

Integrating gender and increasing women's participation: experiences from Peanut, SANREM, and IPM CRSPs

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Plan for today

- Gender- What is it? Why is it important to food security?
- Women's participation
- The Gender Dimensions Framework (GDF)
- Experience from 3 CRSPs
- Empowerment/Impacts
- Lessons Learned and Visions of the Future

Sex or gender?



Sex



- Refers to biological differences between men and women
- primarily reproductive traits

Gender

- Gender: social constructions of what is expected of, allowed and valued in a woman or man in a given culture, context, time and/or location.
- Refers to attributes, constraints, and economic, social, political, and cultural opportunities associated with being a man or a woman.
- Remember gender is site specific and changes over time.

Implications of gender

The association of gender differences with behaviors, attitudes or specific skills cannot be presumed but must be examined because they vary from one context to another.



From Women in Development (WID) to Gender and Development (GAD)

- 1980s: The WID approach helped make the importance of women's productive work more visible, and recognized their role in development.
- 1990s : The GAD approach focuses on the roles and responsibilities that are socially assigned to men and women, and on the relationships and interactions between the two sexes and the opportunities that are available to each.

Why a focus on women?

Around the world, women continue to be disadvantaged relative to men:

- Access to, ownership of, key productive resources (land, inputs, equipment)
- Limited literacy and educational attainment
- Access to services
- Face additional domestic responsibilities



The gender gap in agriculture

- While women comprise nearly half the agricultural labor force in developing countries, they have less access than men to productive resources and opportunities (including land, livestock, education, financial services, and technology).
- If women had the same access to resources as men, they could increase their farm yields by 20-30%, which could feed 12-17% more of the hungry people in the world.

Source: FAO 2011

Women, agriculture, and development

The considerable part of agricultural production attributable to women makes them important agents of economic development. Moreover, the large share of food production credited to women makes them principal agents in food security and the well-being of rural households.



Source: World Bank, 2009

Reducing gender inequality and recognizing the contribution of women to agriculture is critical to achieving global food security. There is consistent and compelling evidence that when the status of women is improved, agricultural productivity increases, poverty is reduced, and nutrition improves.

Source: Feed the Future, 2012



USAID's commitment to gender equality and women's empowerment

- Ask 2 basic questions
 - How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the work to be undertaken?
 - How will the anticipated results of the work affect women and men differently
- Half of the project beneficiaries should be women
- Recognizes that the advancement and empowerment of women worldwide is necessary for economic development

Besides moral and contractual obligations, we should integrate gender for practical reasons...

- Women can support or resist the project—sometimes determining its success or failure.
- Sometimes women control the budget and need to be convinced of why there should be a change in household budget priorities.

You need knowledge of women's roles, knowledge, and spaces in order to identify constraints and opportunities.



Gender and technology transfer

The fact that women often make decisions relating to food crops makes their access to information, seeds, and technology very important. Additionally, they often have specialized knowledge because of their roles in agricultural production.



Challenges include women's triple responsibilities

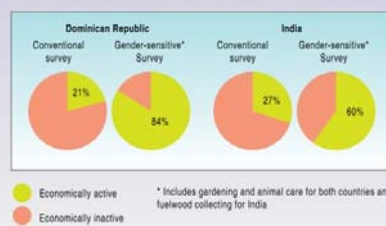
Women's access to support services is severely limited due to the heavy burden on their time and energy caused by their triple responsibilities of **production** (ex: working in the fields), of **reproduction** (ex: child care, meal preparation, and other "domestic tasks") and **participation in community initiatives**.



An artificial distinction between productive and "reproductive" roles blurs women's contribution to economic development

Counting women's labor

Estimates of the proportion of women who are "economically active" increase dramatically when gardening animal care and fuelwood collection are recognised as productive work.



What can we do to increase gender equity and women's participation ?

- Start by counting women's work, not just bodies at meetings.
- Identify and address women's priorities.
- Don't waste their time.
- Invite women to meetings and trainings.
- Invite women to meetings and trainings.
- Invite women to meetings/trainings.
- Employ strategies to get women there.

