



# She Said, He Said: Insights from a Survey of Smallholder Couples in Honduras

Paige Castellanos, Janelle B. Larson, Leif Jensen, and Elisabeth Garner  
The Pennsylvania State University

Prepared for presentation to the Rural Sociological Society  
26-29 July, 2018



HORTICULTURE  
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# Acknowledgement

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# Overview

- Problem statement
- Research setting and project
- Project components
- Survey research design
- Findings
- Conclusions and next steps



# Why does gender and agriculture matter?





# The Project: Empowering Women Through Horticulture

Who we are:

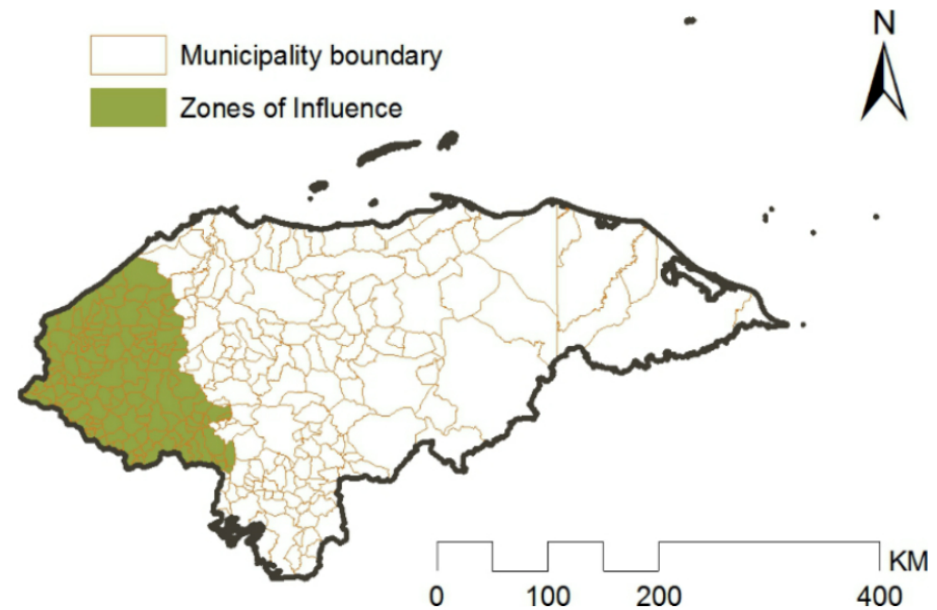
- The Pennsylvania State University
- Zamorano Pan-American Agricultural School

Where we work:

- Western Honduras

What we do:

- Seek to understand how the horticulture value chain can support equity and empowerment for women



# The Setting



# Gendered Economy Perspective

- Labor markets and other social institutions are the “bearers of gender”
- Constitute arenas within which gender-based inequities in empowerment operate and are reinforced
- Compels us to be attuned to:
  - Normative, cultural, economic and political forces...
  - that shape gender inequalities in...
  - labor markets, opportunity structures, household divisions of labor (reproductive and productive), empowerment, and access to and control over resources



# Research Objectives

- Determine barriers to women's participation in the horticulture value chain (HVC)
- Identify barriers to women's adoption of technologies
- Identify policies and cultural norms that limit the participation of women and other marginalized populations in the HVC
- Determine the intra-household dynamics between men and women, particularly in terms of decision making, livelihood strategies and agricultural production

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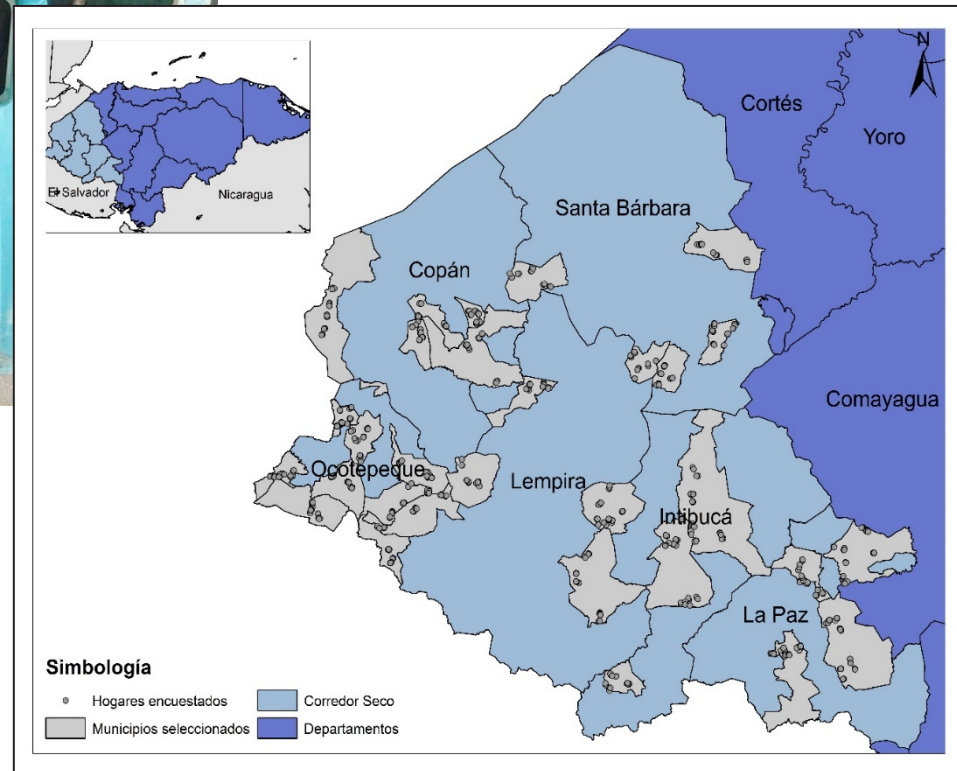
# WAgN-Honduras Project Components

- Baseline data collection
  - Qualitative – focus groups, key informant interviews
  - Quantitative – household survey
- Workshops
  - Bringing producer organizations together to share experiences
- Farmer Field Schools
  - Integrating gender into horticulture production training

# WAgN-Honduras Project Components

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# WAgN Honduras Survey





# Our survey sample

	Female Headed Household (Single)	Dual Headed Household (Women)	Dual Headed Household (Men)
Total Interviewed	162	400	391
% of Sample	17%	42%	41%
% of Households	29%	71%	70%
Primary School or Less	94%	91%	91%
Literate	62%	75%	74%

