



Foregrounding Gender: Lessons from Farmer Field Schools in Honduras

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HORTICULTURE
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Overview

- The Basics: Gender 101
- Brief review of WAgN-Honduras project
- Focus on our Farmer Field Schools
 - Substance and Structure
 - Example Exercise: Draw a picture of a “leader”
 - Lessons Learned
- Experiences of other projects (Abe; Jim S.)
- Open discussion (if time)

The Basics: Gender 101

What do we mean by gender?

- Not equivalent to sex; it is not biological
- Socially constructed
- Roles and responsibilities assigned to men and women
- Shaped by ideological, religious, ethnic, economic and cultural factors
- Gender dynamics vary across space and over time (malleable)
- Gender interacts with age, class, ethnicity, etc. (intersectional)

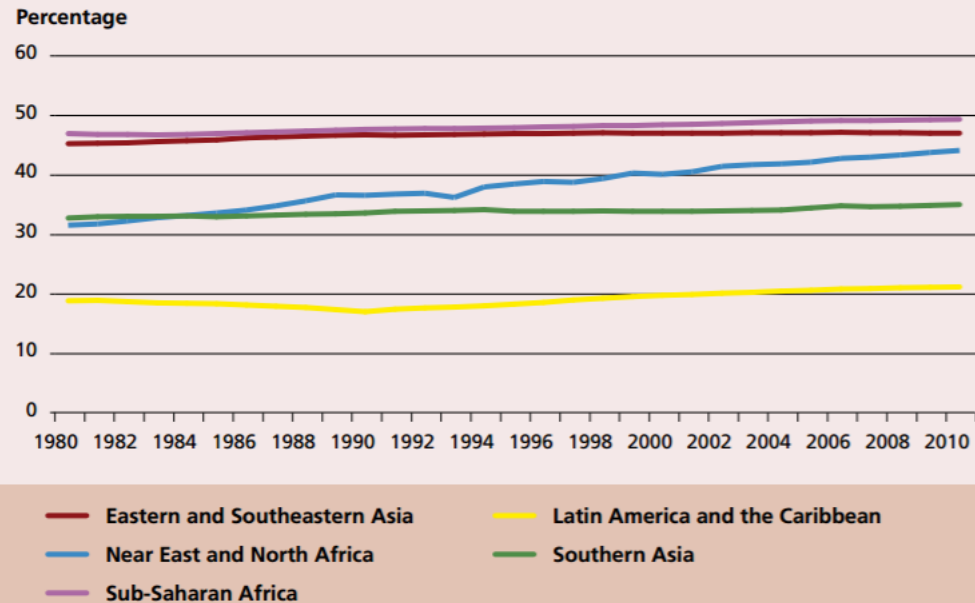
The Basics: Gender 101

Why does gender matter?

- It's a basic human rights issue
- Gender inequity in access to resources, empowerment, markets, etc. hurts women, men, families, the economy and society
- Women play a key role in agriculture but face challenges such as constrained access to land, capital, extension services, etc.
- Women key to food security but their work is undervalued
- There is a feminization of small-scale ag production
- Women have different stores of environmental knowledge
- We can not do our jobs properly if we ignore it and yet...
- Data on gender relations and women's role in agriculture are limited

Women in the Agricultural Labor Force

FIGURE 1
Female share of the agricultural labour force



Note: The female share of the agricultural labour force is calculated as the total number of women economically active in agriculture divided by the total population economically active in agriculture. Regional averages are weighted by population.

Source: FAO, 2010b. See Annex table A4.



Efficiency

- With same resources as men:
 - increase yields in their fields 20–30 %
 - raise total agricultural output in developing countries by 2.5–4 %
 - reduce the number of hungry people in the world by 12–17 %
 - Increase food security, improve nutrition

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



Closing the gender gap

- Collect sex-disaggregated data
 - Labor
 - Decision-making
 - Ownership of assets
 - Empowerment
- Consider how interventions affect intra-household dynamics:
 - Time allocation/labor
 - Power dynamics/claims on resources



