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being recorded.

Welcome to the seminar!
We will begin at 1 PM CST.

Suggested Webinar Etiquette:

1. Make sure your screen name has your name and affiliation
2. Mute yourself unless you are talking
3. Turn on video when talking
4. Use the chat to share thoughts, comments, questions at any time
5. Use side by side mode for easy viewing

CURRICULUM OVERVIEW



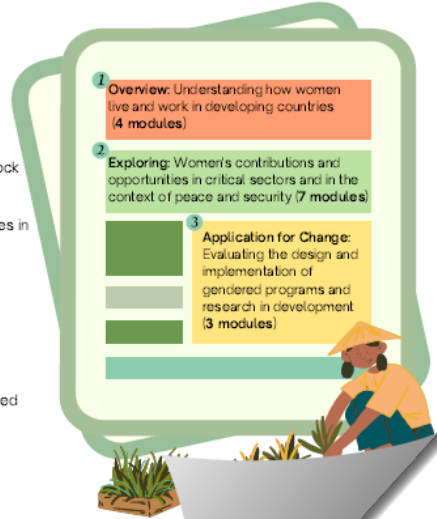
Gender Lensed Curricula for Development

Purpose:
Our goal is to provide a broad overview of the challenges for women around the world focusing on lower-income countries, the barriers women overcome, and identifying programs that target to relieve these challenges. This introductory curriculum illustrates those challenges and examines successful programs as examples.

Framework:
Each of the 14 curriculum modules includes 45-60 minutes of content, activities, and supporting materials. You can use as many (creating an entire course based on this curriculum) or as few topics as you wish. Each topic is able to stand alone.

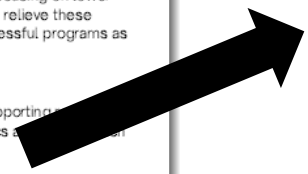
Module Topics:

1. Gendered Lens in International Development (Overview)
2. Natural Resources: Management and Scarcity through a Gendered Lens
3. Customs and Traditions
4. Violence Against Women and Girls (VAW)
5. Women's Role in Food, Agriculture, and Livestock Management
6. Food Security through a Gendered Lens
7. Women's Role in Family Nutrition and Challenges in Health
8. The Power of Education in Reaching Strategic Needs for Women
9. Women in Economic Development and Value Chains
10. Women and Conflict: Cases of Transnational Security
11. Women and Decision Making
12. Program Evaluation and Learning with a Gendered Lens
13. Adopting a Critical Lens in Gender Research in International Development
14. The Dynamics of Change for Women in Development



These new resources are being released as they are completed. As more modules are completed to allow instructors to plan for use! To learn more about the curricula, research, and seminars, visit our website at genderlens.org

This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-01-0001, awarded by the Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Fund.



Module 5: Women's Role in Food, Agriculture, and Livestock Management



*Danette Philpot
Doctoral Candidate*



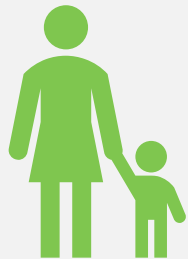
*Dr. Rebecca Lawver
Professor & Dept. Head*



Context for this module

Gender

- Refers to individuals born female (women and girls)



Setting

- Developing countries and rural communities



Application

- Implementation of agricultural development programming
- Greater understanding of the intricacies of women's health challenges and barriers.



Module 5:

Women's Role in Food, Agriculture, and Livestock Management



This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-70003-32313 from the USDA National Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Teaching Grants Program, Round 1.

- Understand **societies' demands** on rural women
- Identify **women's current impact** in the food and agriculture sector
- Describe **barriers** that challenge women's ability for increased production with limited inputs
- Know that **investments in women** can improve production and her family's livelihood while reducing food insecurity in her community.



Overview

4 Important Concepts



Learning Objectives



Define key terms



Explain common barriers/challenges for rural women



Identify societal and household demands on rural women.



Examine how organized investments to address barriers to rural women can improve production and lower food insecurity issues.



Describe women's silent impact in agricultural production.



Explore key components of the Women's Empowerment in Agriculture Tool.



Recommended Prior Readings

“The State of Food and Agriculture: Women in Agriculture” by FAO

“Women, Agriculture, and Food Security” by FAO

“Empowering Female Farmers to Feed the World” in *National Geographic*

“The Gender Gap in Land Rights” by FAO

“Reducing Rural Women’s Domestic Workload through Labour-Saving Technologies and Practices” by IFAD



Key Terms

foodsecurity
 training
 agriculturalcooperatives
 participatoryapproach
 agriculture
 weai
 extension
 landholder
 invisiblefarmers
 valuechain
 landrights
 subsistencefarming



Key Terms

Major themes: agriculture,
international development

Handout 5.1: Module 5 Key Terms and Concepts



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Note: Terms are presented in the order they are shared in Module 5.

1. **Invisible Farmers:** is a name used to female farmers as women's role of agriculture is often undervalued.
2. **Value Chain:** is the contributor's and products from the initial production to the consumption such as farmers handle food from field to plate (KIT et al., 2012).
3. **Food Security:** "exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life" (Food and Agriculture Organization, 1996).
4. **Subsistence Agriculture:** is growing crops and producing animals for consumption.
5. **Agricultural Extension and Training:** these programs "aim to increase the efficiency of the family farm, increase production and generally increase the living of the farm family" (FAO, 1985)
6. **Agricultural Cooperatives:** are jointly owned and democratically run by local farmers and producers.
7. **Land Rights:** is the right to transfer, deed, and make improvements (FAO, 2018).
8. **Landholder:** is the person who makes most decisions regarding use of land resources and management of agricultural operations. Often head of household (FAO, 2018).
9. **Participatory Approach:** partnering with community members to design and assess programs in a participatory way and with community members at the helm of decision making.
10. **WEAI:** "The Women's Empowerment in Agriculture Index (WEAI), launched by IFPRI, Oxford Poverty and Human Development Initiative (OPHI), and USAID's Feed the Future in February 2012, is the first comprehensive and standardized measure to directly measure women's empowerment and inclusion in the agricultural sector." (IFPRI, 2021, March 31).