# Previous Findings





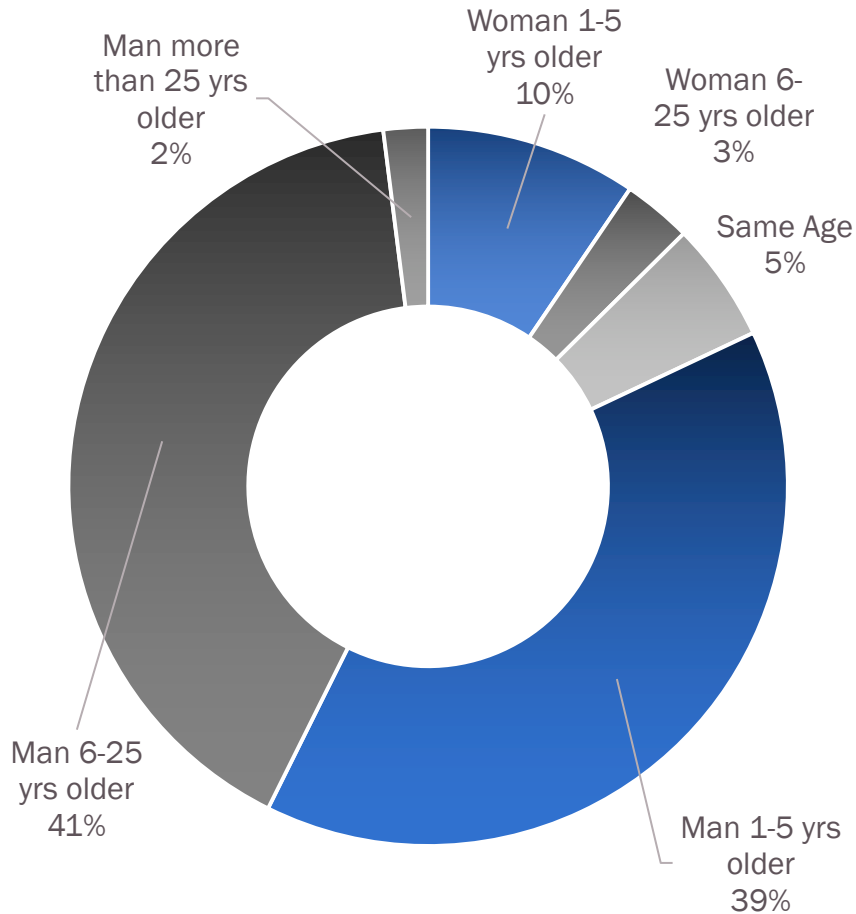
She said,  
He Said



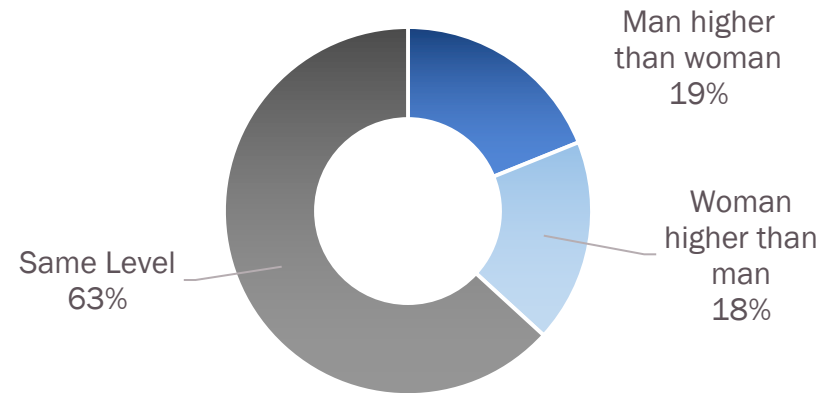


# Key Findings: Couple Characteristics

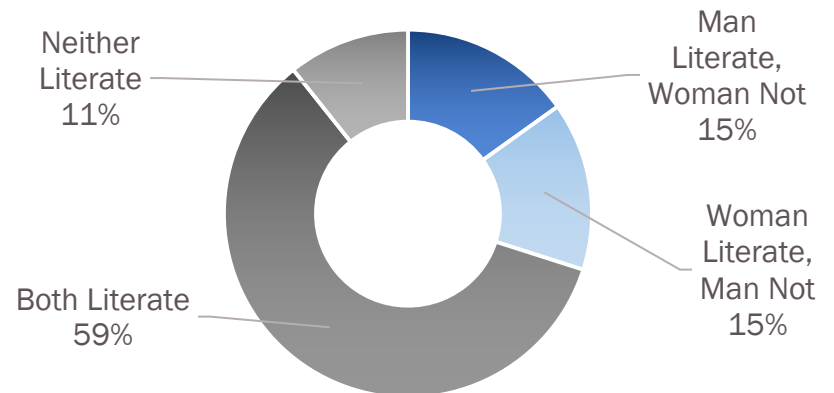
## Age Differences



## Education Differences



## Literacy Differences



# Key Findings : Gender Norm Perceptions

Percent in complete agreement	Men	Women	Sig
Women can decide what to plant	77.7%	85.5%	**
Women can decide what to plant for market	79.5%	85.0%	*
Men should plant for market and women for consumption	52.4%	49.0%	
Men and women participate equally in horticulture	67.0%	70.2%	
Men and women have specific tasks in horticulture production	50.4%	64.6%	***
Women can produce horticulture just as well as men can	78.2%	88.9%	***
Women can produce horticulture only in their gardens	13.9%	17.1%	
Men plant horticulture for the market, women produce horticulture for consumption	37.3%	42.1%	
Men control the income from horticulture production	52.2%	42.5%	**



# Key Findings : Gender Norm Perceptions

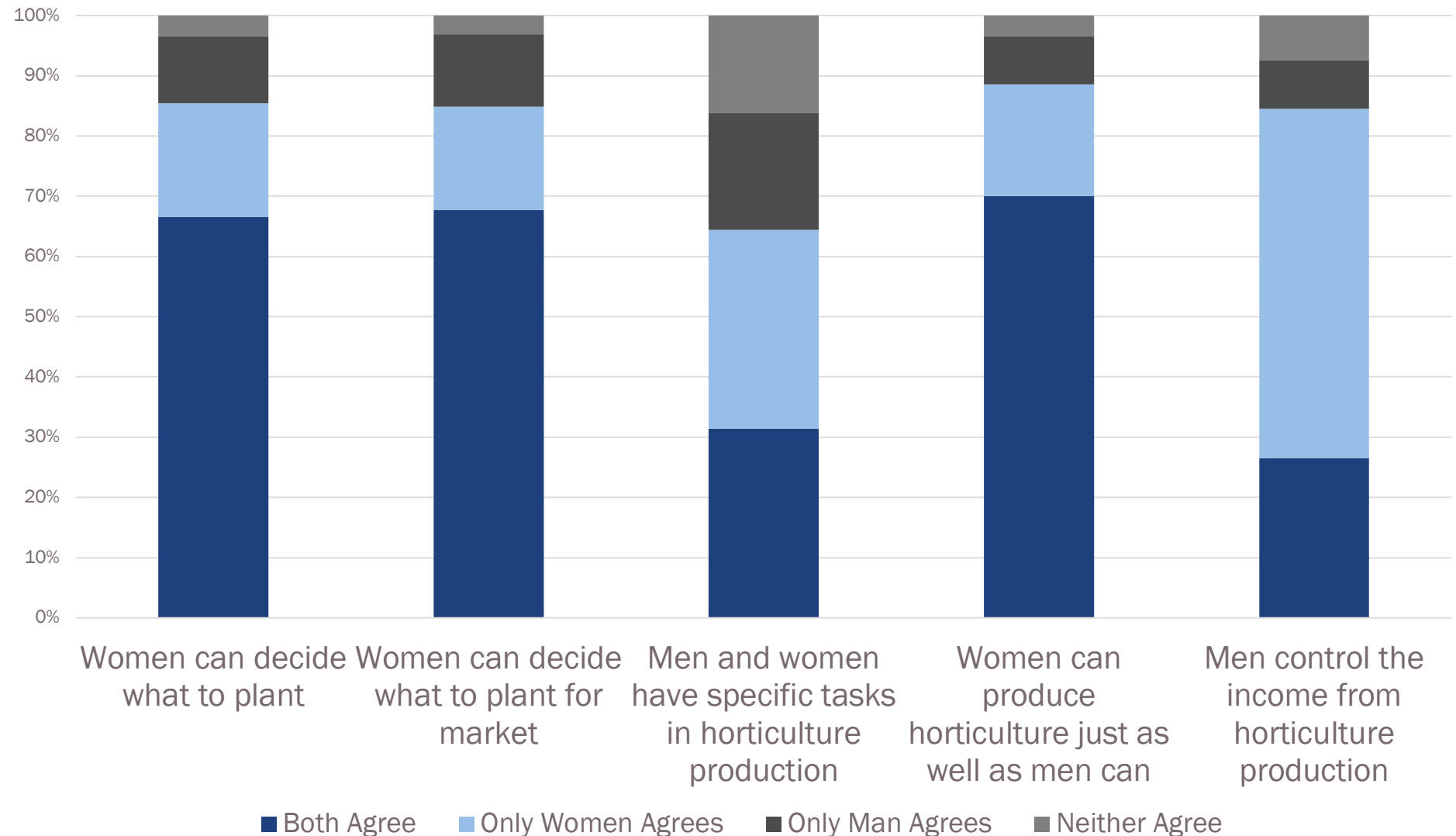
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# Key Findings : Gender Norm Perceptions

