

GENDER AND HORTICULTURE: CONSIDERATIONS REGARDING OUTREACH

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Feed the Future Innovation Lab for Collaborative Research on Horticulture

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OVERVIEW

- Refresher
 - Highlights from Lusaka (2015) presentation
 - Highlights from Siem Reap (2016) presentation
- Value of mixed-gender research teams
- Gender and outreach
 - Gendered challenges to participation
 - Two mechanisms: Farmer research teams and farmer field schools
 - Group discussion: Your experiences, challenges and success stories



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WHY DOES GENDER MATTER?

- Sex versus gender
- Gender equity as a basic human right
- Data on women's role in agriculture are limited
- Women play a key role in agriculture but face challenges



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INCORPORATING GENDER

- Quantitative approaches
- Qualitative approaches
- Combine quantitative and qualitative methods (mixed methods)

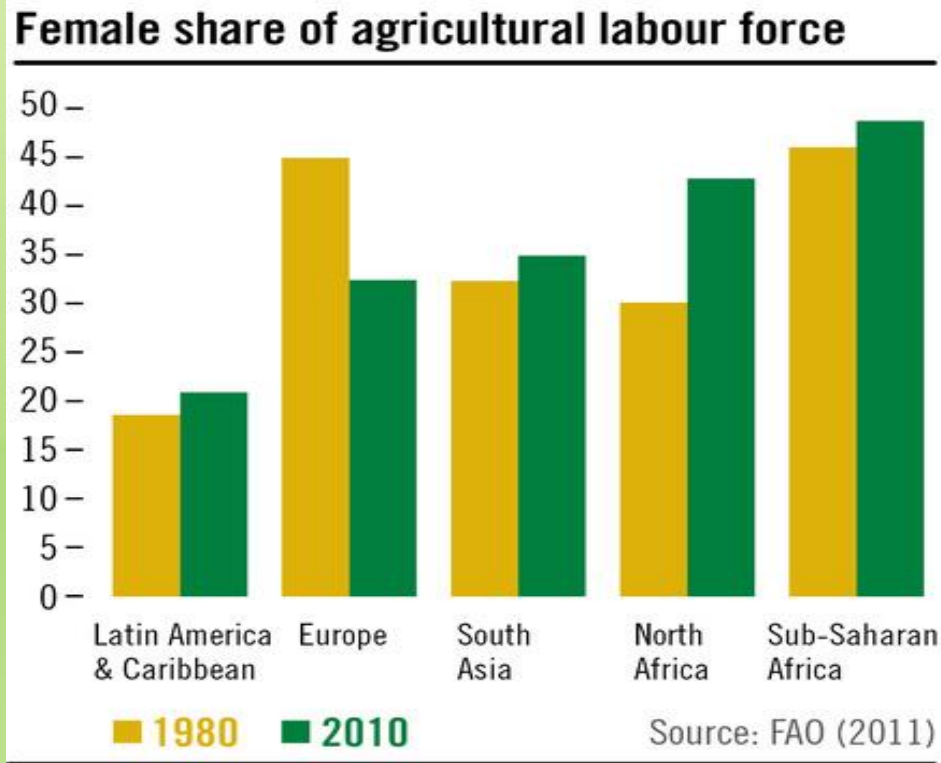


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FEMINIZATION OF AGRICULTURE





THREE TYPES OF FEMINIZATION

DIFFERENT IMPLICATIONS (DE SCHUTTER)

- Women take over farming for subsistence and household food security when males migrate or take other jobs.
- Women take over farming to produce primarily for the market.
- Women employed as workers in larger-scale corporate agriculture-especially fruits and vegetables.



SHIFTING MASCULINITIES-DON'T FORGET THE MEN

- Men's loss of power with changes in labor markets
- Land reform and privatization tend to favor men
- Market-driven value chains may encourage men to move into agriculture
- Masculinities and femininities are often related



INTERSECTIONALITY

- Remember not all women (or men) are in the same situations—can vary significantly by ethnicity, age, marital status, land ownership, educational level, income, scale of agriculture



TRANSFORMATIVE APPROACH TO CARE WORK

- Recognize women's care work for household, community, and environment
- Lighten women's care burden
- Redistribute care work within household
- Reinforce the value of care work
- Role of government and the market in lessening care-giving burdens

GENDER DIVERSITY MAKES SCIENCE BETTER

“Pick up any recent policy paper on women’s participation in science and you will find assurances that gender diversity enhances knowledge outcomes. Universities and science-policy stakeholders ... readily subscribe to this argument. But is there, in fact, a gender-diversity dividend in science? The data suggest that there is.”

Mathias Nielsen et al. PNAS, 21 FEBRUARY 2017
(<http://www.pnas.org/content/114/8/1740.full.pdf>)



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CHALLENGES FOR WOMEN SCIENTISTS IN THE AGRICULTURAL SCIENCES

Reflections from women scientists in the CGIAR system

- **Balancing work and family**
- **“Agriculture science is a very traditional and conservative science with ‘male’ rules and norms, so bringing in different ideas and perspectives is sometimes very difficult.”**
- **“Not being taken with the same respect as men.”**
- **???**
- **???**



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TWO COMPLEMENTARY AND PARTICIPATORY OUTREACH MECHANISMS: FARMER RESEARCH TEAMS AND FARMER FIELD SCHOOLS

Farmer research teams (local agricultural research communities)

- Local problem identification, use experimental design for evaluation. Open-ended and deductive. “[t]he methodology involves ... members in a continuous cycle of learning, action and reflection” (Humphries et al. 2012: 2080).

Farmer field schools

- “Community-based, non-formal education to [small] groups of farmers” (Braun et al. 2000). Time-limited (crop cycle) and based on inductive (discovery-based) learning.

Humphries and colleagues (2012) found that in Honduras, mixed-gender farmer research teams were highly effective in generating solutions to food insecurity, and had a tremendously positive impact on women’s empowerment. Men came to see this as not “zero sum” but “win-win.”



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AGARWAL'S (2001) TYPOLOGY OF GROUP PARTICIPATION

Table 1. *Typology of participation*

Form/Level of participation	Characteristic features
Nominal participation	Membership in the group
Passive participation	Being informed of decisions <i>ex post facto</i> ; or attending meetings and listening in on decision-making, without speaking up
Consultative participation	Being asked an opinion in specific matters without guarantee of influencing decisions
Activity-specific participation	Being asked to (or volunteering to) undertake specific tasks
Active participation	Expressing opinions, whether or not solicited, or taking initiatives of other sorts
Interactive (empowering) participation	Having voice and influence in the group's decisions



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GROUP ACTIVITY: SHARING EXPERIENCES WITH GENDER AND OUTREACH

1. What is (or will be) the extent and nature of your project's outreach (i.e., training, extension) efforts?
2. Does gender cut across these efforts in any way? If so, how?
3. Are there any gender differences that (are expected to) disadvantage women as (actual or prospective) trainees? How would you describe?
4. Are there gender differences that (are expected to) disadvantage women as trainers? How would you describe?
5. In your experience, what are the most effective or promising ways to mitigate gender inequality in outreach? What are your success stories?



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