



Integrating Gender and Nutrition within Agricultural Extension Services

Info Sheet:
Common Gender Analysis
Tools (3)

Moser Gender Analysis Framework

Nargiza Ludgate



Tip I: The concept of the *triple role* makes the unequal division of labor between women and men easier to understand.

Tip II: Complement Moser's Framework with other tools to obtain more in-depth information, such as:

- 24-hour calendar
- Time use survey
- Community resource map
- Social mapping
- Livelihoods matrix
- Harvard framework

Tip III: Collecting information in a participatory setting helps men and women map out and understand their multiple roles and contributions to the household and the community.

Tip IV: Gender analysis requires time and patience. Utilize humor to engage participants.

An important tool that is commonly used in gender analysis is the Moser (triple roles) Framework. Developed by Caroline Moser, this framework can help extension agents understand the division of labor within the household and community by asking “who does what?” Moser introduces the idea of women’s ‘triple role’ in production (farm work), reproduction (household work and childcare), and community affairs, and the multiple roles women perform simultaneously. In contrast, men are often less involved with household chores and more engaged in production and community-managing activities.

This framework assists extension agents to examine how women and men manage their various roles and identify agricultural extension programs that are tailored to men and women’s specific needs. The analysis links gender roles to gender needs by distinguishing between women’s practical needs—those that help in everyday life, such as accessing extension information—and strategic needs, which are what women need to address gender disparities, e.g., learning to read and write.

Reproductive Roles

These roles involve childbearing and caring as well as domestic tasks that support the household’s wellbeing, such as cooking, cleaning, fetching water, washing, and attending to the sick and elderly members. These responsibilities are rarely considered ‘real work,’ are rarely paid, and are performed primarily by women and children.

Productive Roles

These roles are related to activities that produce goods and services for consumption or trade (growing crops for sale or household consumption). Both men and women can be involved in these activities. However, women often carry out these roles alongside their reproductive roles in a household farm or home garden, which makes their contributions less visible and less valued than men’s productive work.

Community Roles

These roles involve community work, such as holding social events, activities to improve or care for community resources (land or irrigation ditches), and/or participating in groups or farmer



2016 Kyrgyzstan workshop on gender and nutrition Integration in agricultural extension.

organizations. These activities are often voluntary. Men tend to participate more often in political affairs of the community (e.g., serving as a chair of the farmers' association), whereas women contribute their time for free for a social good (cleaning school backyard).

Using this Framework in Agricultural Extension and Advisory Services:

1. With the participation of men and women together or in separate groups, identify and map out all the activities of men and women in the household over a 24-hour period using the "triple roles" framework. Include girls and boys in the mapping exercise to obtain a fuller picture.
2. Clarify the needs of men and women by distinguishing between their practical needs (e.g., is there food to cook for dinner?) and strategic needs (e.g., access of women to decision-making or women's control of their time).
3. Discuss results of 1 and 2 with the group.
4. Use this information to assess how men and women manage their various roles and deciding on the timing of extension programs that are suitable to women's available time and does not create additional burden on women's responsibilities in the household.
5. Identify the type of extension interventions that you can tailor to men and women's roles and their needs.
6. Involve men and women during the planning process to design and offer gender-effective extension programs.

References and Resources

March, C., Smyth, I., & Mukhopadhyay, M. (1999). *A Guide to Gender-Analysis Frameworks*. Oxfam. Retrieved from Oxford. www.ndi.org/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf.

Moser, C.O. (1993). *Gender Planning and Development: Theory, Practice, and Training*. London: Routledge.



Designed to be shared.

This work is licensed under a Creative Commons Attribution 3.0 Unported License. creativecommons.org/licenses/by/3.0/

Prepared by Nargiza Ludgate, University of Florida, September 2016