Percent in complete agreement	Both Agree	Only Women Agrees	Only Man Agrees	Neither Agree
Women can decide what to plant	66.6%	18.8%	11.2%	3.4%
Women can decide what to plant for market	67.7%	17.2%	12.0%	3.1%
Men and women have specific tasks in horticulture production	31.4%	33.0%	19.4%	16.2%
Women can produce horticulture just as well as men can	70.1%	18.6%	8.0%	3.4%
Men control the income from horticulture production	23.4%	19.8%	28.1%	28.6%

# Key Findings : Gender Norm Perceptions

Differences in perspectives of gender norms in agriculture



# Association of couple's education and their perceptions of gender norms

## “Women can decide what to plant for market”

	Education			
	Both have some	Man has some, woman has none	Woman has some, man has none	Neither have any
Both Strongly Agree	66.7%	78.8%	61.7%	51.7%
Other	33.3%	21.2%	38.3%	48.3%
Man Only strongly agrees	12.9%	5.8%	12.8%	3.4%
Woman only strongly agrees	17.3%	11.5%	25.5%	34.5%
Neither Strongly Agree	3.1%	3.8%	0.0%	10.3%



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# Association of couple's education and their perceptions of gender norms

## “Women can produce horticulture just as well as men can”

	Education			
	Both have some	Man has some, woman has none	Woman has some, man has none	Neither have any
Both Strongly Agree	71%	84.3%	53.2%	64.5%
Other	29%	15.7%	46.8%	35.5%
Man Only strongly agrees	8.5%	3.9%	12.8%	3.2%
Woman only strongly agrees	17.4%	7.8%	31.9%	25.8%
Neither Strongly Agree	3.1%	3.9%	2.1%	6.5%



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Woman only strongly agrees	21.1%	19.2%	6.5%	30.0%
Neither Strongly Agree	29.3%	28.8%	32.6%	16.7%

# Key Findings: Production Decisions

Percent	Men	Women	Sig
Make decisions on food crop	94.1%	40.5%	***
Make decisions on commercial crop	69.3%	20.8%	***
Make decisions on livestock	27.6%	77.5%	***
Make decisions on non-farm labor	10.0%	14.0%	
Make decisions regarding wage/salary	35.5%	18.5%	***



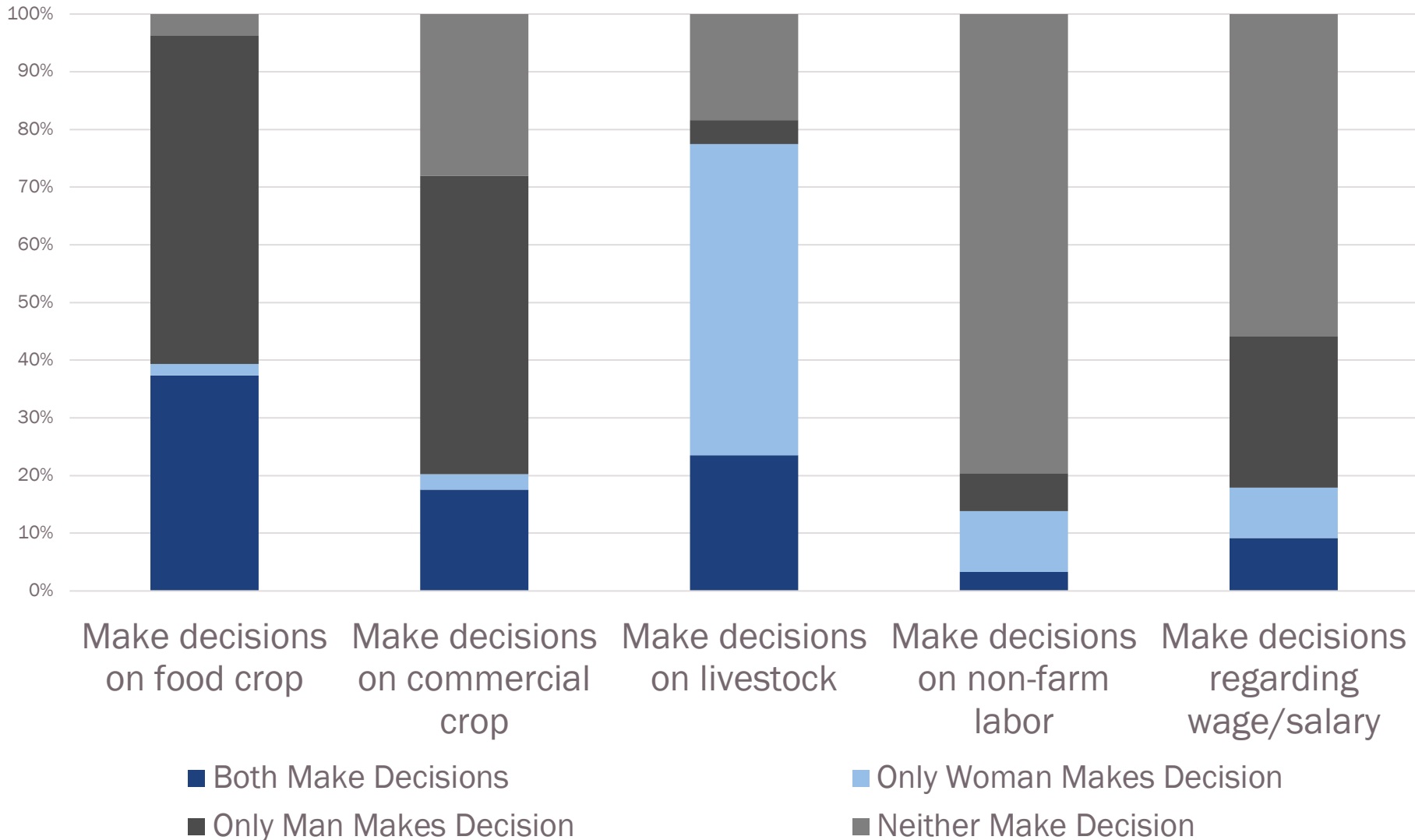
# Key Findings: Production Decisions

Percent	Both Make Decisions	Only Woman Makes Decision	Only Man Makes Decision	Neither Make Decision
Make decisions on food crop	37.3%	2.0%	56.8%	3.8%
Make decisions on commercial crop	17.6%	2.6%	51.7%	28.1%
Make decisions on livestock	23.5%	54.0%	4.1%	18.4%
Make decisions on non-farm labor	3.3%	10.5%	6.6%	79.5%
Make decisions regarding wage/salary	9.2%	8.7%	26.3%	55.8%



# Key Findings: Production Decisions

## Differences in Decision Making Responsibilities



# Association of couple's education and their decision making

## Decision making regarding food crops

	Education			
	Both have some	Man has some, woman has none	Woman has some, man has none	Neither have any
Both make decisions	37.3%	32.7%	41.7%	38.7%
Other	62.7%	67.3%	58.3%	61.3%
Only man makes decision	56.9%	67.3%	50%	48.4%
Only woman makes decision	2.7%	0%	2.1%	0%
Neither make decisions (no activity)	3.1%	0%	6.3%	12.9%

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	Education			
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Both make decisions	20%	13.5%	12.5%	12.9%
Other	80%	86.5%	87.5%	87.1%
Only man makes decision	51.5%	59.6%	50%	41.9%
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Neither make decisions (no activity)	26.2%	25%	33.3%	41.9%



