



INCORPORATING GENDER INTO EXTENSION SERVICES

Modernizing Extension and
Advisory Services

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USAID
FROM THE AMERICAN PEOPLE

Learning Outcome

- **Define** where and how “gender” is a part of one’s professional career

SESSION ONE: EXPLORATIONS INTO GENDER

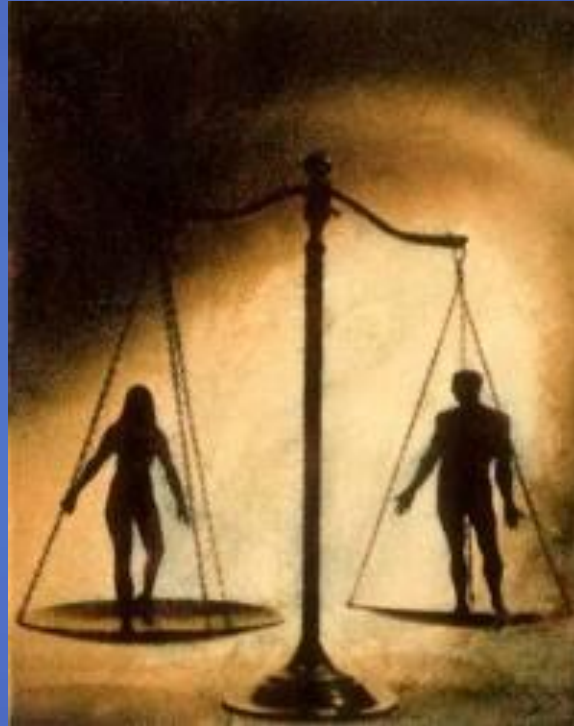
Learning Outcomes

- *Differentiate* between gender and sex
- *Explain* why examining gender roles is important to Extension and agricultural systems and why Extension has not successfully addressed gender in the past

SESSION TWO: WHAT IS “GENDER”?

GENDER CONCEPTS AND PERSPECTIVES

WHAT IS “SEX”?



WHAT IS “GENDER”?

DEFINITIONS: SEX and GENDER

- **SEX** is the *biological difference* between men and women.
- Sex differences are concerned with men's and women's bodies. Sexual differences are the same throughout the human race.
- **GENDER** refers to the *socially given* attributes, roles, activities, and responsibilities connected to being a female or a male in a given society.

These are learned, changeable over time, and have wide variations within and between cultures and should be analyzed with other socio-economic variables.

GENDER IMPLICATIONS

The distinction between sex and gender indicates that gender differences, and the categories they correspond to, should *not* *be assumed* but investigated, since they will vary both from one context to another, as well as, one time period to another.

WHY DOES GENDER MATTER?

- In many countries, women make up over 70% of the agricultural labor
- Women participate along the entire agricultural value chain, contributing as producers, distributors, processors, storers, and marketers, as well as, being responsible for feeding their families