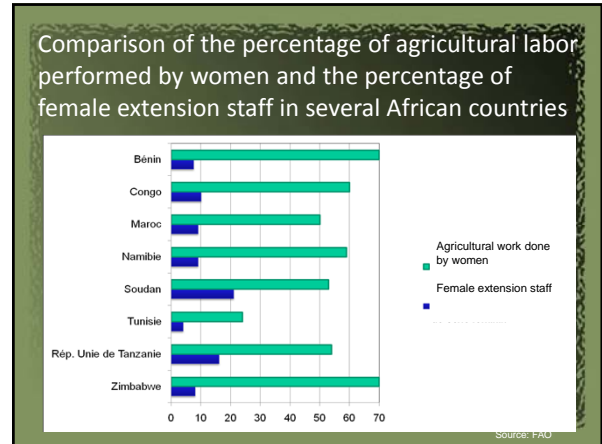
Create spaces for women to speak and be heard.

- In surveys, it is important that women interview other women.
- In many cultures, women can interview men as well, but men cannot interview women.
- Separate Farmer Field Schools for women and men allow women the space to ask their own questions and to learn at their own pace.



What else?

- ❑ In many cases, women feel more comfortable and speak more freely in groups of women and with women researchers.
- ❑ Working with female extension officers has ameliorated the social exclusion of women in some areas.
- ❑ Networking with women's organizations and gender experts in NGOs increases our ability to achieve gender equity.

Include qualitative research methods.


- Focus groups
- Activity charts
- Participatory mapping
- Journaling
- Interviews
- Participant observation



Engage farmers in participatory research.

The generation, analysis and ownership of knowledge in participation opens the door for creativity and inclusion of marginalized groups.

- Researchers act as facilitators of discussion and mutual learning rather than extractors of knowledge when using participatory methodologies
- Great analytical abilities can be expressed through participatory and visual methods.

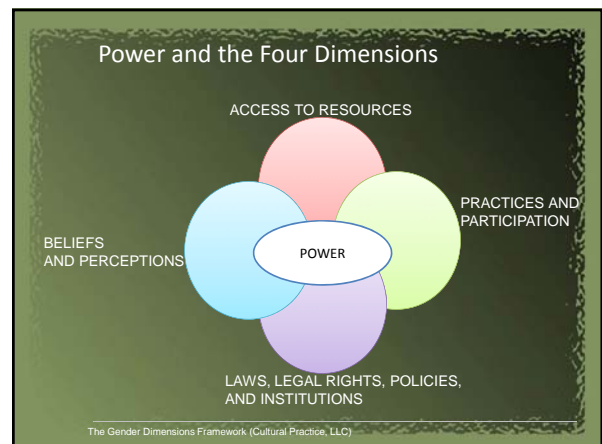


Chambers, "Participatory Rural Appraisal (PRS): Analysis of Experience". (World Development, 1994)

Gender Analysis

Socio-economic methodologies that identify and interpret:

- ❑ The consequences of gender differences and relations for achieving development objectives as well as the implications of development interventions for changing relations of power between women and men.
- ❑ Includes collection and analysis of sex-disaggregated data and other qualitative and quantitative information on gender issues.
- ❑ An examination of gender disparities, differences, and relationships cannot be isolated from the broader social context.



Access to Resources

The capacity to use the resources necessary to be a fully active and productive (socially, economically, and politically) participant in society.

Access to:

- Knowledge (who knows what)
- Natural and Productive Resources
- Income
- Services
- Employment
- Information
- Benefits



Beliefs and Perceptions

- **Beliefs** that shape gender identities and behavior, and how men and women and boys and girls conduct their daily lives
- **Perceptions** that guide how people interpret aspects of their lives differently depending on their gender identity.



Practices and Participation

Gender structures people's behaviors and actions—what they do—and the way they engage in development activities.

Participation in:

- Activities
- Meetings
- Political Process
- Services
- Training Courses



Laws, Legal Rights, Policies, and Institutions

Refers to how gender affects the way people are regarded and treated by both customary law and the formal legal code and judicial system.