Brief Review of the WAgN-Honduras Project



WAgN-Honduras Project Components

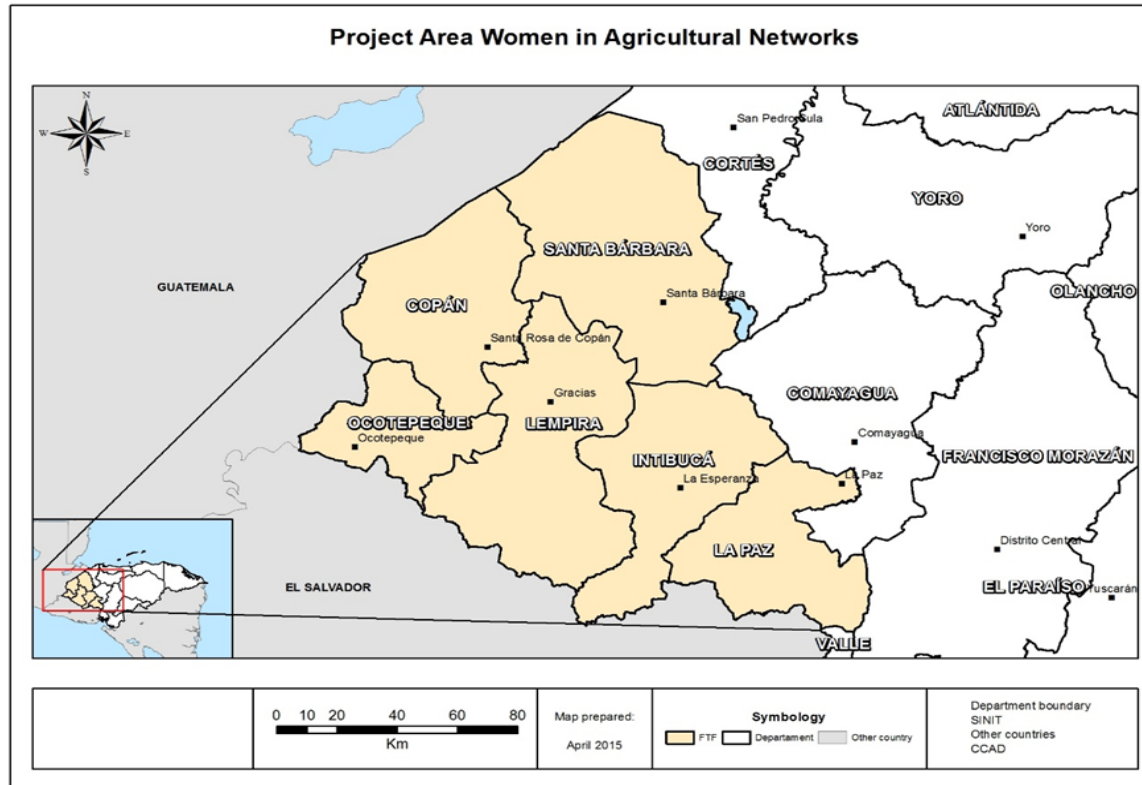
- Baseline data collection
 - Qualitative – focus groups, key informant interviews
 - Quantitative – household survey
- Workshops
 - Bringing producer organizations together to share experiences
- Farmer Field Schools
 - Integrating gender into horticulture production training

Key Findings (more to come)

- Food insecurity is prevalent for too many people in the area
- Dietary Diversity inadequacies even for those who are “food secure”
- Women are worse off in food security, particularly single female-headed households
- Women’s empowerment when compared to men: limited access to resources and control over income
- Women’s access to credit is associated with greater food security and dietary diversity, and control of income with dietary diversity