# Conclusions and Next Steps

- In Honduras, agreement found between couples for gender attitudes and perceptions
- While there is agreement, important differences - women generally more likely to be progressive regarding gender norms
- Higher agreement with perceptions of gender norms, lower instances of women making decisions on crop production
- Some differences do correlate with differences in education, man's education important

# Conclusions and Next Steps

- Next steps include exploring disagreements as function of other variables
- Creating an index variable of overall consonance and disagreement regarding gender and how that relates to other factors

# WAgN-Honduras Project Components

- Baseline data collection
  - Qualitative – focus groups, key informant interviews
  - Quantitative – household survey
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  - Bringing producer organizations together to share experiences
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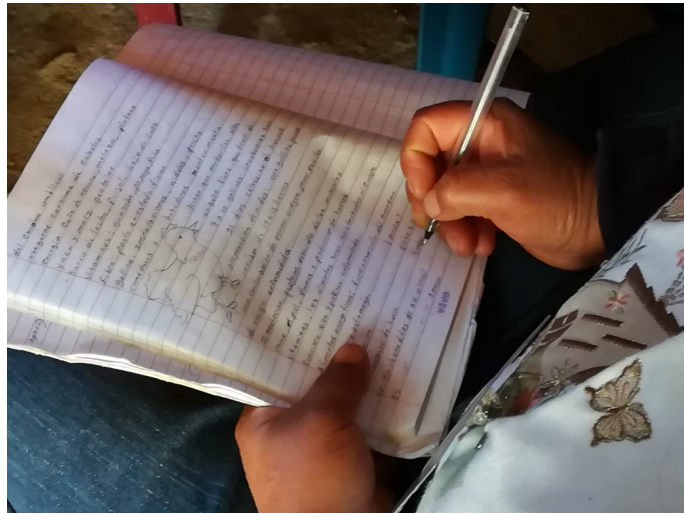




Grupo 3

¿Quién se encarga de...

	Gallinas		Cerdos		Vacas	
	M	H	M	H	M	H
Alimenta	••		••		••	••
Cuida	••		••	••	••	••
Colecta	••		••	••	••	••
Vende	••		••	••	••	••





# ¡Graduación!





# Site Visits





# Thank you!

## Contact Information

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@paigec\_psu



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# Extra slides follow

# Key Findings: Group Membership

Percent	Men	Women	Sig
Agriculture Group	11.0%	3.0%	***
Water Group	51.4%	21.5%	***
Forest Group	9.2%	2.5%	***
Credit Group	13.0%	9.3%	
Support Group	.5%	1.5%	
Business Group	.5%	1.3%	
Community Group	28.6%	13.0%	***
Religious Group	63.4%	70.5%	*
Other Men's or Women's Group	5.4%	12.3%	***
Other Group	4.3%	5.0%	

# Key Findings: Land Ownership

Percent	Men	Women	Sig
Home Garden Land Owner %	23.3%	2.3%	***
Home Garden Size of Land Owned			
0-50 m <sup>2</sup>	12.4%	0.5%	***
50-200 m <sup>2</sup>	0.0	0.5%	***
200+ m <sup>2</sup>	10.3%	1.0%	***
Home Garden How Land Aquired			
Inherited	10.7%	1.5%	***
Purchased	11.0%	0.5%	***

# Key Findings: Land Ownership

Percent	Men	Women	Sig
Crop Land Owner %	49.4%	6.3%	***
Crop Size of Land Owned			
0-50 m <sup>2</sup>			
50-200 m <sup>2</sup>			
200+ m <sup>2</sup>			
Crop How Land Acquired			
Inherited	26.9%	5.0%	***
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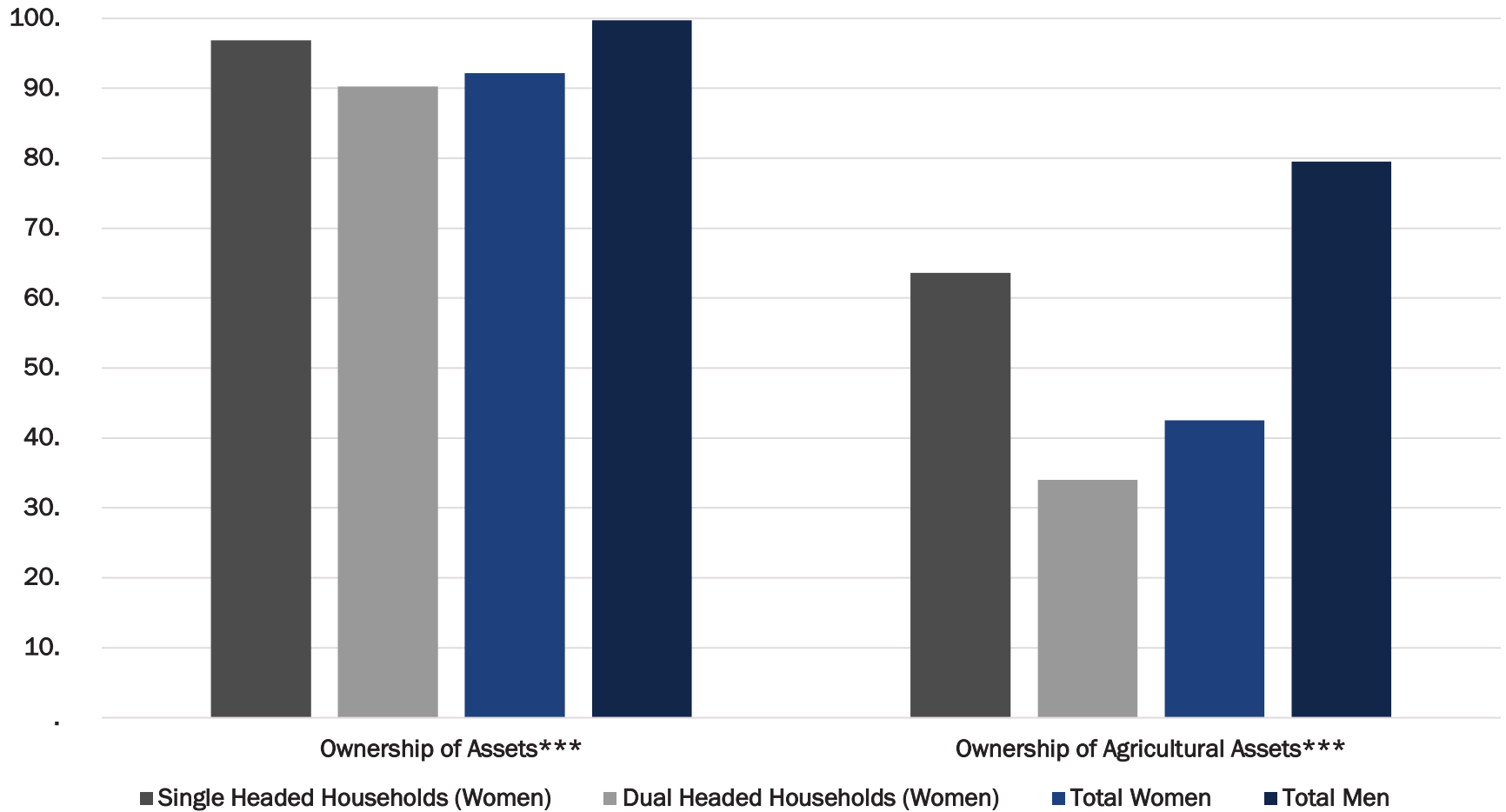