Rights to:

- Ownership and Inheritance
- Legal Documents
 - Identity cards
 - Property titles
 - Voter registration
- Reproductive Choice
- Representation
- Due Process

Power

Power is the ability to have control over material, human, intellectual, and financial resources.

Gender norms and relationships influence people's access to power.

Power affects one's ability to exercise decisions over:

- One's body
- Children
- Affairs of the household, community, municipality, and state
- The use of individual economic resources and income
- Choice of employment
- Voting, running for office, and legislating
- Entering into legal contracts
- Moving about and associating with others

Opportunities related to gender

... are structural and institutional factors that facilitate access for men and women to all types of resources and opportunities



Constraints related to gender

... are factors which prevent men and women from accessing resources and opportunities. They can include beliefs, values, and cultural practices, or may be codified in formal laws as well as customary or institutional structures.



VT: Engaging Gender Issues in Agricultural Research Worldwide

- Providing space for women's participation and empowerment
- Assessing men and women's roles in pest management to enhance adoption of IPM
- Identifying gender differences in soils knowledge and access to animal assets in relation to conservation agriculture.
- Improving health and livelihood in East Africa by addressing aflatoxin and gender-related constraints in peanut production, processing and markets
- VT Master's theses on gender in Uganda, Ecuador, Bolivia and Ghana



Participatory mapmaking in Clovoria, the Philippines



Activity chart in Puncak, Bogor, Indonesia



Photo responses in Bola de Oro, Ecuador



Facilitated group discussion in Kamuli, Uganda

Practices and participation

Use activity charts and other tools

- Such tools help researchers determine men's and women's roles and responsibilities within communities.
- Allow enough time for activities! Given that women often have lower levels of education, time can be a gender equity issue and constraint.




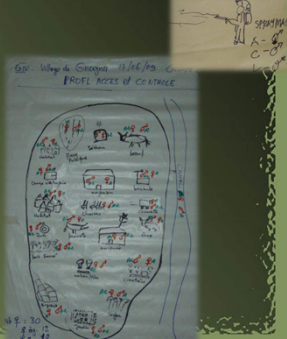
Beliefs and perceptions

Using photographs: "What do you see in this picture?"



Participatory mapping: Access and control of key productive assets and resources

- What obstacles impede women's access to resources? How can women's needs be incorporated?

The Gender Global Theme in IPM CRSP

- Gender equity: Increasing participation of and benefits to women
- Capacity building: Empowering teams to integrate gender
- Research: Producing and disseminating knowledge of gender issues in IPM
- Developing models, applying with flexibility

Gender equity

- Women involved at all levels
- IPM Gender Team
 - Regional IPM Gender Coordinator
 - Country Gender Point Person
 - Key Contact
- Reporting: Indicators Matrix

1. IPM Gender Team Directory | 2011

Name	Position within gender team	Region	Title in host country/Institution	Email address
IPM West Africa				
María de la Cruz Casares Joaquín	Gender Point Person, Dominican Republic	Latin America & Caribbean	Enc. de Proyectos, Instituto Dominicano de Investigaciones Agropecuarias y Forestales (IDIAF)	maria@idiaf.edu.do or maria.casares@idiaf.edu.do
Yordana Valenzuela	Gender Point Person, Honduras	Latin America & Caribbean	Coordinadora Programa de Agricultura sostenible en Laderas (PASOLAC), responsable género y monitoreo y evaluación PROIMPAC, Escuela Agrícola Panamericana, Zamorano	yvalenzuela@iacorocob.edu.hn
IPM South Africa				
Moh Kone Diallo	Key Contact, Mali	West Africa	Responsible for Gender Programming Office de la Haute Vallée du Niger (OHVN)	mohkone@ohvn.org
Joyce Halegnah	Gender Point Person, Ghana	West Africa	Research Scientist, Horticulture Division, Crops Research Institute	jhalgnah@cris.gov.gh
IPM East Africa				
Dr. Margaret Mangheni	IPM Gender Coordinator, East Africa	East Africa	Professor (Agricultural Extension), Makerere University, Associate Dean, College of Agriculture	mamangheni@nrc.ug.ac.ug
Jurjar Gitonga	Gender Point Person, Kenya	East Africa	Social Scientist, Kenya Agricultural Research Institute (KARI)	jgitonga@kari.org
IPM South Asia				
Dr. Ulfina Racioppo	Co-Gender Coordinator, Central Asia	Central Asia	Professor (Government and Political), James Madison College, Michigan	racioppo@jmc.edu