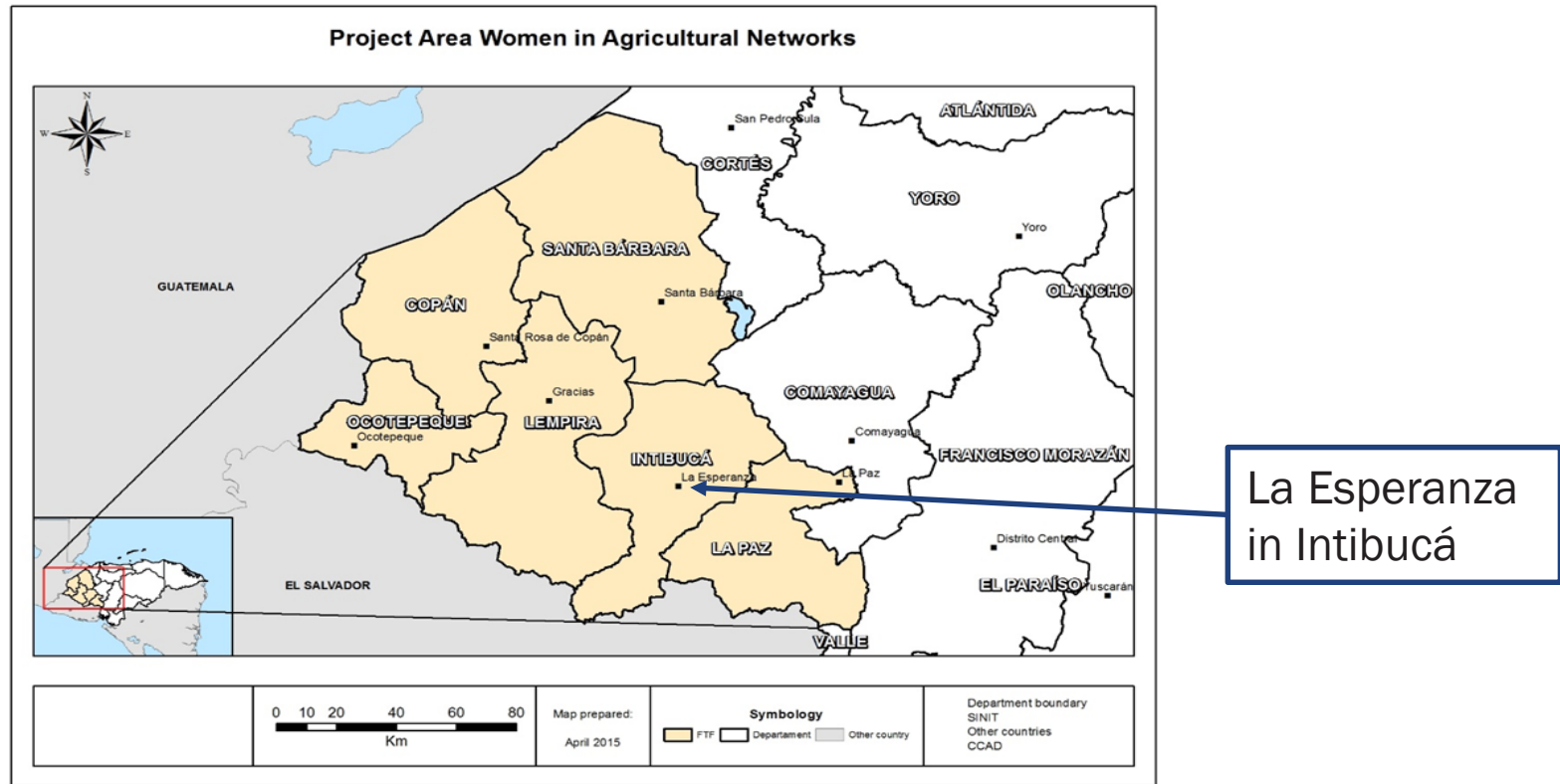


WAgN-Honduras Farmer Field Schools



Project Area for WAgN Honduras

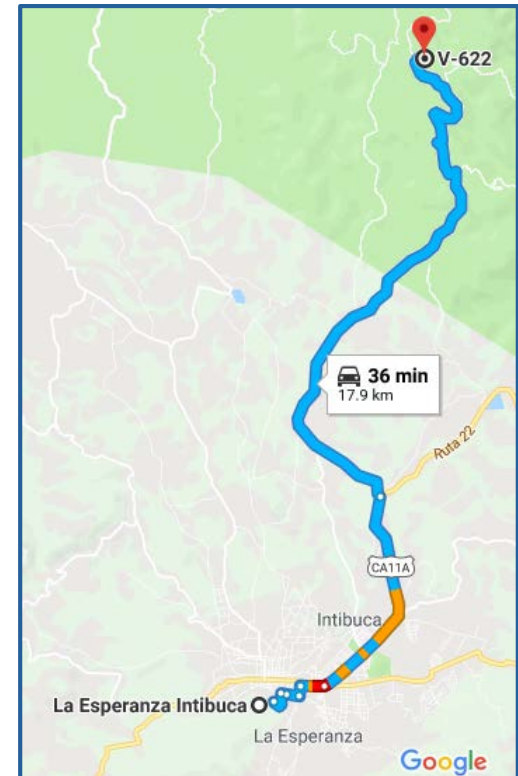
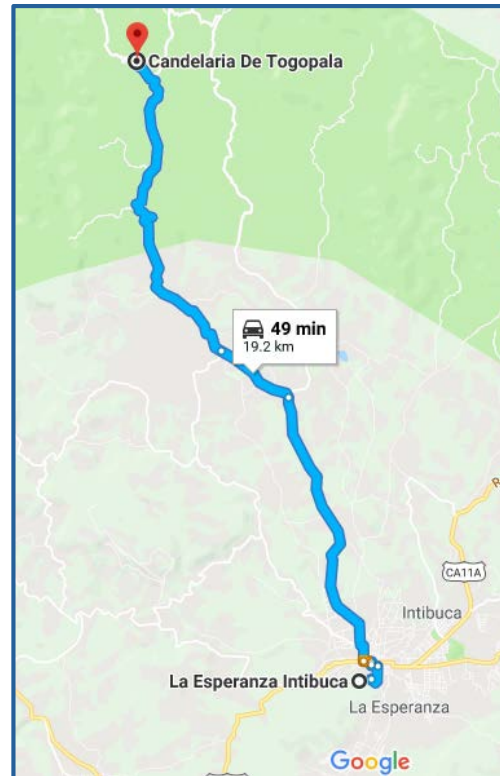
WAgN-Honduras Farmer Field Schools



Project Area for WAgN Honduras

FFS general information

- Locations: Candelaria and Malguara
- Candelaria
 - Mixed Group
 - 19 women on average
 - 8 men on average
 - 27 on average, 30 listed
- Malguara
 - Only women
 - 31 women average, 35 listed.



Logistics

- Candelaria
 - Communities: Candelaria, Monquecagua, Rio Grande, Dulce Nombre and El Zapote.
 - Transportation cost per person around \$0.85
 - 3-4 cooks, around \$6.00 per cook
 - 1 babysitter, around \$6.00
 - 4-6 children per workshop
- Malguara
 - Communities: Malguara, Chiligatoro, Ologosí, Mixcure and El Pahizlal.
 - Transportation cost per person around \$1.75 per person.
 - 3-4 cooks
 - 2 babysitters
 - 8-10 children per workshop



Sessions and topics



Session	Production Topic	Gender Topic
1	Introduction to the FFS	Pre-assessment
2	Agroecosystem analysis	Gender roles
3	Seed selection & biointensive bed design	Crop preferences by gender
4	Soil preparation & double digging	Power inequities
5	Organic vs conventional, compost & live barriers	Decision-making in the household