Icebreaker 1 Video:





Icebreaker: Closing the Gap for Women in Agriculture

Major Takeaways:

1. Challenges are still relevant.
2. COVID-19 has heightened barriers by disrupting women's programming.

Discuss: What are examples of women's programming that can increase agricultural production and assist in closing the gender gap?



What Are Women's Roles in Agriculture?

Do roles differ within homes, communities, cultures, and countries?

How may those roles impede women?

Can you give examples of how these roles limit agricultural production for women?





Women's Roles in Agriculture

Diverse



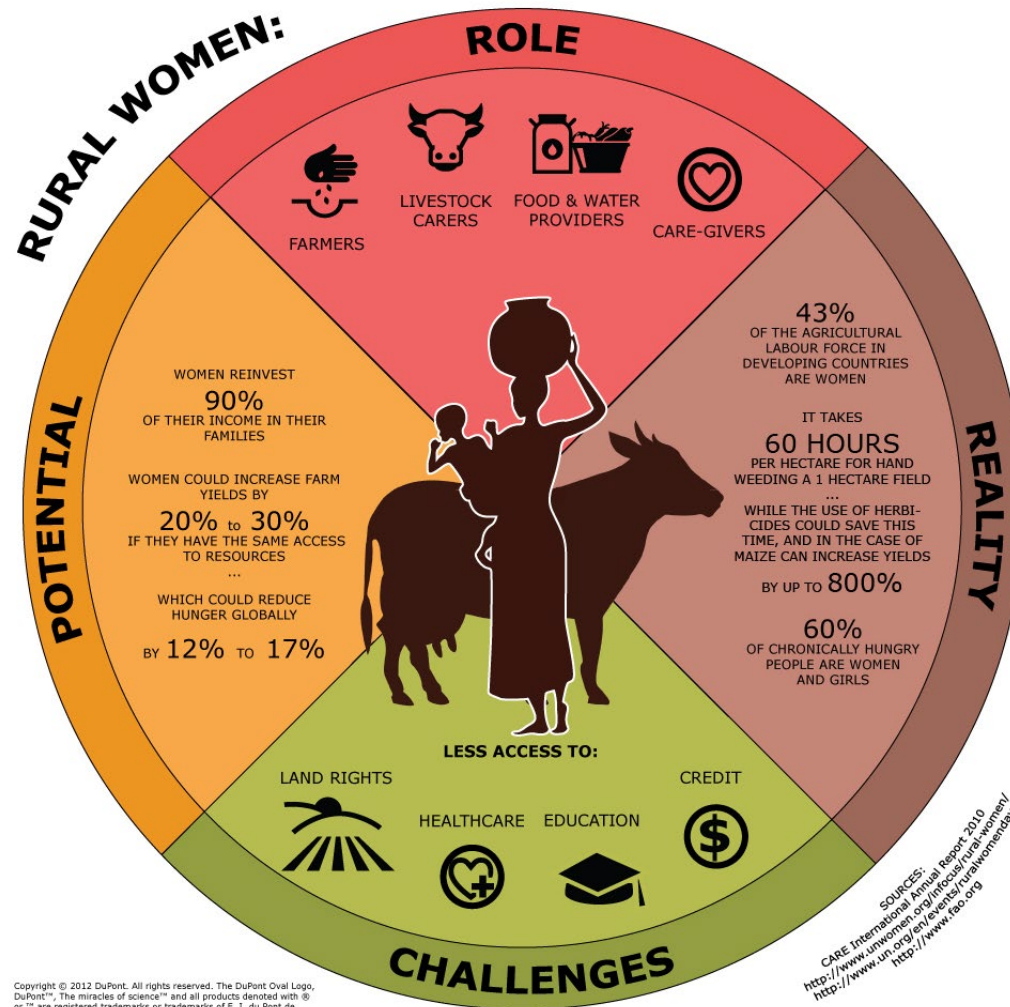
Complex



Silent



Women's Roles in Agriculture



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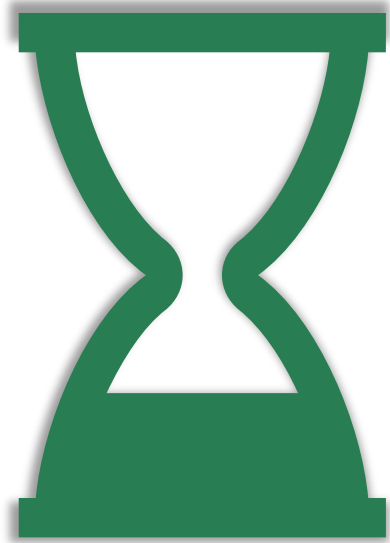
Women's Roles in Agriculture

Targets 7 of 17 UN Sustainable Development Goals:



Time Poverty

“Time Poverty”: the lack of time women have that limits their choices for engaging in future activities beyond paid or unpaid work



Home Duties

- Cooking
- Cleaning
- Fetching water
- Fetching firewood

Child Care

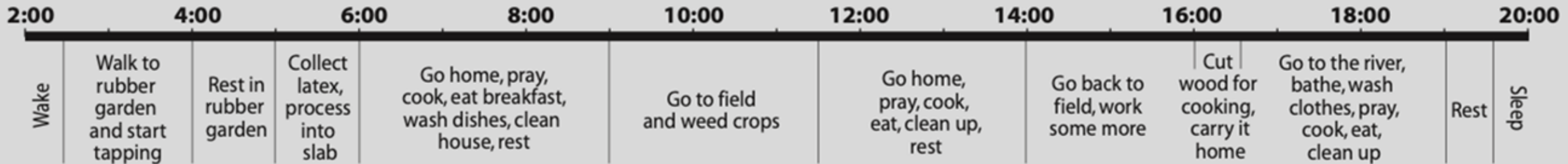
Field work

Animal care



Roles of Rural Women Activity: Assignment 5.1

A day in the life of an Indonesian woman farmer



Draw or think of a timeline of your typical day.