IPM CRSP Gender Indicators for Reporting Year

Crop: _____ Fiscal Year: _____ Country: _____

Indicators Matrix for Gender Global Theme IPM CRSP FY 2

Yes/No Indicators	Response
1) 100% men and women in each household are interviewed	
2) Implemented women-only activities (Focus Groups, trainings, etc.)	
3) Sex disaggregated data collected	
4) Sex disaggregated data analyzed	
5) Gender strategies developed to overcome obstacles to women's participation	
6) Gender strategies implemented to overcome obstacles to women's participation	
7) Gender strategies and activities monitored and evaluated by team	
8) Team includes personnel with responsible for gender in US-based institutions	
9) Team includes personnel with responsible for gender in host institutions	
Quantitative Indicators	
10) Number of female scientists on regional program team	
11) Number of male scientists on regional program team	
12) Number of women participating in short term training	
13) Number of men participating in short term training	
14) Number of women participating in long term training	
15) Number of men participating in long term training	
16) Number of women's organizations/ associations active/ identified	
17) Number of female extension agents for researchers working directly with farmers	
18) Gender activities implemented in reporting year (describe below)	
Additional region specific, gender sensitive quantitative indicators	
19	
20	
Qualitative Indicators	
To be determined by each RP and outlined below	
21	
22	
23	
24	
*Caption any of the above for clarification of obstacles and successes. Also, describe level and nature of involvement of gender collaborators from US and host institutions	

Capacity building


Gender and participatory methodologies workshops

Region	W Africa	LAC	SE Asia	E Africa	C Asia	W Africa	S Asia
Participating countries	Mali, Sénégal, Burkina Faso, U.S.	Ecuador, Dominican Republic, Honduras, U.S.	Cambodia, Indonesia, U.S.	Kenya, Uganda, U.S.	U.S.	Ghana, U.S.	India
Host Institution	Mali: Office du Périmètre Irrigé de Baquineda (OPIB), OHVN? Institut du Sahel? INSAH? IER?	Ecuador: INIAP	Indonesia: Bogor Agricultural University	Uganda: Makerere University	U.S.: OIRD VT	Ghana: Crops Research Institute	India: Tamil Nadu Agricultural University

- Workshop model including on-the-ground research - RGA
- Materials in English, French and Spanish
- 7 regional workshops: 63 men and 90 women trained
- Also trainings and presentations at annual RP meetings

Workshop goals

- Learn key gender concepts
- Understand the importance of gender analysis
- Understand how gender issues and women's participation play a role in achieving IPM objectives
 - Develop and practice skills for data collection
 - Start to analyze gender and integrate the results into the IPM CRSP Regional Program
 - Identify gender-based constraints and opportunities for IPM CRSP



Workshop activities

- Opening
- "Vote with your feet"
- Presentations
- Gender awareness exercises
 - "It's a boy!"
 - "What if you were born the opposite sex?"
- Gender Dimensions Framework
- Participatory methodologies
- Field work
- What do we know? What do we need to know?
- Gender-based constraints and opportunities
- Two-way question
- Commitments for the future
- Evaluations



Rapid Gender Assessment: India

Gender-based constraints: Practices and Participation

- Women still have to do household activities
 - Mobility of women is restricted
 - Women not able to stay outside home
 - Double burden
 - Mode of travel
 - Attend functions along with husband only
 - Women contribute only mechanical labor, not in decision making
 - Size of family is reduced
 - Women are affected by sneezing, itching, and hairiness of fruits
- ACTIONS:
- Local training
 - Training during leisure, holidays and non crop season
 - Training unmarried and older women
 - Gender sensitization and awareness