6	Seedling establishment, soil preparation	Skills and abilities
7	Pest Management in the home	Division of labor in the household
8	Drip irrigation installation	N/A
9	Small animal management	Animal care responsibilities in the HH
10	Spacing of planting	Leadership characteristics
11	Integrated Pest Management	N/A
12	Review of content and follow-up	Self-esteem
13	Preparing nutritious food	Equity
14	Field Day with other community members	Gender content presented

Farmer Field Schools



<https://youtu.be/rhubedwsnLU>

Example Exercise: Draw a picture of a “leader”

- On the flip chart, please draw a picture of a leader
- Please also list up to five attributes of a leader
- Present your drawing to the full group

Example Exercise: Draw a picture of a “leader”

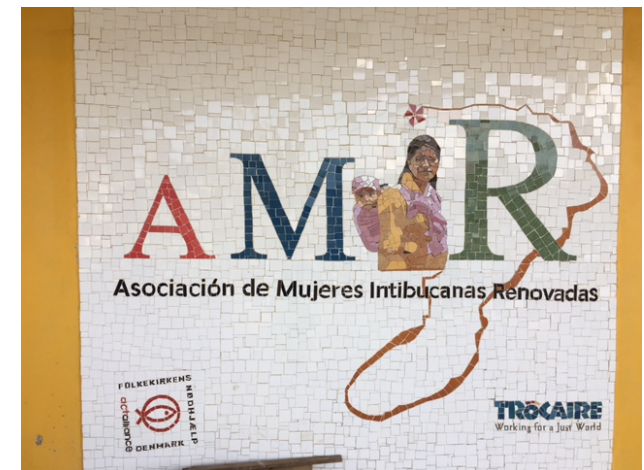
- Some field observations from this exercise:
 - Words used: Respectful, dynamic, cheerful, honest, responsible, compassionate
 - Masculine form used even when drawing was a woman
 - Women regarded themselves as leaders, but also recognized their lack of representation in public positions (local and national)
 - Women noted importance of leadership skills training
 - Women recognized themselves as leaders, but also acknowledged their lack of representation in public

