



A Guide for Gender Mainstreaming in Agroforestry Research and Development



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The challenge in research for/and/in development is understanding gender and other forms of social exclusion so that inclusive strategies are used to identify barriers to the opportunities that exist, and achieve equality of outcomes.

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RECOMMENDED READINGS

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Preface

This mainstreaming guide is useful for ICRAF scientists, project staff, program officers and managers involved in preparing gender research proposals and/or designing and implementing gender research in agroforestry. The guide describes what gender mainstreaming is and what is not. It presents the steps for mainstreaming agroforestry along the stages of the research and development (R&D) cycle: needs assessment, project design, implementation, monitoring and evaluation.

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The Fox invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.



The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.

Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

What is Gender Mainstreaming?



Gender mainstreaming is defined by the United Nations Economic and Social Council (ECOSOC, 1997) as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres; so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality. Gender mainstreaming is a process rather than a goal. Gender concerns need to be mainstreamed in order to achieve gender equality and improve the relevance of development agendas.

Central to the process of mainstreaming and engendering projects, are issues of capacity and skills development for gender analysis, availability of data and information for planning purposes. Mainstreaming addresses the 'how' element of development in relation to gender issues. It addresses the need to equip people with knowledge, information and tools. Gender sensitisation is to be used as an entry point to mainstreaming.

What is new about Gender Mainstreaming?



Gender mainstreaming aims to make gender dimension explicit in all policy sectors, where gender equality is no longer viewed as a 'separate question', but becomes a concern of all policies and programmes. Gender mainstreaming does not look at women in isolation, but looks at women and men - both as actors and beneficiaries in the development process. Significantly, gender mainstreaming differs from a "women in development" (WID) approach, in that, it takes as its starting point, a thorough and rigorous analysis of the development situation, rather than a prior assumption about women's roles and problems. Experience has shown that gender issues differ by country, region and localities. Experience further shows that rigorous, gender-sensitive analysis invariably reveals gender-differentiated needs and priorities, as well as gender inequalities in terms of opportunities and outcomes. Gender mainstreaming seeks to readdress these problems.

In view of the above, it is clear that a "gender mainstreaming" approach does not make the need for specific policies, programmes or projects on gender equality in isolation. The level of intervention (from basic "gender sensitivity" to comprehensive, targeted gender programmes) will depend on the specific needs and priorities revealed by a gender-sensitive situation assessment. Finally, gender mainstreaming addresses the environment (corporate, office), in which policies and programmes are developed and implemented. Thus a strategy to integrate gender concerns into programming must be accompanied by a strategy to ensure that the working environment is gender-sensitive, guaranteeing equal opportunities and treatment to both men and women. Sufficient technical capacity and human resources to successfully implement gender mainstreaming must also be ensured.

| GENDER MAINSTREAMING IS ABOUT | GENDER MAINSTREAMING IS NOT ¹ |
|---|--|
| <ul style="list-style-type: none"> ✓ Reducing poverty, boosting economic growth and strengthening citizenship of men and women. ✓ A pro-active process designed to tackle inequalities which can and do discriminate against either sex. ✓ Targeting major economic and social policies that deliver major resources to men and women. ✓ Making good economic sense, ensuring that women as well as men are active and using 100% of the productive labour force. ✓ Recognising that gender is one of the most fundamental organising features in society and affects our lives from the moment we are born. ✓ Presupposing a recognition of male and female identities. ✓ Recognising that differences exist in men's and women's lives and therefore their needs, experiences and priorities are different. ✓ A willingness to establish a balanced distribution of responsibilities between women and men. ✓ Needs determined political action and support with clear indicators and targets. ✓ Will not happen overnight, it is a continuous process. | <ul style="list-style-type: none"> ✓ A Women only issue. ✓ About the statistics, for example, of balancing men and women participation, but also about the quality of participation. ✓ About having well written statements. ✓ About blaming anybody for the inequalities which exist. ✓ About only women taking action. ✓ About only women benefiting from it. ✓ About stopping or replacing gender specific policies and projects targeted at either women or men. <div data-bbox="1697 887 2190 1410" data-label="Image"> </div> |

¹Adapted from European Commission. 2004. EQUAL guide on gender mainstreaming. Luxembourg.