PI: Ed Rajotte; Regional Gender Coordinator: Dr. Uma

Research: East Africa

PI: Mark Erbaugh; Regional Gender Coordinator: Margaret Mangheni

Gender dimension	Gendered Constraints and Opportunities among coffee farmers	
	Constraints	Opportunities
Practices and Participation	Women have less time and influence on coffee production, are overburdened to adopt labor intensive phyto-sanitary measures	Men can invest into better coffee management practices including phyto-sanitary measures if found effective
Access and Control of Resources	Women have less access and control of coffee fields, harvests and benefits; have less resources.	Men who control cash and other resources if adequately gender sensitized can invest in CTB control to the benefit of all family members
Knowledge, beliefs and perceptions	Negative perceptions of how CTB spread and the effectiveness of phyto-sanitation by both gender	Existence of a working platform between the local scientists and the farmers group
Laws, policies and institutions	Women are fearful of investing in long term crops such as coffee due to insecurity in marriage.	A farmers' group of both men and women, gender policies, and legal institutions exist.

Research: East Africa

ii. Access and control of resources: Married

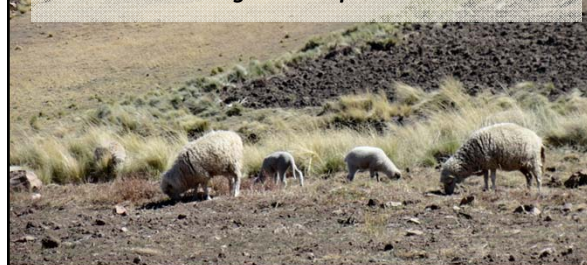
Women are reluctant to engage in coffee production activities due to:

- Insecure relationships
- Limited access & control of resources & benefits
- When they sell some coffee, they are perceived by men to be 'stealing'.

iii. Knowledge, beliefs and perceptions:

- Both men & women can identify CTB damaged coffee trees
- Both believe CTB is spread by white foreigners and local scientists.

Gender CCRA in SANREM CRSP Gendered Perspectives for Conservation Agriculture: Local soil knowledge and crop-livestock interaction



SANREM's goal in the current phase is to increase smallholder food security through the development of participatory conservation agriculture production systems (CAPS) adapted to the biophysical and societal conditions in disadvantaged regions of the world.

CAPS:

- Minimize soil disturbance from tillage
- Maintain a year-round soil cover
- Utilize crop rotation




Activities are carried out by seven U.S. universities and 34 host-country organizations in 13 countries.

Using gender analysis, the Gender CCRA identifies gender-related factors that may contribute to the success or failure of CAPS.



We use the GDF to document local, gendered soil knowledge and access to land and animals in relation to CAPS.

We undertook a rapid gender assessment in a Quechua-speaking smallholder farming community in the Andean region of Bolivia .



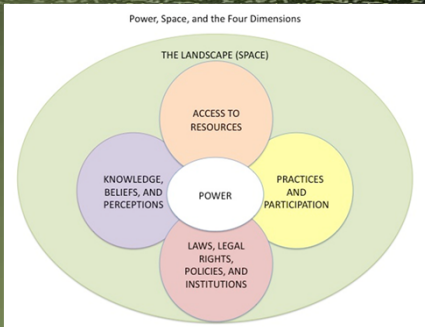
Sank'ayani Alto, Tiraque, Cochabamba District, Bolivia

In collaboration with PI Dr. Jeff Alwang of the LTRA 7: *Pathway to CAPS in the Andes*, Latin America team, SANREM CRSP and host institution PROINPA,

Informed by the GDF, we asked:

- What are women's and men's local soil knowledge, beliefs, and perceptions; soil management practices; and access to agricultural resources, including land, information, and soil inputs?
- What are the gendered landscapes linked to knowledge, beliefs, and perceptions of soil quality and soil management practices?
- What is the gendered nature of access to and control over animals, animal feed, and animal by-products in context of crop-livestock interaction?

