costs reduce the value of benefits accessed by men and women in the project.
		Type and number of channels through which the transfer or entitlement can be accessed by men and women	The extent to which the project promotes financial inclusion and facilitate exposure of men and women Perceptions on the convenience of transfer channels to access their entitlement, disaggregated by sex. Multiple access channels create options and convenience e.g. mobile banking.
8) Sensitization	Adopt holistic approaches to resilience building through sensitization on complementary topics.	# of men and women that attend trainings and sensitization sessions # of trainings provided on a variety of topics like: gender equality, unpaid work, division of labour, financial literacy, livelihood opportunities, climate smart agriculture, nutrition, exclusive breast feeding, and risk associated with hard work for pregnant women	Change in awareness levels on a variety of complementary topic
	Enhance information on protection concerns.	# of beneficiaries, disaggregated by sex, that received messages on protection topics like: GBV, child marriages, pregnant and lactating women/ girls, shared workload	Change in attitudes and perceptions towards harmful cultural practices and attitudes Shifts in workload distribution especially for pregnant and lactating women/girls

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
9) Complementary Actions	Promote gender sensitive social capital for resilience from group related activities	# of men and women engaged in farming groups	Perceived benefits of farming groups to men and women in the project E.g. income from produce, negotiated extension services and land leases, market linkages, access to Government funds and tenders, value chain facilitation by other actors
		# of men and women involved in group savings	Perceived benefits to men and women of group savings e.g. Table Banking, VSLAs
	Identify opportunities for layering and linkage with other actors	# of actors using the platform created by the project as an entry point for other projects	Perception on women's and men's access to projects and actors focusing on other areas like nutrition, reproductive health, livelihoods, etc. as a result of exposure by the project
10) Transformative Outcomes	Enhance financial inclusion of men and women	# of individuals disaggregated by sex or groups that access bank or mobile money accounts for financial services like savings, credit, insurance etc.	Perceived benefits of accessing financial services by men and women
	Contribute to women empowerment outcomes	% of women who experienced better quality of life because of the project	Observed changes in women as a result of the project e.g. reduced dependency (autonomy), initiative taking, improved productivity, marketable skills, income generation, improved perspectives, reduction in GBV incidents etc.

Asset Creation Process	Gender Equality Objective	Quantitative Indicators	Qualitative Indicators
	Contribute to transformative gender relations e.g. generational changes because of increased income that promotes access to education by women, men, boys and girls	Change in the number of women, men, girls and boys accessing education from supported households	Perception on equal access to education opportunities for girls and boys, as well as those that pursue adult learning
	Encourage uptake of healthcare services, especially for pregnant women, through of information sessions	# of women in the project that seek sexual and reproductive health services	Change in the views of men and women on uptake of sexual and reproductive health services
	Promote equal participation of men and women in public spaces	# of women and men accessing identity cards and are able to vote	Perceived benefits of accessing documents that are relevant for registration
# of men and women elected in public leadership structures		Changes in community perceptions on leadership ability of women and men, based on demonstrated service through project committees	

Source: WFP Kenya Office

## Annex 3: Tools to promote equal participation of men and women in interventions that enhance resilience

### a) The Gender Analysis framework (GAM)

It aims to help determine different impacts that development interventions have on BOTH men and women by providing a community-based technique for identifying and analysing gender differences. It encourages the community to identify and constructively challenge assumptions about gender roles. It requires the involvement of both men and women in equal numbers.

#### Gender Analysis Matrix (GAM)

	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

GAM can be used at different stages in the project cycle.

- At planning stage- used to determine whether potential gender effects are desirable and consistent with programme goals
- At design stage- used to determine whether potential gender considerations may change the design of the project
- At monitoring and evaluation- used to address broader programme impacts

Note: The GAM is used as an illustration in this guide. However, based on the context, a variety of other tools including the Harvard analytical approach and the people-oriented planning can also be used to plan for interventions targeting men as well.

(Footnotes)

1 Kenya National Youth Policy 2006