THE FEMALE FACE OF FARMING

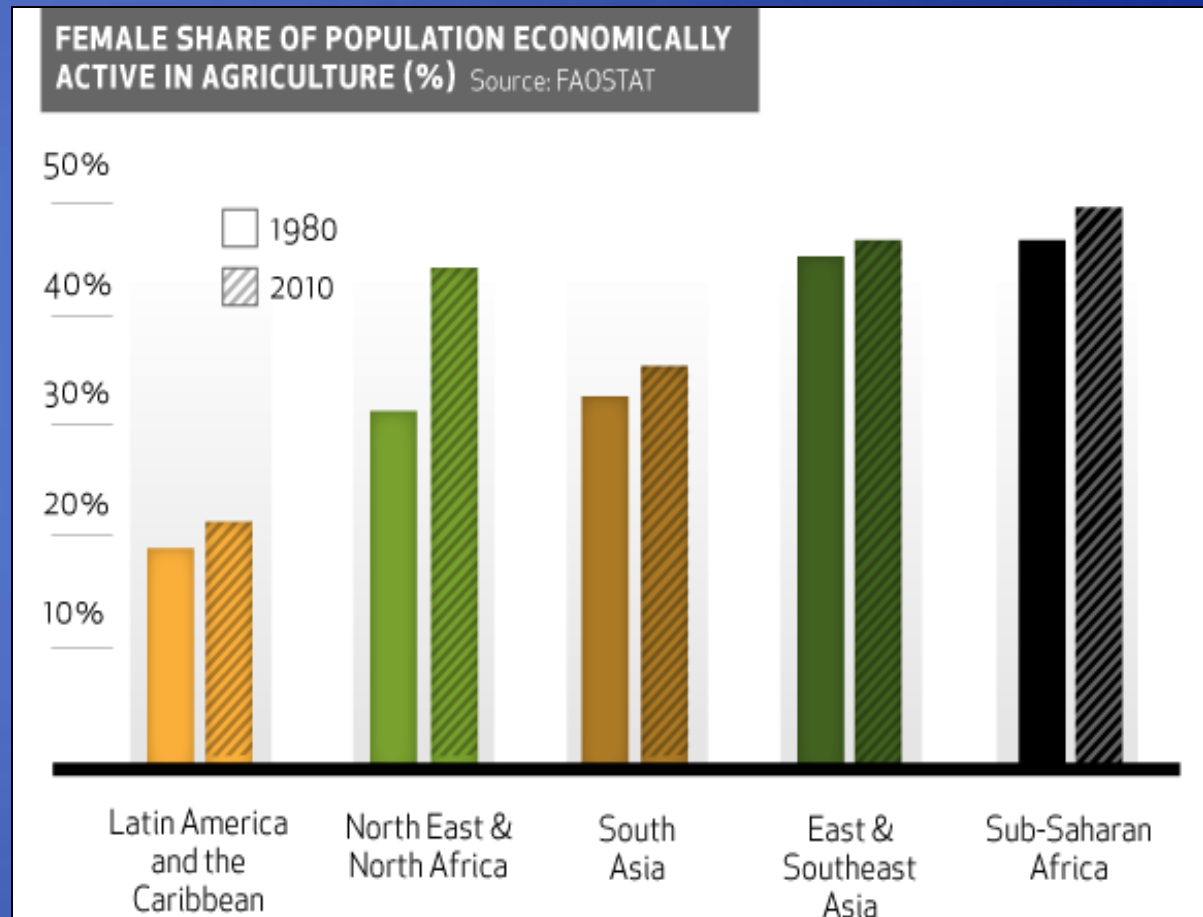


WORLD BANK STATES

“The failure to recognize the roles, differences and inequities between men and women poses a serious threat to the effectiveness of the agricultural development agenda.”

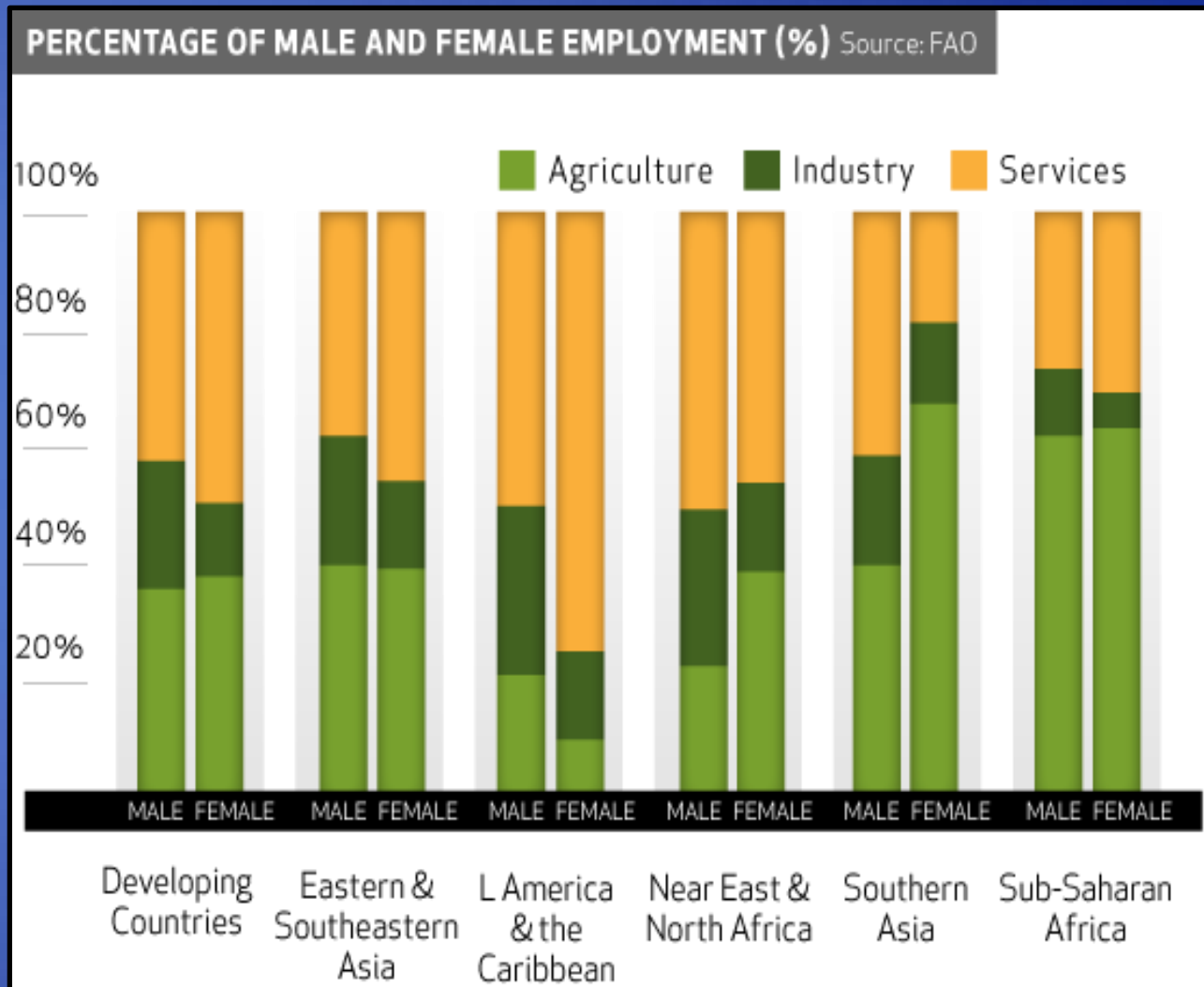
FEMALE SHARE OF THE AGRICULTURAL LABOR FORCE