- What are your initial thoughts?
- Describe the similarities and analyze the differences.
- Are there activities missing that you might expect to be in her day?

How does this activity change your perspective? How does it support your existing perspective?



Time Poverty & Gender Stereotypes

- Born into multitasking caretaker roles
 - Childhood → household chores
 - Adolescence → caring for family members
 - Motherhood → caring for households
- Basic survival needs = exclusively female responsibilities
- Caring for crops and livestock = additional time limiter

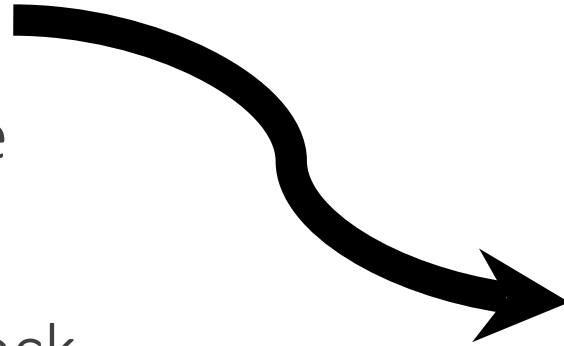
Time Limiters → Barrier to Ag. Productivity, Food Security



Time Poverty & Gender Stereotypes

Duties of Home

- Caring for People
- Caring for Crops
- Caring for Livestock
- Caring for Home
- Caring for Survival



Time Poverty



Understand Time & Travel
Limits for Training
Opportunities



Questions? Comments?

Women's Roles in Agriculture &
Time Poverty

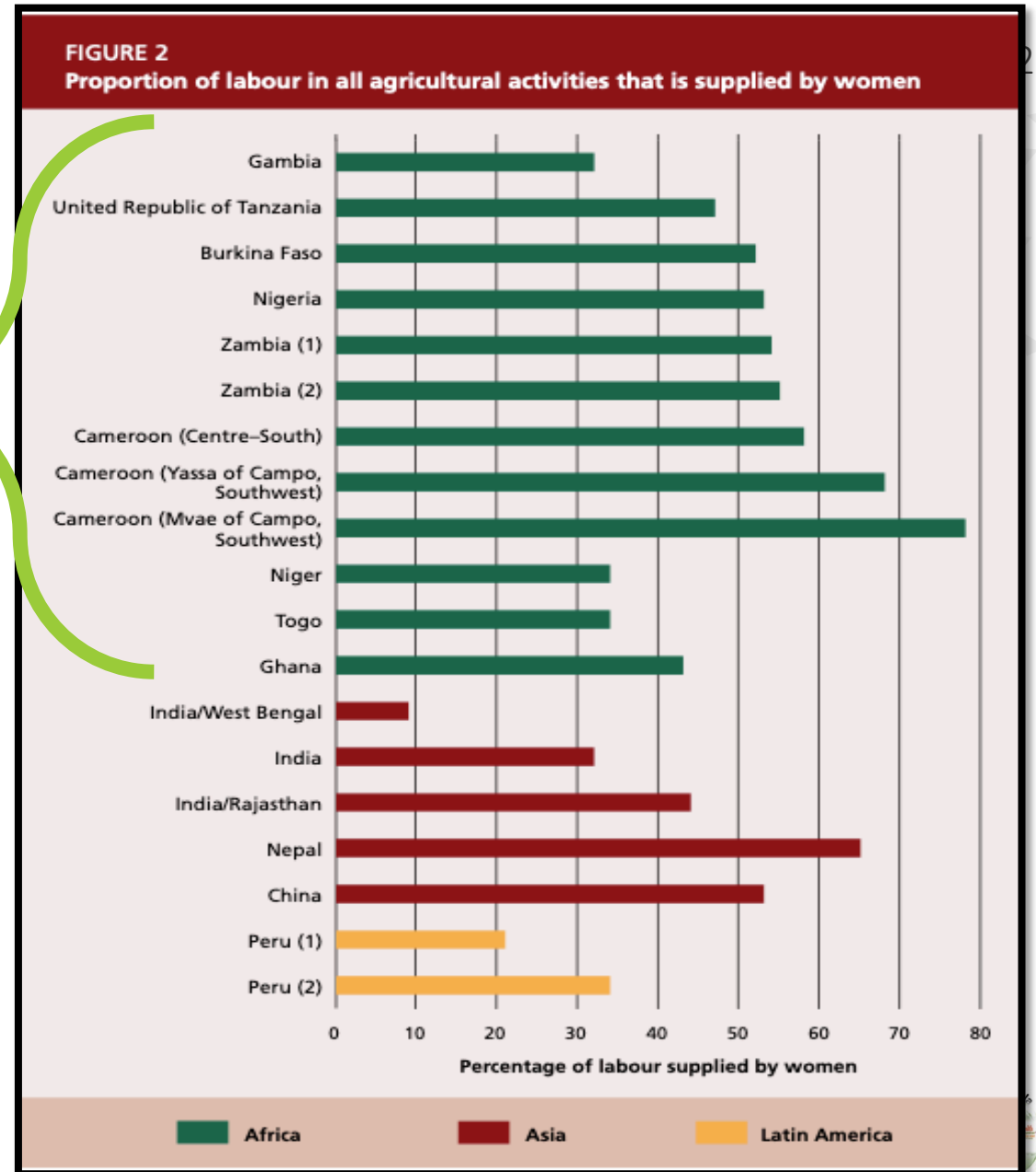


Women's Silent Impact on Agriculture

- Undervalued contributors—“invisible farmers”
 - Across different **types** (primary crop production, crop and livestock production, aquaculture, etc.)
 - Across different **sectors** of agricultural value chain (production, food processing, food preparation)
- Need multiple assets and knowledge to be successful