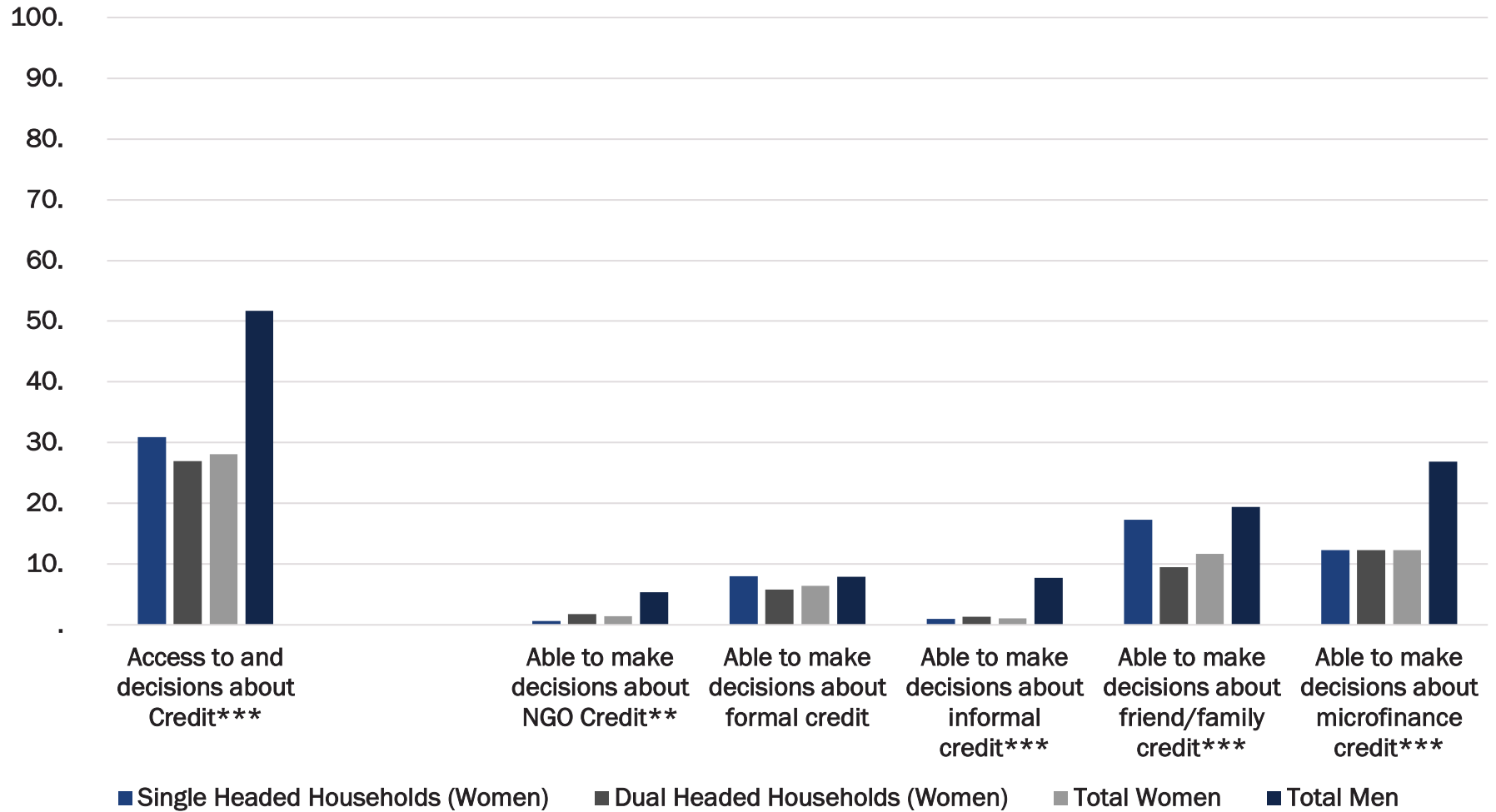
# Ownership of Assets

Ownership of types of assets



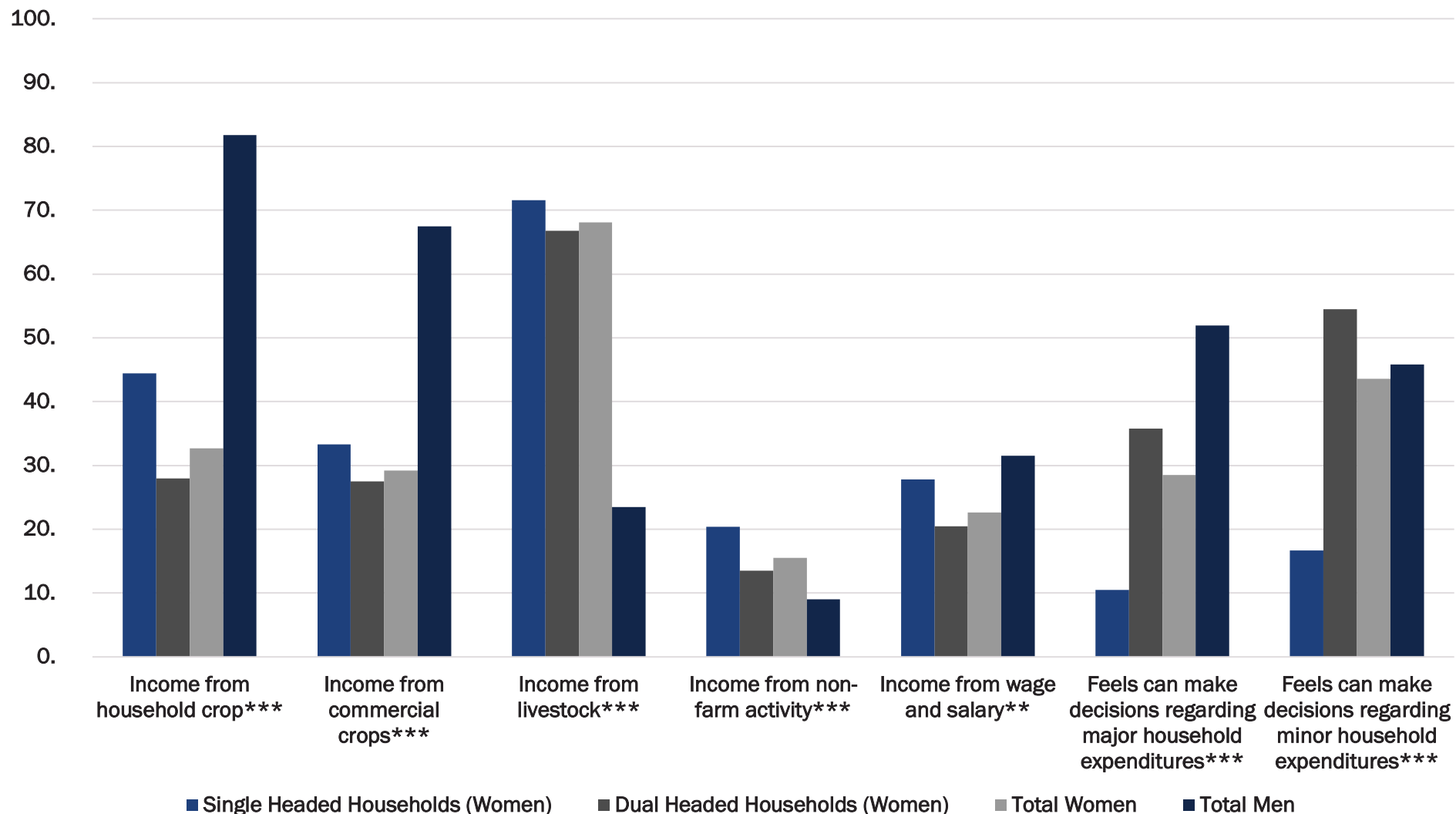
# Access to Credit

Access to Credit



# Control over income

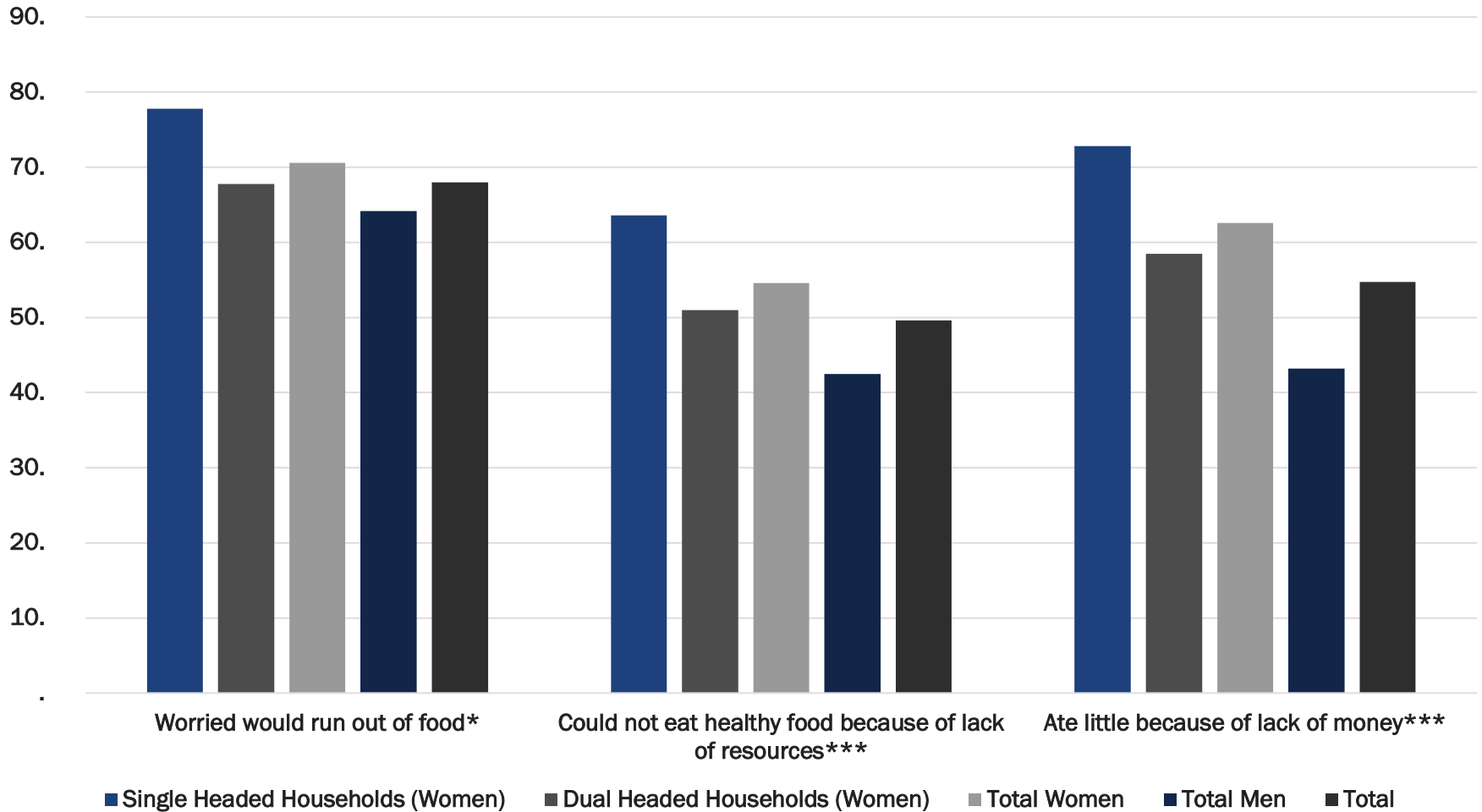
Input on Income and Economic Decisions





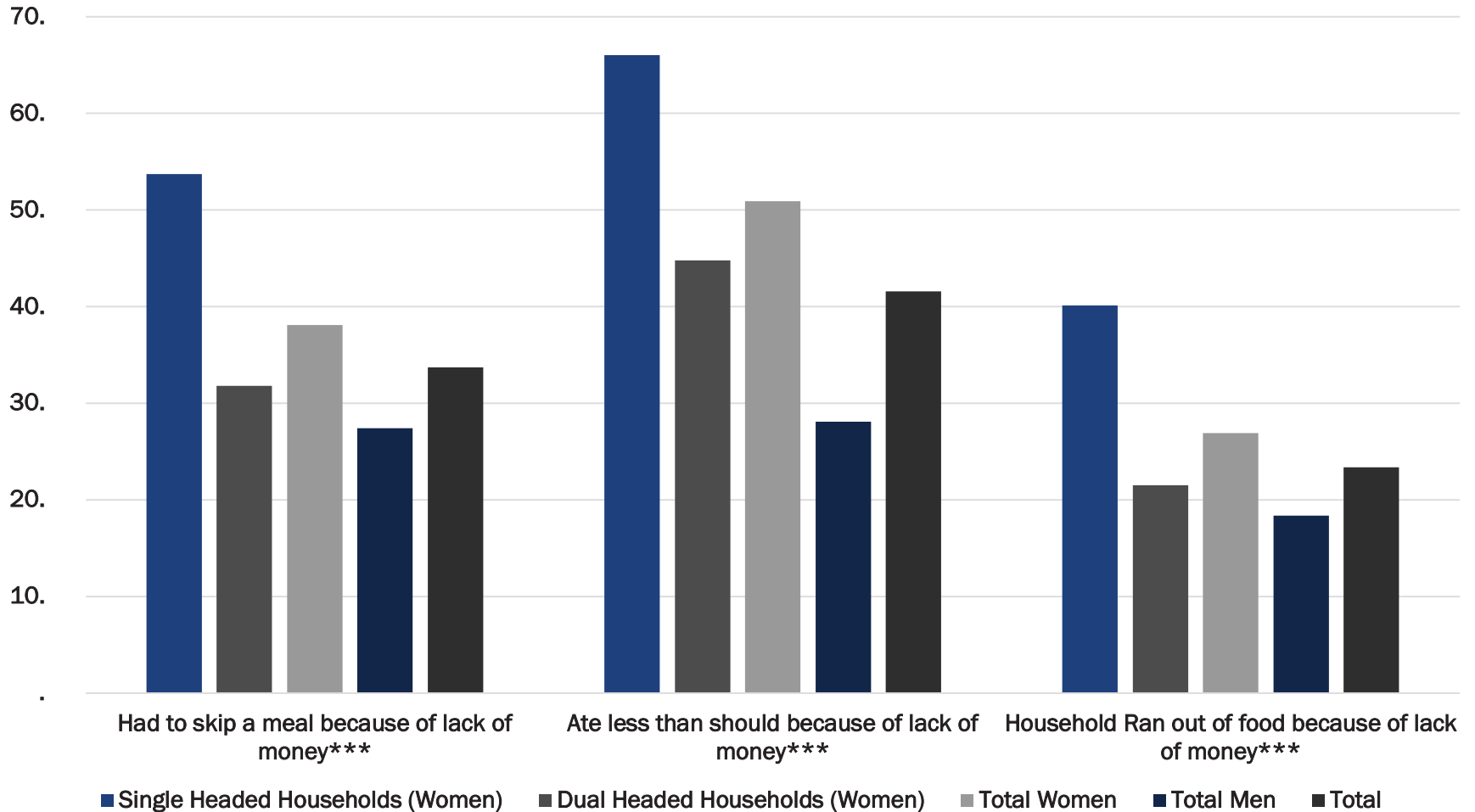
# Food Insecurity

## Mild Food Insecurity - FIES



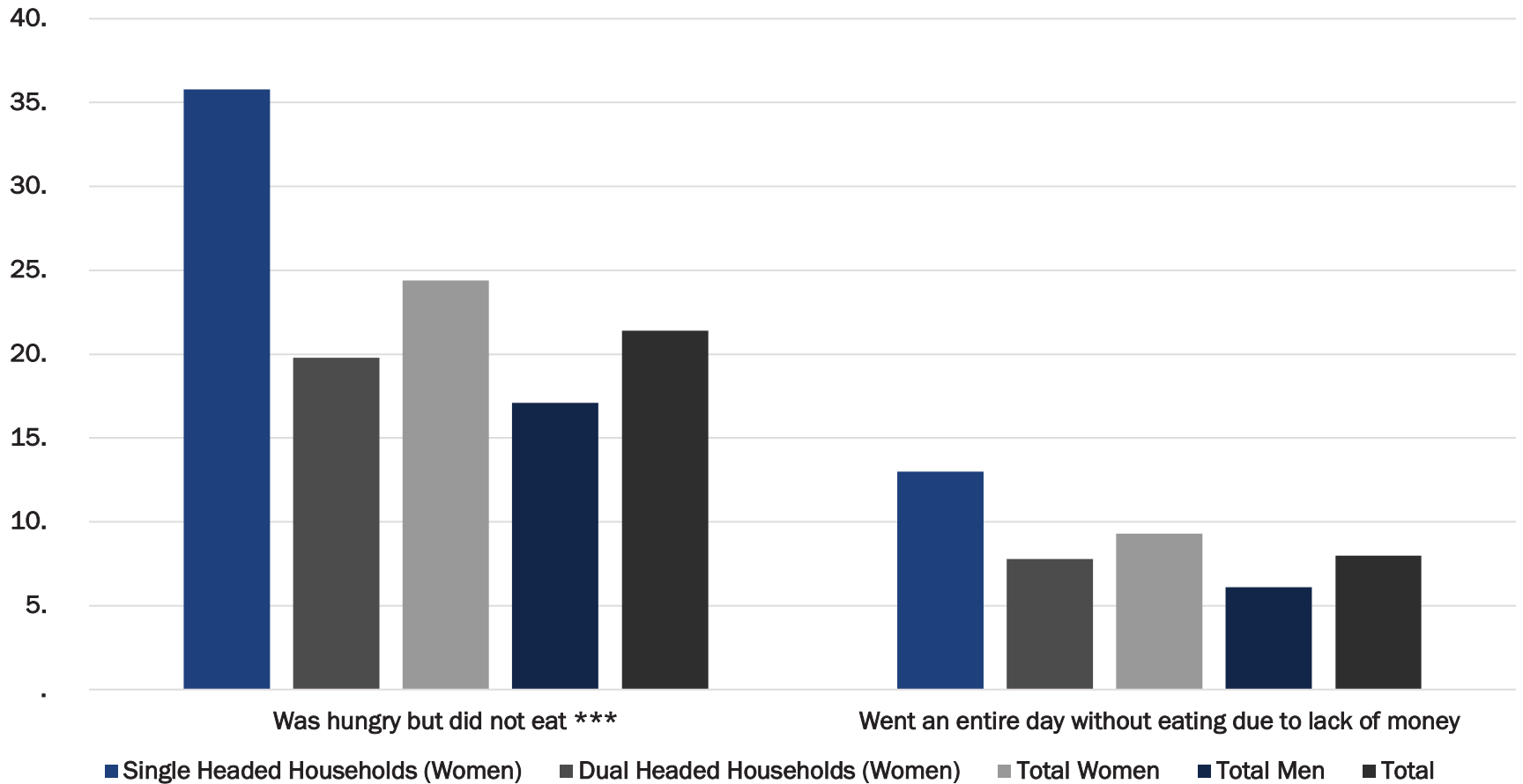
# Food Insecurity

Moderate Food Insecurity - FIES