See Appendix 1, how effective gender mainstreaming can be at various levels

| WHAT IS COVERED IN GENDER MAINSTREAMING | LEVELS AT WHICH GENDER MAINSTREAMING IS DONE ³ |
|--|--|
| <ul style="list-style-type: none"> ✓ Policy design ✓ Decision-making ✓ Access to resources ✓ Procedures and practices ✓ Methodology ✓ Implementation ✓ Monitoring and Evaluation ✓ Disseminating and applying research results | <ul style="list-style-type: none"> • Policy/national/international • Institutional /organisational • Programmes/project |

GENDER MAINSTREAMING MEANS²

- ✓ A partnership between women and men to ensure both participate fully in society's development and benefit equally from its resources.
- ✓ Ensuring that initiatives not only respond to gender differences but seek to reduce gender inequality.
- ✓ Long-lasting changes in society, transforming parental roles, family structures, and the organisation of work, time and even institutional practices.
- ✓ That differences between women and men may never be used as a ground for discrimination.
- ✓ A radical rethink of the way labour markets work and their impact on women's and men's employment.
- ✓ Reshaping the mainstream activities rather than adding activities for women at the margins.
- ✓ Responding to the root causes of inequality and putting remedial action in place.
- ✓ Asking the right question to see where limited resources should be better invested.
- ✓ Recognising men's role in creating a more equal society.

^{2, 3}Adapted from European Commission. 2004. EQUAL guide on gender mainstreaming. Luxembourg.

Gender mainstreaming in agroforestry research & development (R&D) cycle

Gender research in ICRAF can be of two types. The first type is one that seeks to better understand the challenges, issues, barriers and opportunities that men and women, in their own specific contexts face. The second type goes beyond by identifying and addressing gender-specific issues in an action research mode. The following provides guidance to gender mainstreaming in both types.

See the checklist for gender-oriented research project in agroforestry.

Using available data from different sources (national statistics, key informants), conduct rapid situation analysis. Gather information around these questions:
 i) What is the socio-economic status of the study population?
 ii) What are their daily activities?
 iii) Who is likely to be helped or harmed by your research activities/recommendations?

| PHASE 1: PROJECT DESIGN | WHAT TO DO |
|---|--|
| A. Needs Assessment | <ul style="list-style-type: none"> Seek assistance from a gender specialist or gender focal points in your country, region or science domains. Ask how your project might influence, affect or improve understanding of gender relations in the target/project area. Obtain minimal set of gender differentiated information. Such information may include (a) activities done by men & women; and (b) issues related to access and control of resources e.g. land ownership, money. Analyze the information gathered. Determine gender-specific issues or needs. Ask how your project might address gender specific issues/needs, the implications for not addressing them, and how might your research results be used to inform the design of gender and socially inclusive strategies/policies. Ensure participation of men and women in generating information. |
| B. Project design/planning | <ul style="list-style-type: none"> Determine whether your project is gender neutral, blind, responsive, sensitive, etc. (See gender integration concepts in appendix 2) Define what is to be achieved in terms of gender (goal, purpose, expected results). If the research is about improving understanding or exploring gender issues (Type 1), define your gender research questions with the view that the results will be used to inform program designers and/or policy makers. Define the gender aspect/issue that is being addressed and how it will be achieved. Define men and women interest and beneficiary reach. Define inputs (resources) related to your goals. Define indicators to be monitored. Allocate budget for gender-focused activities. Define assumptions and risks. Define roles and responsibilities for those involved in the project, for example, gender researchers. Seek assistance from gender specialists/focal points in your country, region or science domains, to review your project/proposal before submitting to the Project Development Unit (PDU) for further review. |
| PHASE 2: IMPLEMENTATION | <p>Assuming your project is not gender-blind, and you have a specific gender goal, then...</p> <ul style="list-style-type: none"> Decide what methods to use to collect sex disaggregated data. Amongst many methods, try some of the methods described in: 'In Equal Measure: A user guide for gender research in Agroforestry.' A mix-method approach to gender analysis is highly recommended. If necessary, conduct a workshop or training on how to collect sex disaggregated data and do gender analysis. The analyzed data will be very useful in generating better understanding of the conditions that foretell gender inequity and in determining interventions for addressing specific gender needs. If your project is an action research, use gendered-information to design interventions that lead to achieving gender goals. Conduct workshops and trainings specifically designed for addressing gender-specific needs. Produce gender-sensitive or gender-specific communication and extension materials. |
| PHASE 3: MONITORING AND EVALUATION | <ul style="list-style-type: none"> Develop simple monitoring tools in a participatory way. Agree on monitoring process with project stakeholders particularly with women. Review monitoring tools periodically. Assess the effects of tools and interventions on women and men. Carry out project evaluations to show impact and effects on gender. Adjust activities as necessary. |

Begin by asking what you know; what you do not know; what projects or policy interventions have already been implemented what is currently happening; what other related interventions are planned? Mapping the situation will help you obtain gender differentiated information.

i) Refer to the gender Intermediate Development Outcomes (IDOs) of your CRP.
 ii) Ensure that your project gender goal contributes to the gender IDOs of CRPs and to system level IDOs.