Female Agricultural Workforce

- Women-owned or Women-operated: usually small subsistence farms
- Contributions vary by type of farm managed (subsistence, pastoral, cash crop, etc.)
- **Sub-Saharan Africa: 50% of workforce (women) produces 75% of food**
- Policies assume that all is produced by men—see Partridge-Hicks (2020) for more



(FAO, 2012)

Women and Livestock

- 70% of the poor—many are livestock keepers
- Due to time burden, more likely than men to choose:
 - smaller animals like goats and chickens (easier to work with)
 - native breeds (can use non-improved land)



Example: Pig Husbandry in Papua New Guinea (Sexton, 1986)

TABLE 1

Gender division of labour related to pig husbandry, as observed in Daulo, Eastern Highlands of Papua New Guinea

Activity	Men (%)	Women (%)
Feeding/sheltering	44.1	68.9
Travel to/from pig house	8.8	13.5
Construction and repair of pig housing	20.6	1.4
Searching for lost pigs	17.6	6.8
Other	8.8	9.5

Women do more feeding and sheltering



Ideal time to find and address disease, nutrition issues




Opportunity for training




Other Contributions

- Fisheries
- Aquaculture
- Can you think of others?



Handout 5.3: Women and Fish



In addition to typical livestock species, aquaculture (producing aquatic species such as fish for consumption) and fisheries provide women with extensive and growing opportunities to improve their health and their families' livelihoods. Women are similarly heavily involved in aquaculture and fishing globally.

This handout provides examples related to women's roles in this unique sector.

Aquaculture and the consumption of fish products can provide essential nutrition for children and lactating women ([World Fish, 2021](#)). The FAO estimates that women make up 50% of the workforce in the aquaculture sector, though their important roles are often overlooked because women tend to be most represented in the smaller scale aquaculture farms (Gopal et al., 2020).

Example: One example from a recent project partnering with fishing communities in the island nation of Timor-Leste points to the *gendered differences* in access and control of resources and information, and the *impacts* of these on community dynamics and program planning. A description of how the gendered aspects of the project likely exacerbated group tension between women and women states:

"Tensions were also created between women and men in the Ijijai group by the gendered nature of activities, and norms around money and power. From idea conception, the women and men in the group proposed distinct but complementary uses of the Fish House. However, the men's limited fishing activity meant that their intended use of the Fish House as a landing facility and fresh fish trading hub was not realized. Besides being unable to provide a reliable supply of fish to the restaurant, this created tensions within the group as

Major Takeaways

1. Major involvement in agriculture and livestock management
2. Have unique viewpoints and background knowledge
3. Need access to training and education that values their knowledge



Questions? Comments?

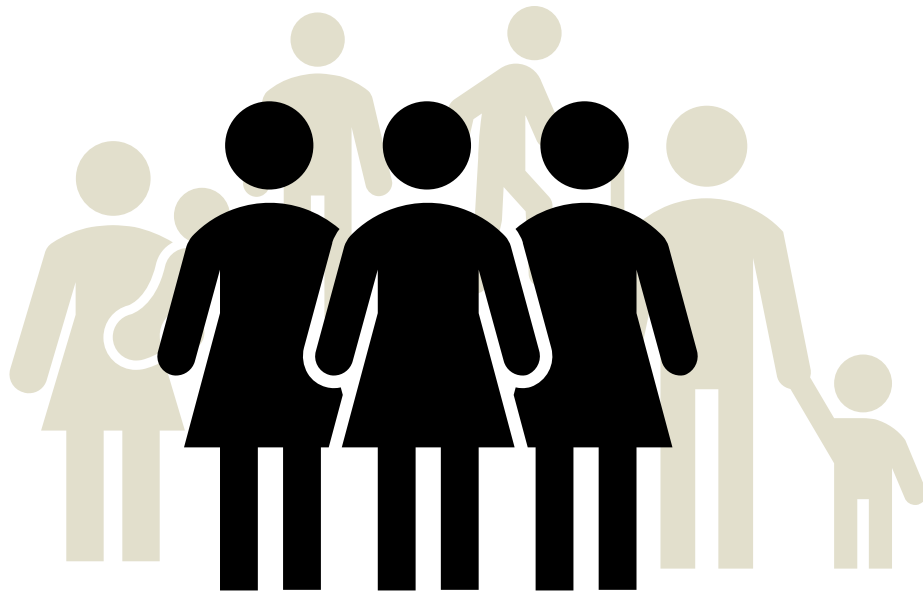
Women's Silent Impact on Agriculture



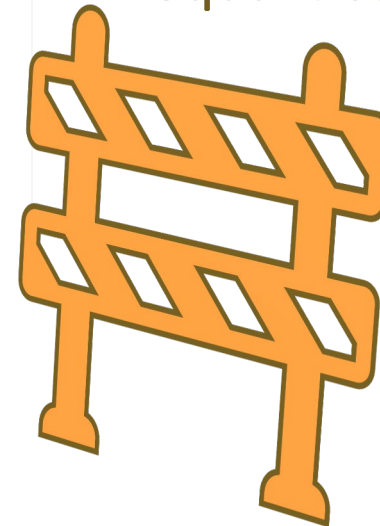
Gender Inequalities Limiting Agriculture Productivity

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- Considering gender increases development (agriculture) effectiveness and impacts:
 - Income
 - Food security/availability/choice
 - Environment



Systematic
Gender
Inequalities



Full Agricultural
Productivity Potential



“Food Security exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.”