Example Exercise: Draw a picture of a “leader”

- This exercise provided an opportunity to discuss:
 - Why the group drew the leader as a male or female
 - Which characteristics are different or similar? Do they consider themselves as leaders?
 - Different types of leadership, including personal (autonomy), within the family, and within the community.
 - Time allocation and how that affected women's ability to participate in community organizations.
 - Whether both men and women could be leaders, and if there are equal opportunities for leadership.

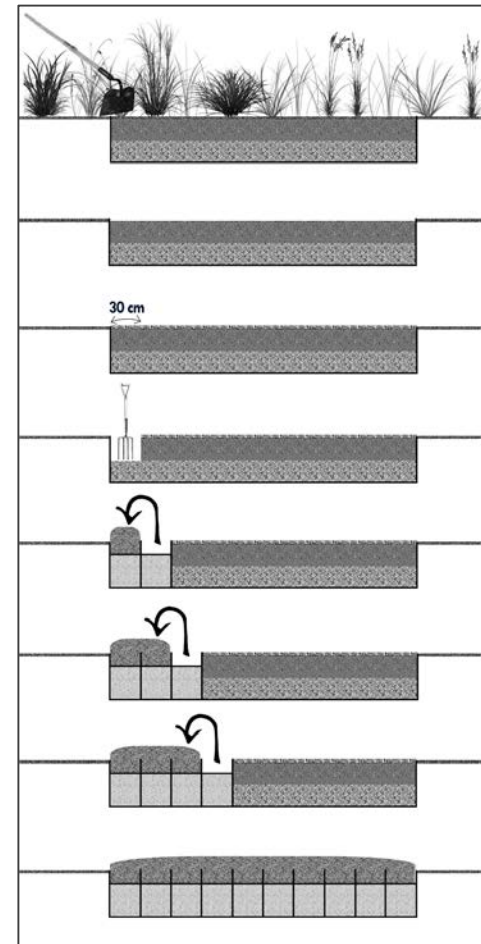
Enhancing Gender Impact of Farmer Field Schools: Lessons Learned

- 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



¡Graduación!





Stories From Other Projects: “Gender issues you've identified in your work and how you mitigated these issues.”

Abe Salomon

University of California, Davis

Jim Simon

Rutgers University

Sharing experiences: Incorporating gender into outreach

- Open discussion
 - How have/could *you* incorporate gender in your outreach?



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Leftover slides follow



Challenges to the Unitary Model

- Shared Income/transfers
- Pooled credit/risk mitigation
- Shared labor & other inputs
- Information – both directions
- Effects of empowerment



Empowering Women Through Horticulture

Who we are:

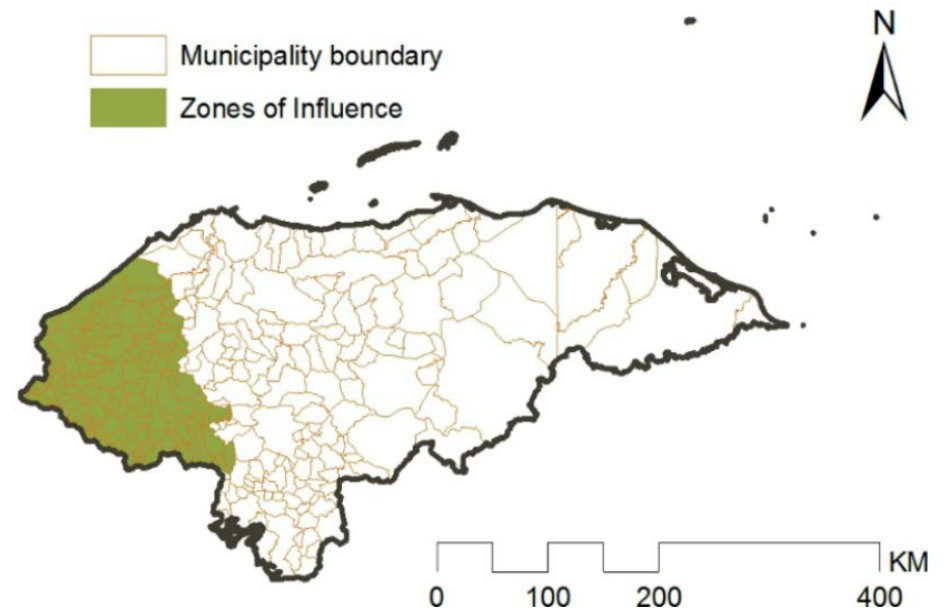
- The Pennsylvania State University
- Zamorano Pan-American Agricultural School