When selecting researchers into the project/study team, take into account their relevant expertise to understand the gender dimensions of the research.
 i) Are they familiar with the relevant literature and can they ensure that appropriate methodology will be used during the research?
 ii) Can they integrate gender perspectives throughout the research?
 See the sub-heading on researcher's position describe later in the document.

ICRAF has gender focal points located in the country, region and at the science domain with whom you can consult regarding gender research.

Refer to:
http://www.worldagroforestry.org/regions/southeast_asia/publications?do=view_pub_detail&pub_no=BK0176-14

Tips in collecting sex/gender-disaggregated data:
 Other relevant information related to class, age, wealth, marital status, ethnicity, religion, caste (where applicable) should be considered when collecting sex/gender-disaggregated data.

Tips for conducting gender-sensitive workshops and trainings:
 i) Take into account the time and venue when conducting training so that male and female participants are available and not engaged with productive or reproductive activities.
 ii) Keep into account the cultural/religious sensitivities of the area or people while conducting trainings.

i) Package the information into different forms of media that will reach all age and gender categories.
 ii) Consult a communication specialist who has a gender background.

**The researcher's position:
Crucial points to be taken into account in order to
obtain reliable results for gender research in agroforestry**

Some biases arise as a result of the researcher's position in terms of gender, caste, class, age, marital status, ethnicity, race, religious affiliations etc. These need to be taken into consideration and addressed adequately for reliable results. Biases may be evident in the following:

- People often choose to research issues that are important to them, assuming that women and men feel the same way (i.e. being gender blind or sometimes gender neutral).
- In gender-segregated societies, a researcher might need to conduct research with a partner of the opposite sex in order to access the perspectives of both women and men. In certain cases when female researchers may have to deal with men and vice versa, it is important that the researcher is aware of the sensitivities and potential limitations to full disclosure of opinions.
- Neglecting to take time of day considerations into account can bias the research process. It is important to conduct research during hours when male and female participants are available and not engaged with productive or reproductive activities as this is likely to produce skewed responses.
- The use of facilitators of much lower or higher status than the respondent may result in intimidation on either side which is likely to produce class, gender, and other biases which may affect the questions, responses given, or unquestioning acceptance of responses provided by respondents.

Gender-biased research produces gender-biased results which can mislead policy and programmatic interventions potentially resulting in increased gender gaps, conflict and other problems. Gender-sensitive responses to agroforestry can be achieved through carrying out systematic gender analysis, collecting and utilising gender-disaggregated data, establishing gender-sensitive indicators and benchmarks and developing practical tools to support increased attention to gender perspectives. Consultation with, and the participation of women in agroforestry initiatives must be ensured, and the role of women's groups and networks strengthened.

**Checklist for a gender-oriented
research project in agroforestry**

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| PROJECT DESIGN STAGE |
| <input type="checkbox"/> Are women and men researchers involved in project design experienced and aware of gender issues? |
| <input type="checkbox"/> Has it been ensured that both men's and women's groups (as well as youth in some cases) have been involved in project design? |
| <input type="checkbox"/> Does the project design provide safeguards for women and men if their labour load changes due to the project? |
| <input type="checkbox"/> Are both women and men affected by the project? How are their perceptions of the problem and how will the project address that problem? |
| <input type="checkbox"/> Do both women and men benefit from the project? In what ways? |
| <input type="checkbox"/> Does the project identify and address any existing constraints to men and women participants? |
| PROJECT IMPLEMENTATION STAGE |
| <input type="checkbox"/> Are there equal opportunities for women and men to participate in project management positions? |
| <input type="checkbox"/> Are those directly involved in project implementation (project management) made up of both women and men? |
| <input type="checkbox"/> Has project management been provided with human resources, financial resources, awareness and expertise or skills necessary to manage the gender dimension of the project? |
| <input type="checkbox"/> What training and extension techniques are being used to assist the project to be responsive to gender concerns? |
| PROJECT MONITORING AND EVALUATION |
| <input type="checkbox"/> Is the project management team trained to monitor the project from a gender perspective? |
| <input type="checkbox"/> Have measurements (indicators) been developed to monitor the project that measures the impact on both women and men separately? |
| <input type="checkbox"/> Are the indicators designed to measure equality and inequality in access and control of resources for both women and men? |
| <input type="checkbox"/> Are measurements made frequently enough so that necessary adjustments can be made while the project is ongoing? |