Food and Agriculture Organization, 1996



Barriers to Agricultural Productivity: Home Duties

- Child and elder care
- Cooking
- Cleaning
- Water/wood gathering

-
1. Begins in childhood
 2. Decreases education opportunities

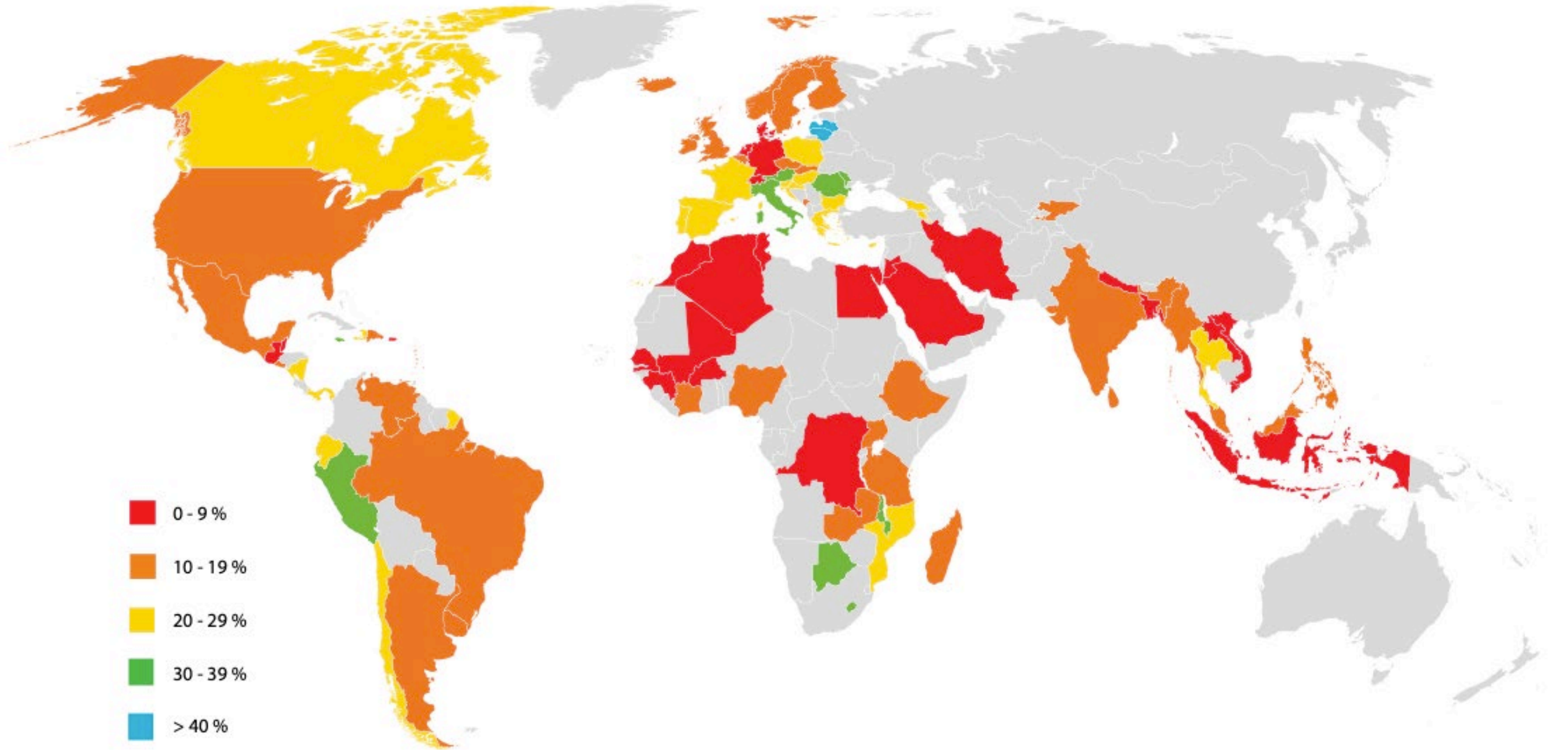


Barriers to Agricultural Productivity: Land Rights



- Understanding land rights: central to understanding society's gender dynamics
- Women Land Ownership Statistics:
 - 15% of world's land
 - <5% of land in some Middle Eastern and North African countries
- Land rights important for:
 - Economic access to markets
 - Status in your community
 - Supporting agricultural production
 - Food security

% of Female Landowners by Country/Region



Barriers to Agricultural Productivity: Information Access

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- Ag. Extension programs share information and technology innovations with farmers to:
 1. Increase family farm efficiency
 2. Increase production
 3. Increase farm family's living standard
- Women often neglected in development/extension programs:
 1. Stereotypes that women are not farmers
 2. Programs assume that men will share information
 3. Programs provided to landowners and those who can afford new technology
- Limited access to programs limits access to other opportunities
- Time constraints, education level, ability to leave home still barriers
- Must understand cultural context when implementing programs



Reflect: Western Afghanistan Dairy Union Members

Findings:

- Women/older girls often solely responsible for milking family's dairy cattle
- Extension/education programs for Dairy Union Members delivered only to men
- Lack of women extension agents and inability to leave home restricted access to information

Questions:

- What policy or programs might the government or international partners consider after learning this?
- What additional data is needed?

Gender Roles in Dairy Production and Women's Access to Agricultural Advisory Systems in Western Afghanistan

Carmen N. Benson-Byce
Terry K. Hutchens
Texas A&M University
Basir Ah. Nikoomanish
Herat University, Afghanistan

Introduction

The use of new technologies and implementation of improved practices, which require access to knowledge, are the primary drivers to increased productivity in agriculture (Hazell & Bernstein, 2013). Yet, Peterman, Behrman, and Quisumbing (2010) found that one of the most significant deterrents to agricultural technology adoption among women in developing countries is limited access to information from reliable sources such as extension officers. Literature from previous AIAEE scholarship in Iraq, Iran, Honduras and Rwanda identify similar barriers to women's access to agricultural information and technologies, notably including education and literacy levels, transportation, fewer female extension agents, limited ownership of land and resources for inputs among women, and cultural factors (Abi-Ghanem et al., 2013; Chizari, Lindner, & Bashardoost, 1997; Colverson, 1995; Kemirembe, Brewer, & Krueger, 2007).