# Food Insecurity

Severe Food Insecurity - FIES



# Dietary Diversity

<b>Other Veg.</b>	<b>27.5</b>
FH	25.9
DHW	21.3
DHM	18.7

<b>Other Fruit</b>	<b>16.2</b>
FH	15.4
DHW	21.3
DHM	11.3

<b>Grains and Starches</b>	<b>99.2</b>
FH	98.1
DHW	99.3
DHM	99.5

<b>Vitamin A Fruit and Veg.</b>	<b>11.9</b>
FH	9.9
DHW	15.0
DHM	9.5

<b>Leafy Green Veg.</b>	<b>8.6</b>
FH	4.9
DHW	11.8
DHM	6.9

<b>Eggs</b>	<b>48.3</b>
FH	43.2
DHW	51.8
DHM	46.8



<b>Meat and Seafood</b>	<b>22.2</b>
FH	19.8
DHW	21.0
DHM	24.6

<b>Dairy</b>	<b>44.7</b>
FH	42.6
DHW	46.8
DHM	43.5

<b>Nuts</b>	<b>0.2</b>
FH	0.0
DHW	0.5
DHM	0.0

<b>Legumes</b>	<b>93.0</b>
FH	90.1
DHW	93.8
DHM	92.7

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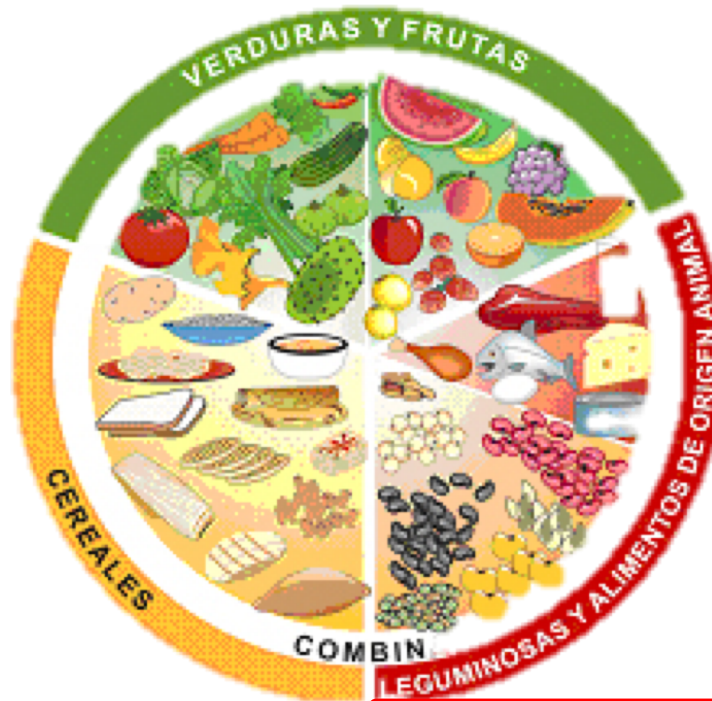
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<b>Legumes</b>	<b>93.0</b>
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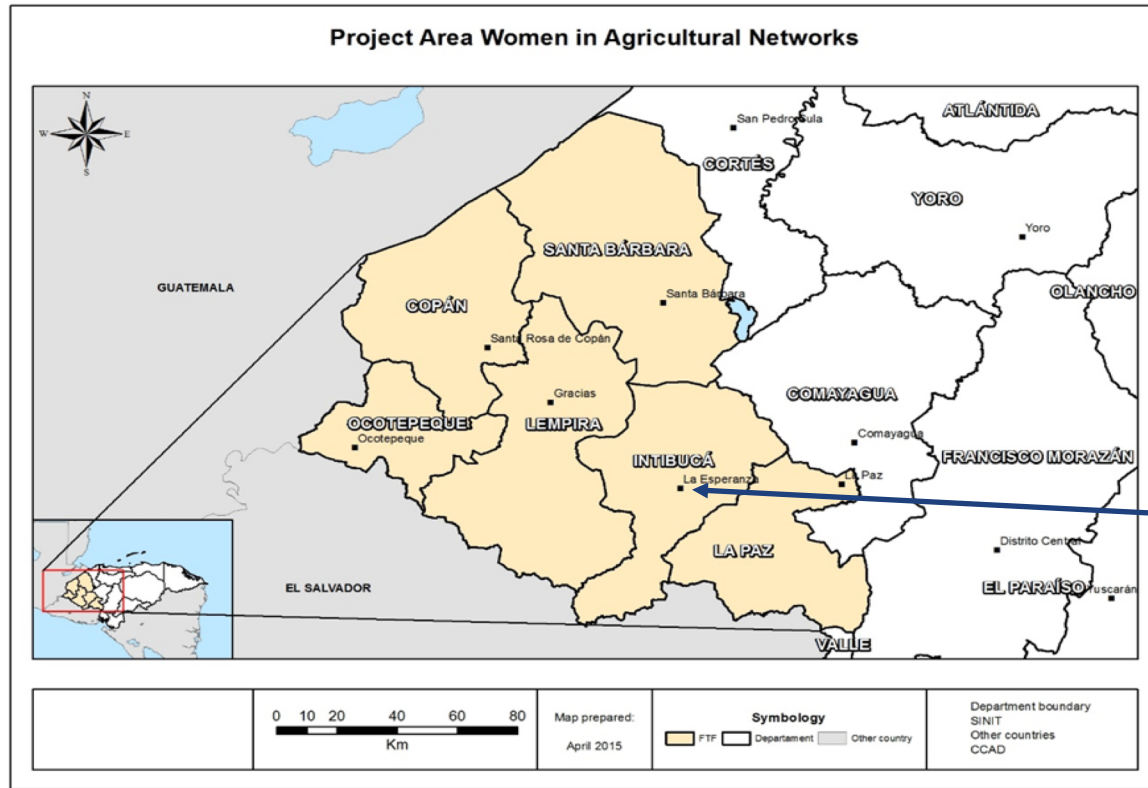
# Empowerment & Food Security/Dietary Diversity