Power, Space, and the Four Dimensions



We ask: "Why is gender important?" and "How will CAPS affect men and women differently?" We adapted the GDF to include a landscape/space dimension. (Rubin et al. 2009)

We used participatory, qualitative research techniques that allowed us to capture the ways men and women think and use resources differently.



Focus group exercises with soil samples.

Mapping soils on satellite image.

Participatory resource and soil mapping exercise with local farmer.


We also interviewed men and women separately at the household and community levels to increase women's participation.

Long-term training: student fieldwork



Participant observation included planting potatoes and pasturing sheep.

We found that participatory mapping was important for men and women's equal participation and also for documenting gendered soil knowledge and space.



A man's participatory resource and soil map from a household visit.

A woman's participatory resource and soil map from a household visit.

Peanut CRSP project VT 134:
Improving the health and livelihood of people of East Africa by addressing aflatoxin and gender-related constraints in peanut production, processing and marketing.

- Participatory methods as research, empowerment and pedagogical tools.
- Peanut CRSP Collaborators: Virginia Tech, Makerere University, International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), National Association of Women's Organizations of Uganda (NAWOU)

Objectives include:

- Using qualitative, ethnographic research to document cooking practices involving peanuts and identify opportunities for mitigating or reducing aflatoxins in the diet.
- Developing Information, Education and Communication (IEC) materials for aflatoxin awareness at grassroots and higher level as well as conducting awareness raising and training workshops.

Why target women?

- Women manage the peanuts in Uganda as it is considered a domestic crop in many places.
- Women are in charge of the harvesting and post-harvest activities including storage, sorting and food preparation.
- Women farmers in the region are often dependent on their peanut crop (as opposed to that of the male head of household, when there is one) to solve their dietary and monetary household needs.
- They stand to benefit directly from adding value to their peanuts before marketing, as well as ensuring healthy peanuts in the home, but need encouragement to participate in trainings and research.

Bringing together agriculture, health, and nutrition in gendered "kitchenspace"

- Everyday Life and Food**
 - Importance of everyday life as a research focus.

de Certeau, "The Practice of Everyday Life" (University of Minnesota Press, 1998)
 - Cooking spaces and everyday living as spaces where ordinary people express desires and tastes, and resist the powerful forces that rework the social environment. Kitchenspace as a key site of cultural and social reproduction.

Christie, "Kitchenspace" (UT Press, 2008) and "Kitchenspace: Gendered Territory in Central Mexico" (Gender, Place and Culture, 2006)

Partnering with the National Association of Women Organizations in Uganda (NAWOU)

- Strengthens women's networks and builds social capital
- Brings women together for development and to promote collective empowerment through networks. Works with local women's groups and leaders
- Has contact with rural areas of Uganda where women rarely have the opportunity to participate in education activities

"For NAWOU, the Peanut CRSP project was a promotion of grassroots activism as the majority of our membership works in groups. Encouraging and building confidence among such groups can lead to the survival of culture, traditional norms, fighting food insecurity, improving nutritional status, strengthening livelihoods, building capacity and empowerment."


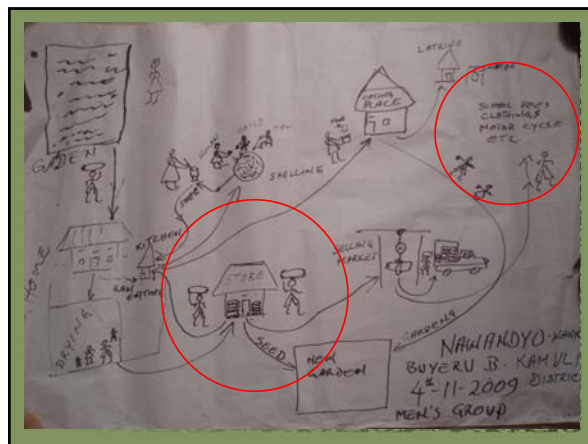
Peace Kyamureku
NAWOU Secretary General

Research Methods

- Participatory Mapping
- Journaling
- Household Interviews
- Focus Group Discussion
- Activity Profiles

Mapping the Path of the Peanut


- Farmers drew and described maps in groups and individually showing the "path of the peanut" from the field to its final destination.
 - Plate, market, and back to the field as seed.

