

Gender in SANREM CRSP Projects



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Why is gender important in SANREM CRSP?

- USAID requires that half of the project beneficiaries be women
- There is a disproportionate representation of men in the agricultural sciences
- The advancement and empowerment of women worldwide is necessary for economic development
- Farm tasks are often gendered
- Agricultural knowledge and crops are gendered
- Women's empowerment is a moral imperative



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



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



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

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.



Gender-based constraints

Women may :

- need husbands'/mothers-in-laws' permission to attend meetings
- find it difficult to attend meetings outside their communities
- not be allowed to mix with men, so may be unable to attend mixed-sex meetings
- Not speak up in front of men
- not be free to attend meetings at times convenient to men or for same duration
- not have access to land or other resources



Overcoming constraints

- Invite women to meetings
- Hold meetings in or near their villages
- Hold separate meetings for women
- Consult local **rural women** leaders to ensure your intervention is culturally appropriate
- Work with women's associations

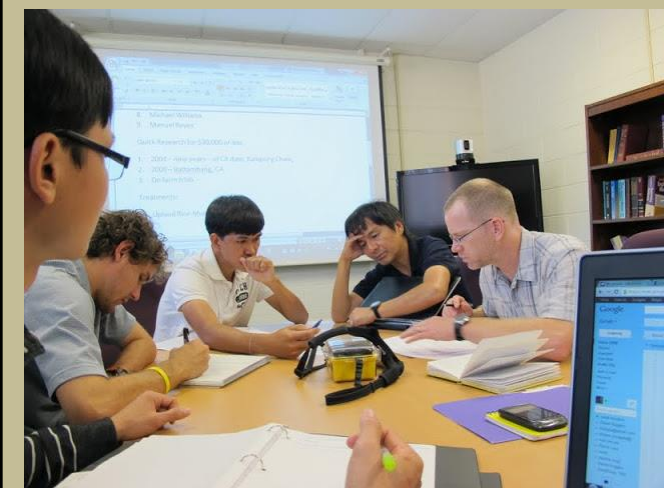





Addressing gender in research

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?*



Gender CCRA collaboration
with LTRAs 7 and 12



Documenting gender based constraints to women's participation in SANREM

Institutional Constraints

- Attitudes at national HC institutions
- Need for translators

Beliefs and Perceptions

- Gender differences in agricultural knowledge

Access to Resources

- Trainings
- Inputs

Practices and Participation

- Who does what?
- Who decides what?

Reporting

- Identify **research accomplishments** related to **gender**
- **Development impact** on **gender relations**
- **Challenges to gender research** and **equity** and **strategies** to overcome them





Indicators

- Equity
 - Indicators should reflect increasing numbers of women involved in training and women's organizations/associations involved in the project, and increasing benefits to women.
- Capacity building
 - Increasing ability to integrate gender and women's participation: gender workshops, women-only trainings, etc.
- Research
 - Sex-disaggregated data in surveys; participatory methods; constraints and opportunities; knowledge, beliefs and perceptions relevant to CAPS documented.

Table 4: Long-term degree training participants by country, FY 2010

Country	Doctorate		Master's		Bachelor's		Total
	Men	Women	Men	Women	Men	Women	
Bolivia	1	3	1	3		1	9
Cambodia	2						2
Ecuador	1	2	2	1			6
Haiti	1		1				2
India			1	3			4
Indonesia		1	1				2
Kenya	1			1			2
Uganda			2				2
Lesotho			1	1			2
USA	2		2	2		1	7
Mexico	1						1
Philippines/ SE Asia	2			1			3
Zambia	2	3		1			6
Total	13	9	11	13	0	2	48

Long-term training by gender

Cumulative 2010-2012

Women	Men	Total
44	48	92
48%	52%	100%

Table 4: Long-term degree training participants by country, FY 2011

Country	Doctorate		Master's		Bachelor's		Total
	Men	Women	Men	Women	Men	Women	
Bolivia		1					1
Cambodia	1			2			3
Canada		1					1
Ecuador					2	1	3
France			1				1
Ghana	2						2
India		1		1			2
Indonesia		1					1
Kenya	1	1	1	1			4
Peru		1					1
Philippines	2		1	2			5
Uganda			2				2
United States	4	4	4	9	3	6	30
Total	10	10	11	13	5	7	56

Short-term training by gender

Cumulative 2010-2011

Country	Men	Women	Total
Bolivia	141	82	223
Cambodia	342	103	445
Ecuador	403	262	665
Ghana	245	115	360
Haiti	985	728	1713
India	204	118	322
Kenya	88	48	136
Lesotho	1029	870	1899
Mali	70	47	117
Mozambique	1156	953	2109
Nepal	57	41	98
Philippines	260	179	439
Tanzania	48	31	79
Uganda	365	211	576
USA	96	62	158
Vietnam	126	85	211
Total	5615	3935	9550

59% Men
41% Women

We can do better!