	Went entire day without eating (%)	Mean Number of Food Groups	Adequate dietary diversity (%)
Female Ownership of Assets	8.1	3.7	27.1
Female Access to Credit	5.3*	3.9**	32.3*
Female Control Over Income	8.0	3.7**	27.5*
Total Respondents	8.0	3.7	26.5
N=	263	690	953

# Economic activity

Type of Work	Men	Women
Dependent (for someone else)	29.7 %	22.6 %
Independent (self-employed)	62.4 %	21.0 %
Total	92.1 %	43.6 %

# WAgN-Honduras Farmer Field Schools



La Esperanza in Intibucá

Project Area for WAgN Honduras

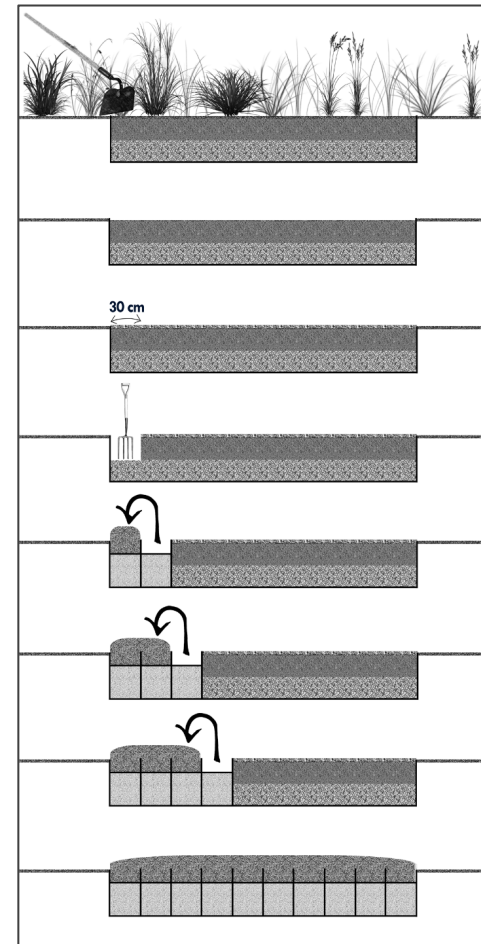
# Enhancing Gender Impact of Farmer Field Schools: Lessons Learned

- Mornings only (time constraints; 3-hour block)
- Transportation
- Meals
- Childcare
- Working with good partners
  - And listening to them



# Enhancing Gender Impact of Farmer Field Schools: Lessons Learned

- Gender norms in the division of labor persist. Some tasks are labor intensive (double digging), and men attended the irrigation session in place of women





# Enhancing Gender Impact of Farmer Field Schools: Lessons Learned

- Content needs to be tailored to target group and agro-ecological context
- Participatory methods are essential to discuss complex knowledge with the target group

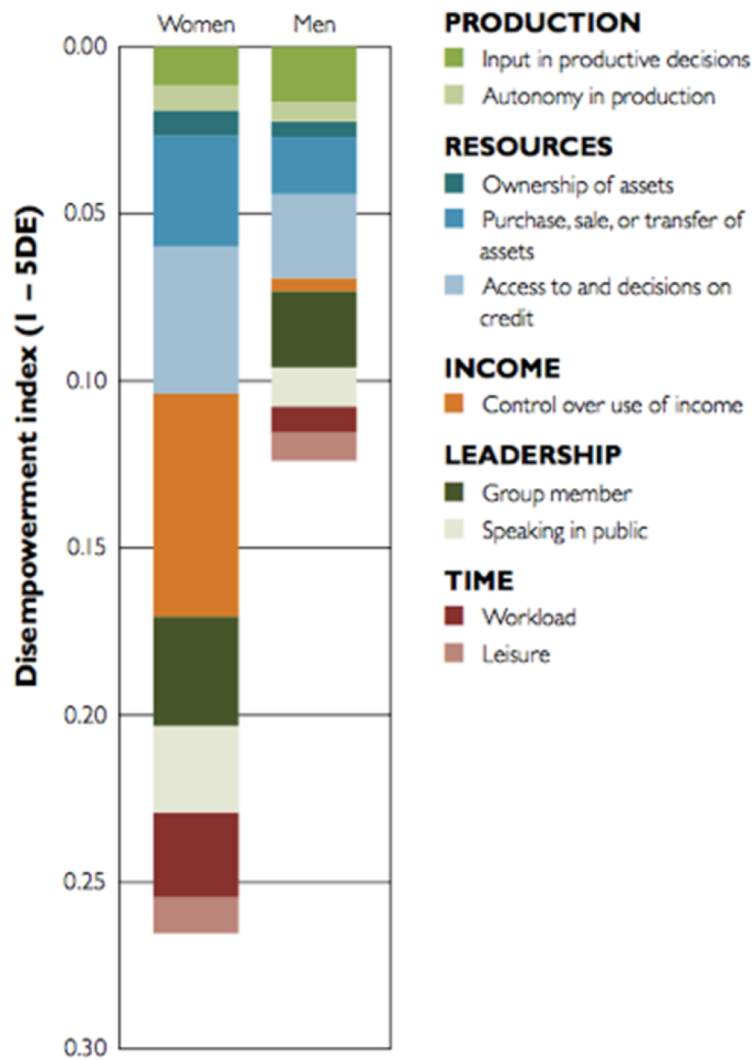


# Women's Empowerment in Agriculture Index

- Domains
  - Production
  - Resources – access and control (includes credit)
  - Income
  - Leadership
  - Time use
- Gender parity



**FIGURE I. CONTRIBUTION OF EACH INDICATOR TO DISEMPOWERMENT**



Source: IFPRI (2012b).



# ¡Graduación!