Where we work:

- Western Honduras

What we do:

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



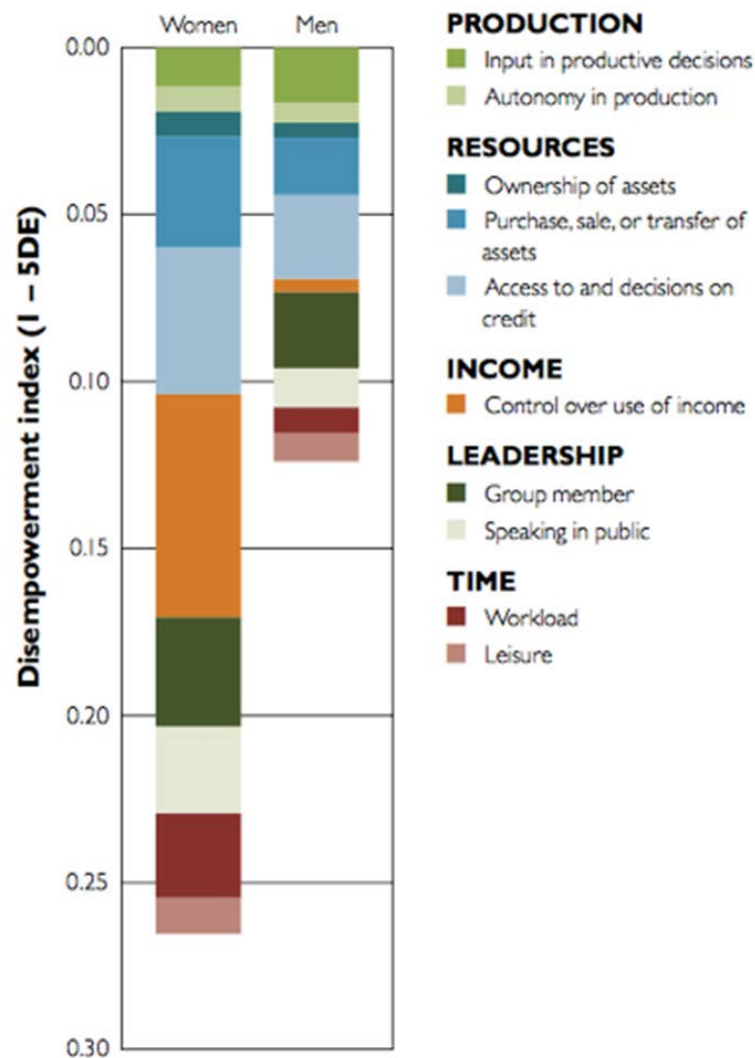


Women's Empowerment in Agriculture Index

- 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).