Increasing links to women's associations

In FY3, LTRAs 7, 10, and 12 worked with a total of 14 women's associations:

- South America
- East Africa
- SE Asia

Year	Number of Associations
2010	4
2011	7
2012	14





Where do we go from here?

Develop gender strategies to overcome obstacles to women's participation.

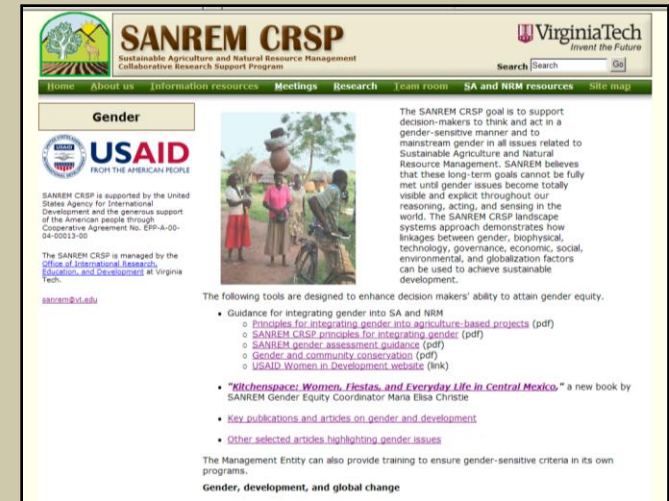
Implement gender strategies.

Monitor and evaluate gender strategies.

Gender research, analysis, and publications

Online Resources

- Guidance and summaries of gender and development articles
- Principles for integrating gender
- SANREM gender assessment guidance
- 81 references on SANREM gender page
- Over 100 gender resources in SKB
- See also OIRED WGD website



The screenshot shows the SANREM CRSP website's Gender page. The header includes the SANREM CRSP logo, the Virginia Tech logo with the tagline "Invent the Future", and a search bar. The main navigation menu includes Home, About us, Information resources, Meetings, Research, Team Forum, SA and NRM resources, and Site map. The page title is "Gender".

The page content includes the USAID logo with the tagline "FROM THE AMERICAN PEOPLE". Below the logo, it states: "SANREM CRSP is supported by the United States Agency for International Development and the generous support of the American people through Cooperative Agreement No. E59-A-00-04-00013-00". It also mentions: "The SANREM CRSP is managed by the Office of International Research, Education, and Development at Virginia Tech." and provides the email address "sanrem@vt.edu".

The main text explains the SANREM CRSP goal: "The SANREM CRSP goal is to support decision-makers to think and act in a gender-sensitive manner and to mainstream gender in all issues related to Sustainable Agriculture and Natural Resource Management. SANREM believes that these long-term goals cannot be fully met until gender issues become totally visible and explicit throughout our reasoning, acting, and sensing in the world. The SANREM CRSP landscape systems approach demonstrates how linkages between gender, biophysical, technology, governance, economic, social, environmental, and globalization factors can be used to achieve sustainable development."

The page lists the following tools designed to enhance decision makers' ability to attain gender equity:

- Guidance for integrating gender into SA and NRM
 - Principles for integrating gender into agriculture-based projects (pdf)
 - SANREM CRSP principles for integrating gender (pdf)
 - SANREM gender assessment guidance (pdf)
 - Gender and community conservation (pdf)
 - USAID Women in Development website (link)
- "Kitchenspace: Women, Fiestas, and Everyday Life in Central Mexico," a new book by SANREM Gender Equity Coordinator Maria Elisa Christie
- Key publications and articles on gender and development
- Other selected articles highlighting gender issues

The page concludes with: "The Management Entity can also provide training to ensure gender-sensitive criteria in its own programs." and "Gender, development, and global change".