From a global perspective, two-thirds of livestock keepers are women (Thornton et al., 2003). Likewise, women in Afghanistan are major contributors to household income and nutrition and are often involved in agricultural production, including livestock management (NAPWA, 2007). Historically however, Afghan women have had limited access to agricultural inputs, including access to information through extension services (Wilcox et al., 2015). Beyond gender-specific cultural and security constraints, women's access to extension services in Afghanistan is further hindered by significant challenges incumbering extension service delivery to all farmers, including limited resources, low technical capacity among extension personnel, and political and physical insecurity in the country (Byce et al., 2016). The USAID-funded Afghanistan Agricultural Extension Project (AAEPIP), implemented by a consortium of U.S. Universities and led by the University of California-Davis, aimed to build technical capacity among Afghanistan's Ministry of Agriculture, Irrigation, and Livestock (MAIL) offices and personnel, in order to improve farmer access to quality information necessary to improve agricultural production in rural Afghanistan.

Purpose and Objectives

This study was initiated prior to the project's launch of a Dairy Farmer Field School program in order to collect program baseline data and to inform program design and implementation. The study sought to identify plausible answers to these questions:

1. How are roles and decision-making authorities differentiated among family members on small-scale dairy farms?
2. What formal and informal agricultural advisory systems do women currently rely on for information related to dairy production and marketing?

Methods

Barriers to Agricultural Productivity: Limited Representation



Photo courtesy of USAID US Agency for International Development

Women's perspectives often overlooked/marginalized in political, agricultural cooperatives, and agricultural decision making:

- Program design
- Spending priorities
- Other decisions that impact communities



Limited Representation: Agricultural Cooperatives and Associations

- **Cooperatives:** “jointly owned and democratically controlled enterprises...to advance the shared economic, social, and cultural needs of their members” (USAID, 2022, p. 2)
- Citizens use to:
 - Collectively bargain
 - Lobby for government action
 - Share information/resources
 - Support members through insurance/safety net programs
- Recognized benefits but women’s participation limited by same barriers as govt.

Limited Representation: Research and Development

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Adopted technologies impact men/women differently



Technologies developed without women may never be adopted by them (gender blind or gender-harmful)

Desirable Effects: increase in innovations that reduce need for manual labor

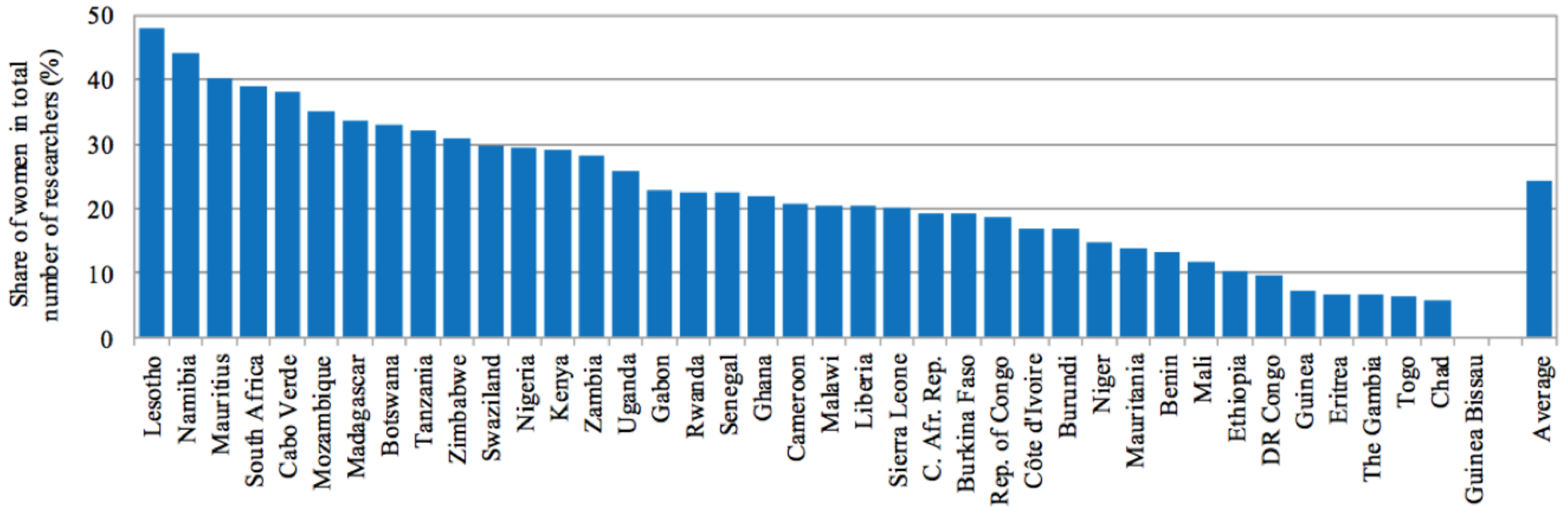


Manual labor traditionally falls to women and girls



Limited Representation in Research

Share of women in the total number of researchers at country levels, 2014



Gender gap is closing (sub-Saharan countries), but women still underrepresented (~25%)

Limited Representation in Research

How to close gap?

- Programs like African Women for Agricultural Research and Development, Grain Research and Innovations → see guides for gender-responsive agricultural research and dissemination
- Increase female participation in ag. research
- Educate researchers to conduct activities in gender-responsive ways
- Others?



Questions? Comments?