APPENDIX 1:

Effective gender mainstreaming can occur at various levels if the following are in place

- A clear gender policy
- Practical coordination of all gender mainstreaming initiatives
- A clear guide on gender mainstreaming and best practices
- Training and capacity building
- Awareness creation and advocacy on gender mainstreaming
- Partnerships and networking for persons and institutions
- Research and information dissemination on gender issues
- Sex disaggregated data
- Resources
- Monitoring, evaluation and reporting

APPENDIX 2:

Concepts and definitions related to gender

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| Agency | Refers to the innate ability to carry out own analysis, make own decisions, and take own actions. Empowerment focuses on how to enhance agency, i.e. every person has agency, every person analyses, decides, and acts. |
| Gender | Describes the socially constructed roles and responsibilities of men and women and boys and girls, which may vary over time and by location. These may differ across societies, cultures and families. |
| Gender Analysis | Is a systematic study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision making powers etc. between women and men (European Commission, 2004). A gender analysis begins with the collection and analysis of sex-disaggregated data (i.e. information that is collected and presented separately on men and women). Women and men often perform different roles, which leads to different experiences, knowledge, talents and needs. Gender analysis explores these different roles and experiences so that policies, programmes and projects can identify and meet the different needs of women and men. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men. |
| Gender Awareness | Refers to: A general understanding that there are socially determined differences between women and men based on learned behaviour, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programmes and policies. |
| Gender Blindness | Refers to: A conscious or unconscious lack of attention to different gender roles and responsibilities, and, consequently, the failure to analyse policies and projects in terms of the differences in their effects on women and men. |

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| Gender Disaggregated Data | Refers to: A process of data collection and analysis that focuses on issues of particular relevance to women and men, girls and boys, and their different roles and positions within society. Statistics on household distance from water or fuel, for example, have different implications for women and men since it is usually women who spend time collecting those necessities. Also, the gender-disaggregation of data such as household income, food consumption, malnutrition rates, etc. can be useful to demonstrate inequalities. |
| Gender Discrimination | Occurs when individuals are treated differently on the basis of their sex. This affects both women and men. For example, when a woman is paid less for the same work as a man, this is gender discrimination. Generally speaking on a global level, gender discrimination leads to women being disproportionately represented among the poor, the less educated, the underpaid, the assaulted and the powerless. |
| Gender Disparity | Disparity (or difference) occurs when women and men, girls and boys, have different access to resources, services or rights because of their gender. For example, in a number of countries (especially in sub-Saharan Africa) women lack an independent right to own land or property, or conduct/own a business. Also, women often have less access to resources such as legal information and financial resources. While women and girls bear the most direct burden of these inequalities, inevitably the costs harm everyone in society. Among the poor, these disparities contribute to significant risk and vulnerability in the face of family or personal crisis, and during economic hardships, including those arising from climate change. |
| Gender Division of Labour | Refers to: The division of paid and unpaid work between women and men in the private and public sphere (European Commission, 2004). It concerns the allocation of the tasks and responsibilities of women and men at home, at work and in society according to patterns of work that are felt to be acceptable in a particular place and time. |

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| Gender Equality | Means that women and men enjoy the same status in society and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Originally it was believed that equality could be achieved simply by giving women and men the same opportunities. Today, the concept of equality acknowledges that women and men may sometimes require different treatment to achieve similar results, due to different life conditions or to compensate for past discrimination. Gender equality, therefore, is the equal valuing by society of both the similarities and the differences between women and men, and the varying roles they play. |
| Gender Equity | Means being fair to women and men. To ensure fairness, measures are often needed to compensate for historical and social disadvantages that prevent women and men operating as equals. Equity leads to equality. |
| Gender Gap | Is a measure of gender inequality. It is a useful social development indicator. For example, we can measure the 'gender gap' between boys and girls in terms of the educational levels achieved. |
| Gender Indicator | Is a measurement of change over time. It is also a signal of a change. The change may be measured in terms of quantity, quality and timeliness. A gender indicator is that which is sex-disaggregated, specific, logical, realistic, relevant, valid and sensitive. |
| Gender Neutral | Operate on the principle that men and women should be treated equally in order to ensure that gender will no longer be a basis for the allocation of benefits and burdens in society. |