Excerpt from Journal

"On 25th August 2008 I and my husband visited our friends at Irapa. They roasted groundnuts for us and served us with tea. When we tested the groundnuts they were sour. I discovered that they had stored them poorly and they had moulded. We had learnt from NAWOU that extra care has to be taken when storing groundnuts after drying."

By Nabirye Merab




"We are at a wedding function we had a big turnout that day of visitors. When they had settled down we served them with fried groundnuts they were so happy and appreciated and said we keep it up. Later on when it was time for dinner we served the food and groundnuts stew which was thick. We had mixed it with chicken and wrapped it in banana leaves. The visitors ate and said it was more delicious than the fried ones."

Drawing by Nankwangä Rose

Gender Findings

- Men recognized that women do most of the post-harvest work, had the most knowledge about aflatoxins and needed access to information.
 - Activity profiles and other exercises helped to raise awareness about gender inequity.
- Women hold knowledge that should be targeted in development.
- It is important to give people the freedom to express things on their own (pencil and paper).
- Women need to be encouraged to participate.



Impacts: Empowerment

- Farmers learned what to look for when buying peanuts at the market.
 - Ex: watching the peanuts being ground make sure the ones they buy are not contaminated
- Market created for clean pounded peanuts.
- Farmer's took great pride in describing their everyday life.
- Farmers as co-researchers with universities: considering farmer's knowledge as respectable as researchers, reinforced by the publication of a book written by farmers.
- Offering something for farmers to learn attracts engaged and committed participants.



More Impacts

- Women's networks strengthened and better organized
- Networks can be used for multiple educational activities and building social capital
- Improved health—recognition of peanuts' nutritional value
- Greater awareness of negative impacts of aflatoxin
- Better post-harvest practices to reduce aflatoxins
 - Ex: sorting peanuts for cooking, better storage
- Participatory methods provide education and empowerment, not just information and training
- Participatory activities served as an opportunity to build on people's existing knowledge.
- Journals also served the purpose of general educational tool and were used for note-taking in trainings.
- Offering something for farmers to learn attracts engaged and committed participants.
- Women "reach the unreachable" using Peanut Stories booklet

Lessons learned

- Need multidisciplinary teams working together
- Numbers are not enough—but they DO matter
- Language is more of a factor with women than men—use visual methods and interpreters
- Workshops serve for team building and networking
- Need to raise awareness and also build capacity in gender
- Must set aside funds for gender research and coordinator – in addition to integration and gender-specific projects
- Data must always be disaggregated by gender
- Flexibility – not cookie cutter
- Ongoing support: technical backstopping and political/moral support
- Culture change is slow—especially at institutional level
- Empowerment and capacity building is a good investment

Some key ingredients for integrating gender and increasing women's participation in CRSPs

- Political will—top and ground, institutional and individual level---to HC partners and extension
 - USAID (ADS)
 - ME (OIREd—Technical Committee, etc.)
 - Cross-cutting Gender research (CCRA, LTRA)
 - PIs – integrate gender into regular project
 - Host institution
- Funding - GRAs, travel, ME
- Capacity/expertise –ground level skills, backstopping (building)—gender expertise at high level
- Follow through/Reporting/Monitoring and Evaluation
- Time , patience, and perseverance

Visions of the future

- More women CRSP directors and PIs, Presidents, Secretaries
- More men gender experts
- More women in agricultural and related sciences
- Social scientists are part of and work together in every CRSP
- Qualitative methods get the respect they deserve
- US and HC institutions have integrated gender and recognize the need and benefits to supporting full-time positions that provide such expertise
- Funds for gender-specific work as well as integration
- Gender equality throughout the world!

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Questions?



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