Underrepresentation in Research and
Development



U.S. Strategies to Improve Agriculture Production and Food Security

1. USAID “Feed the Future Initiative”
 - Launched 2011
 - Goal 1: Address root causes of poverty, hunger, and malnutrition
 - Goal 2: Transform lives
2. Women’s Empowerment in Agriculture Index (WEAI) Measurement
 - Launched 2012
 - Measure women’s empowerment
 - Has been improved to target specific research objectives



WEAI Improvements (Colverson et al., 2020)

WEAI		A-WEAI		Pro-WEAI		WELI	
Empowerment Domains (5)	Indicators (10)	Empowerment Domains (5)	Indicators (6)	Empowerment Domains (3)	Indicators (12)	Empowerment Domains (6)	Indicators (16)
Production	Input in productive decisions	Production	Input in productive decisions	Intrinsic Agency	Autonomy in income	Decisions on Agricultural Production	Input in productive decisions
	Autonomy in production				Self-efficacy		Autonomy in production
Resources	Ownership of assets	Resources	Ownership of assets		Instrumental Agency	Attitudes about domestic violence	Decisions on Nutrition
	Purchase, sale or transfer of assets		Access to and decisions on credit	Access to and decisions on credit		Autonomy in nutrition	
	Access to and decisions on credit	Income	Control over use of income	Input in productive decisions		Access to and Control Over Resources	Ownership and control of livestock assets
Control over use of income	Ownership of land and other assets			Ownership and control of land and crop assets			
Leadership	Group membership	Leadership	Group membership	Access to and decisions on credit			Control and Use of Income
	Speaking in public			Control over use of income		Control over non-farm income	
Time	Workload	Time	Workload	Work balance	Access to and Control of Opportunities	Control over expenses	
	Leisure			Collective Agency		Visiting important locations	Access to markets
						Group membership	Membership in influential groups
				Respect among household members	Extent and Control of Work Time	Access to information, training and groups	
						Total workload	
						Proportion of revenue generating workload	
						Control over own time	

Summary and Take-Home Messages

- Women are vital and highly impact agriculture and family health/status.
 - Increase production
 - Improve food security
 - Strengthen family's economic status
- Women's contributions are:
 - Vital to address global poverty and hunger
 - Foundational and necessary to achieve UN SDGs
- Access to extension education → increase production and economic opportunities
- Equality in land rights, financial investments, and tool accessibility → entrepreneurship opportunities for women





Pause to Reflect

Considering your background and expertise, how could you use and implement one of the lesson's target areas in your programming or research?



- **Take it to the Field** activities are included to engage students in real world situations. These include case studies, research articles, and other online learning activities.
- **Further Exploration** activities encourage students to seek more information on a particular subject and to engage in established communities of practice or tools used in program development.



Resources Beyond Module



Take it to the Field

Gender Integration Continuum: USAID Interagency Work Group tool to evaluate development programming as gender-...

1. Exploitative (further divide genders or increase inequalities)
2. Blind (don't consider gender)
3. Responsive (consider gender norms/differences)
4. Transformative (change inequalities)

Free PDF:

https://www.igwg.org/wp-content/uploads/2017/05/FG_GendrIntegrContinuum.pdf



GENDER EQUALITY CONTINUUM TOOL

Ignores:

- the set of economic/social/political roles, rights, entitlements, responsibilities, obligations and associated with being female & male
- power dynamics between and among men & women, boys & girls

Gender Blind

Gender Aware

- Examines and addresses these gender considerations and adopts an approach along the continuum

Exploitative

Reinforces or takes advantage of gender inequalities and stereotypes

Accommodating

Works around existing gender differences and inequalities

Transformative

- Fosters critical examination of gender norms* and dynamics
- Strengthens or creates systems* that support gender equality
- Strengthens or creates equitable gender norms and dynamics
- Changes inequitable gender norms and dynamics

GOAL

Gender Equality and better development outcomes



* Norms encompass attitudes and practices

* A system consists of a set of interacting structures, practices, and relations



Take it to the Field: Case 1 “Integration of Women into Agricultural Cooperative in Nicaragua during 1988”

Read Abstract:

Mayoux, L. (1993). Integration is not enough: Gender inequality and empowerment in Nicaraguan agricultural co-operatives. *Development Policy Review: The Journal of the Overseas Development Institute*, 11(1), 67-89.

<https://pubmed.ncbi.nlm.nih.gov/12286570/>

Case Reports > Dev Policy Rev. 1993 Mar;11(1):67-89. doi: 10.1111/j.1467-7679.1993.tb00029.x.

Integration is not enough: gender inequality and empowerment in Nicaraguan agricultural co-operatives

L Mayoux

PMID: 12286570 DOI: 10.1111/j.1467-7679.1993.tb00029.x

Abstract

PIP: Cooperatives have been seen as a means of increasing the productivity of the poor, increasing their income, and providing them with more political power. The aim of this article is to discuss the experiences of women in agricultural cooperatives in Matagalpa and Esteli Regions in Nicaragua under the Sandinistas at the end of 1988. Since the Revolution in 1979, women had been encouraged to participate in agricultural cooperatives, although gender issues were ignored in the wider cooperative policy. Discussion is directed to gender conflicts of interest, the effects of policy change on women's participation, the limits of integration, 4 case studies of integration, some problems, inadequate policy and the implications for feminist participatory strategy. The Nicaraguan experience suggests that the nature of empowerment of women is an important consideration; the extent of empowerment or whether all eligible women can be reached is debatable. Women and men have different needs and priorities in cooperatives because of the division of labor and power structures, both within the family and within society. Cooperative structures need to change in a way that deals with inequalities within and between families and with reproductive issues. Cooperatives were formed in the context of competing interests. There is dispute over whether current structures empower rural producers or are an imposition by the state in order to control production. The history of policy





Take it to the Field

1. Where does the push for women's integration into agricultural cooperatives best fit into the Gender Equality Continuum?
2. Are there other factors, limitations, or enabling dynamics that should be considered?
3. What additional data is needed to make policy/program recommendations?