Future Outreach

- Gender training for technicians
- Capacity building for producer groups



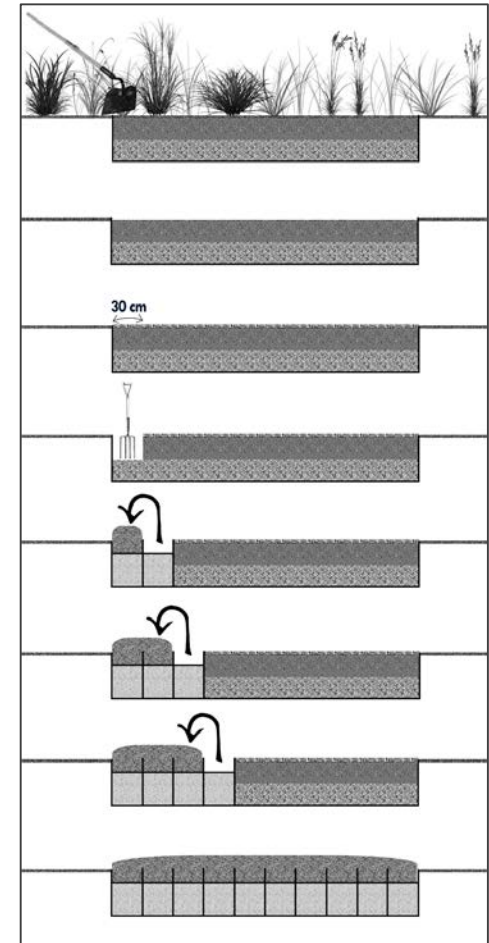


Gender Roles and Care Work

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

Findings and constraints

- Double digging
 - Labor intensive
 - Tool availability
 - Help from other members in the household or paid labor
- Time availability for each session
- Session 8 and men participation
- Psychological barrier
- Opportunity to learn
- Constant assistance and positive comments





Assessment and Documentation

- Pre-evaluation dataset and interviews transcripts
- Database construction which includes:
 - Pre-evaluation data
 - Socioeconomic data: household material, access to basic services, marital status, number of people in the household, income level, educational level and other trainings.
 - “Prueba de cajas” results
- Observation notes
- Post-assessment
- Eight sessions’ memories
- Four production guides
- Field log for the participants
- One press release



Grupo 1

¿Qué características son importantes para mi al seleccionar un cultivo?

Semilla de calidad ①

- Le gusta para comer
- Uso de pocos insumos
- Cosecha rápida

Buen mantenimiento

Pueda guardar la semilla

Poder cuidar la semilla

rotación de cultivo

Tiene una buena parcela (ficha sana) ②

Semilla apropiada a la zona ③

¿Quién en mi hogar selecciona/compra los semillas para los siguientes cultivos?

Maiz	Frijol	Papa	Vegetales	Hierbas	Frutas
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II

¿Quién en mi hogar guarda las semillas de los siguientes cultivos?

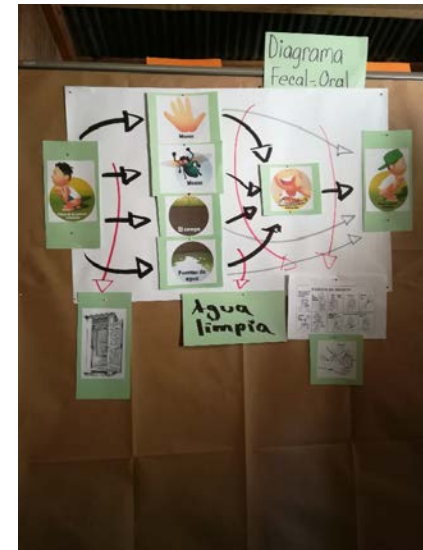
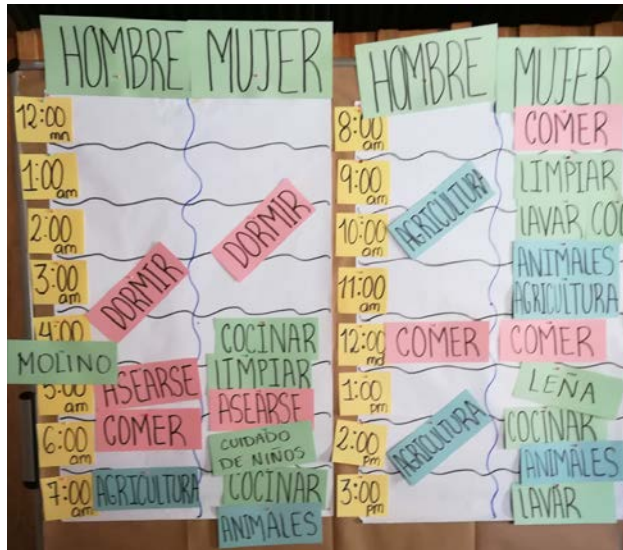
Maiz	Frijol	Papa	Vegetales	Hierbas	Frutas
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II
II	II	II	II	II	II















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