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| Gender Perspective | Refers to when: i) A differentiation is made between the needs and priorities of men and women; ii) the views and ideas of both women and men are taken seriously; iii) the implications of decisions on the situation of women relative to men are considered: who will gain and who will lose; and iv) action is taken to address inequalities or imbalance between men and women. |
| Gender Practical Needs | These are needs related to the roles of reproduction, production and community work of men and women which, when met, do not necessarily change their relative position/condition in society, which arise from the gender roles. |
| Gender Relations | Refers to: How men and women relate to each other, resulting in manifestations of gender based power. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example, as men assume the earner and leader roles and women assume the domestic and child-care/family-care roles. These power relations are uneven because the male has more power in making legally influential decisions. Roles, assumed attributes and social systems lead to the creation of blueprints for behaviour. If we do not conform to these roles we are seen to be deviant by society. Power relations always result in one party being worse off than the other and create social imbalances. |
| Gender Responsiveness | This is planning and implementing activities that meet identified gender issues/concerns that promote gender equality. |

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|---------------------------|---|
| Gender Roles | Are roles defined by society which are different for women and men. For example, in some societies men are expected to farm, while in others it is the responsibility of women. Traditional gender roles often mean that women have multiple responsibilities in the home, in the workplace and in the community while men's roles are most often focused in the workplace and community and not as much in the home. The roles that men and women play are influenced by the cultural and sometimes religious norms of the society, their social status in that society, other people's expectations and the image the individual wants to develop for him/herself. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. Both women and men play multiple roles in society. The gender roles of women may be identified as reproductive, productive and community managing roles, while men's roles are often categorized as either productive or involved in community politics. Men are often able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast, must often play their roles simultaneously and balance competing claims on time for each of them. |
| Gender Sensitivity | The ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions. |
| Gender Stereotype | Formed when men or women are persistently attributed certain characteristics or roles, thereby creating the belief that these are invariably linked to gender. Gender stereotyping reinforces gender inequality by portraying assumptions and conditions that maintain the inequality as biologically or culturally fixed. For example, it is a stereotype that all women are more nurturing and therefore should be responsible for child care. |

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| Gender Strategic Needs | Refers to: Higher level of needs of women and men which, when met, help change their status in society. Example of such needs are decision making and access to information. |
| Gender Transformation | Describes a situation where women and men change their way of thinking from patriarchy towards a gender equality perspective. |
| Matriarchy | A form of social organisation in a culture or specific community in which descent and inheritance are traced through the female line of a family. |
| Patriarchy | A form of social organisation, prevalent in most societies globally, in which descent and inheritance are traced through the male line of a family. The term 'patriarchy' is also used in the social development sector to connote the tendency for male ownership and control over resources in patriarchal societies which is made possible by the exclusion and subjugation of women's position in society. Thus, patriarchy is viewed as a social system which underpins and sustains gender discrimination. Patriarchy is maintained by an assertion of male superiority that claims to be based on biological differences between women and men, cultural values, or religious doctrines. |
| Sex | Describes the biological or physiological differences between male and female, women and men, boys and girls. These differences are universal and are determined at birth. |
| Women's Empowerment | The process in which women reflect upon their reality and question the reasons for their situation in society. It includes developing alternative options and taking opportunities to address existing inequalities. It enables women to live their lives to their full potential based on their own choices in respect of their rights as human beings. |

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<http://worldagroforestrycentre.org-forests-trees-agroforests>



RESEARCH
PROGRAM ON
Forests, Trees and
Agroforestry

The CGIAR Research Program on Forests, Trees and Agroforestry (CRP-FTA) is a collaborative program that aims to enhance the management and use of forests, agroforestry and tree genetic resources across the landscape from forests to farms. CIFOR leads CRP-FTA in partnership with Bioversity International, CIRAD, the International Center for Tropical Agriculture and the World Agroforestry Centre.