Take it to the Field: Case 2 “Empowering Women by Engaging Men”





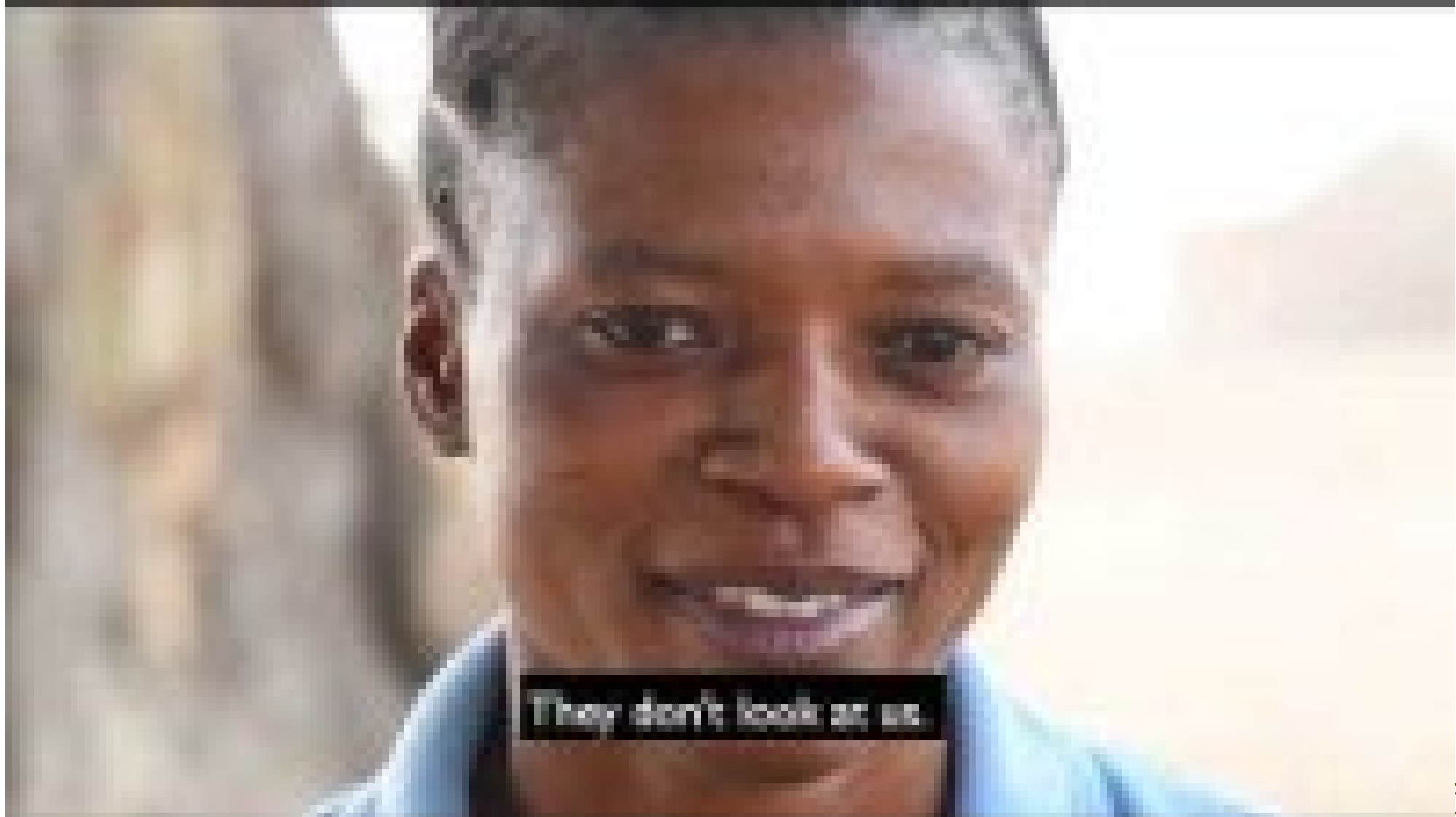
Take it to the Field

What are some positive outcomes from the Rainforest Alliance's investment in women?





Take it to the Field: Case 3 “Women and Livestock Husbandry”





Take it to the Field

Describe a few impacts of this livestock project.





Further Exploration Activity 1



Complete the Pro-WEAI Foundations Module from the IFPRI and European Commission's Food Security Portal

1. Create an account for the **Food Security Portal**
(<http://elearning.foodsecurityportal.org/login/index.php>)
2. Complete Units 1 through 3 of the **Pro-WEAI Foundations Module** (3 hours)
 - a) Unit 1: Understanding empowerment and the Reach, Benefit, Empower Framework
 - b) Unit 2: Pro-WEAI Methodology
 - c) Unit 3: Interpreting Pro-WEAI
2. Complete the final quiz (45 minutes).





Further Exploration Activity 2



Join the USAID Agrilinks Community of Practice

1. Visit the **USAID Feed the Future Agrilinks website** (<https://agrilinks.org/>)
2. Create an account to receive the Agrilinks newsletter, webinar announcements, and to utilize the “Tools & Training” section.
3. We recommend exploring the Tools & Training lesson on the Gender Integration Framework (GIF) 101. Learners will “describe what data can feed into the Gender Integration Framework (GIF), practice using the GIF, and reflect on how to use the GIF in your own strategic planning”.





Further Exploration Activity 3



Complete the Soybean Innovation Lab's online course: "Increasing Your Gender Responsive Agricultural Development Capacity"

<https://soybeaninnovationlab.getlearnworlds.com/course?courseid=grad>



Please complete the Post-Knowledge Test

See link in chat to participate



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Next Seminar Topic:

Women and Decision Making: The Cases of Post-Conflict Reconstruction, Disaster Response, and Economic Development

Speakers:

Dr. Silva Hamie, Texas A&M University

Ms. Lisa De Leon, Pepperdine University

Date and Time:

Friday, April 15, 2022 11 AM CST

Sign up for our listserv



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Thank you!

This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-70003-32313 from the USDA National Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Teaching Grants Program, Round 1.