Women, on average, comprise 43% of the agricultural labor force in developing countries and account for an estimated two-thirds of the world's 600 million poor livestock keepers.



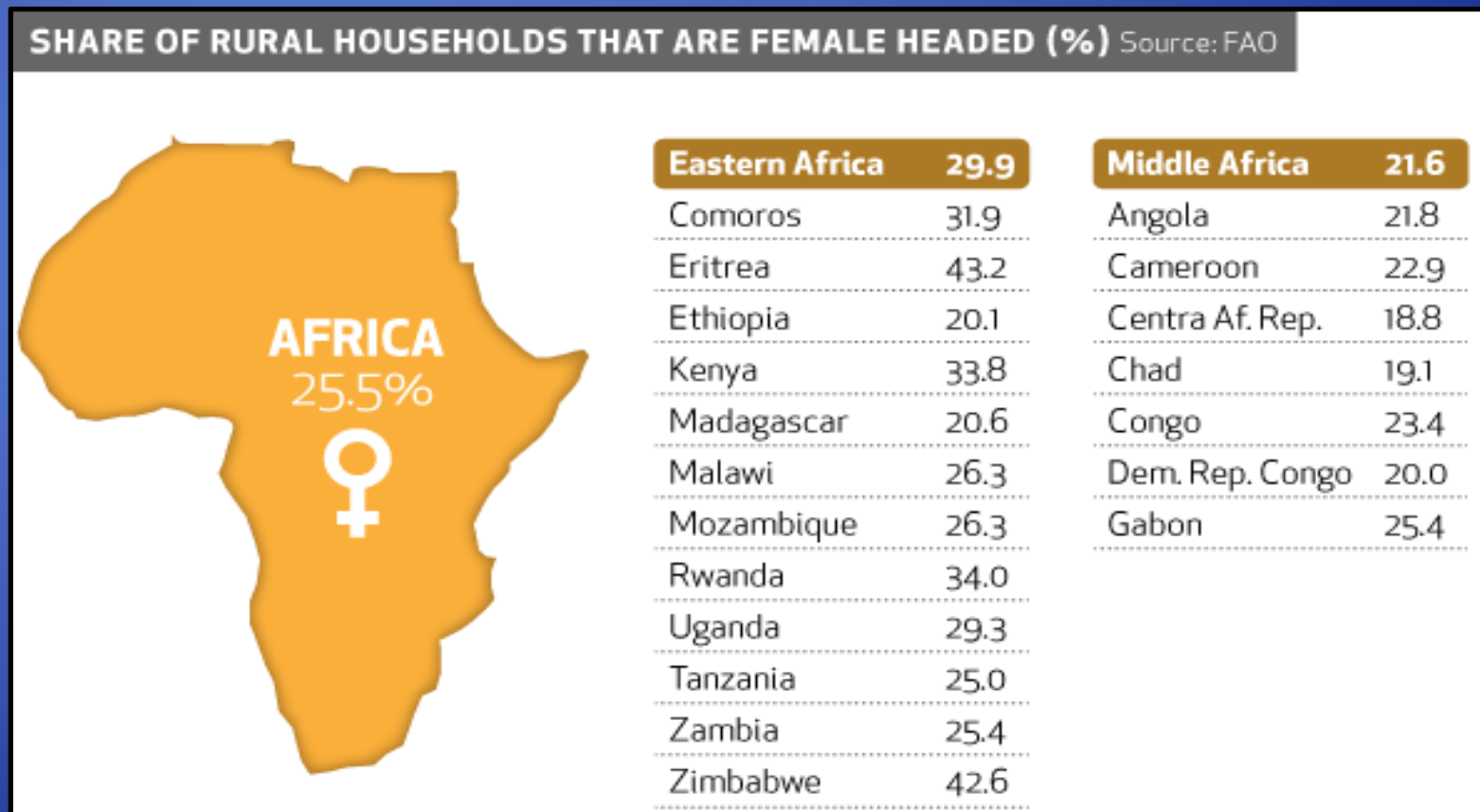
DISTRIBUTION OF MALE & FEMALE EMPLOYMENT (BY SECTOR)

Of those women in the least developed countries who report being economically active, 79% report agriculture as their primary course of livelihood (48% of economically active women worldwide).



FEMALE-HEADED HOUSEHOLDS

A significant share of households in all regions are headed by women, yet their access to productive resources and services are limited.



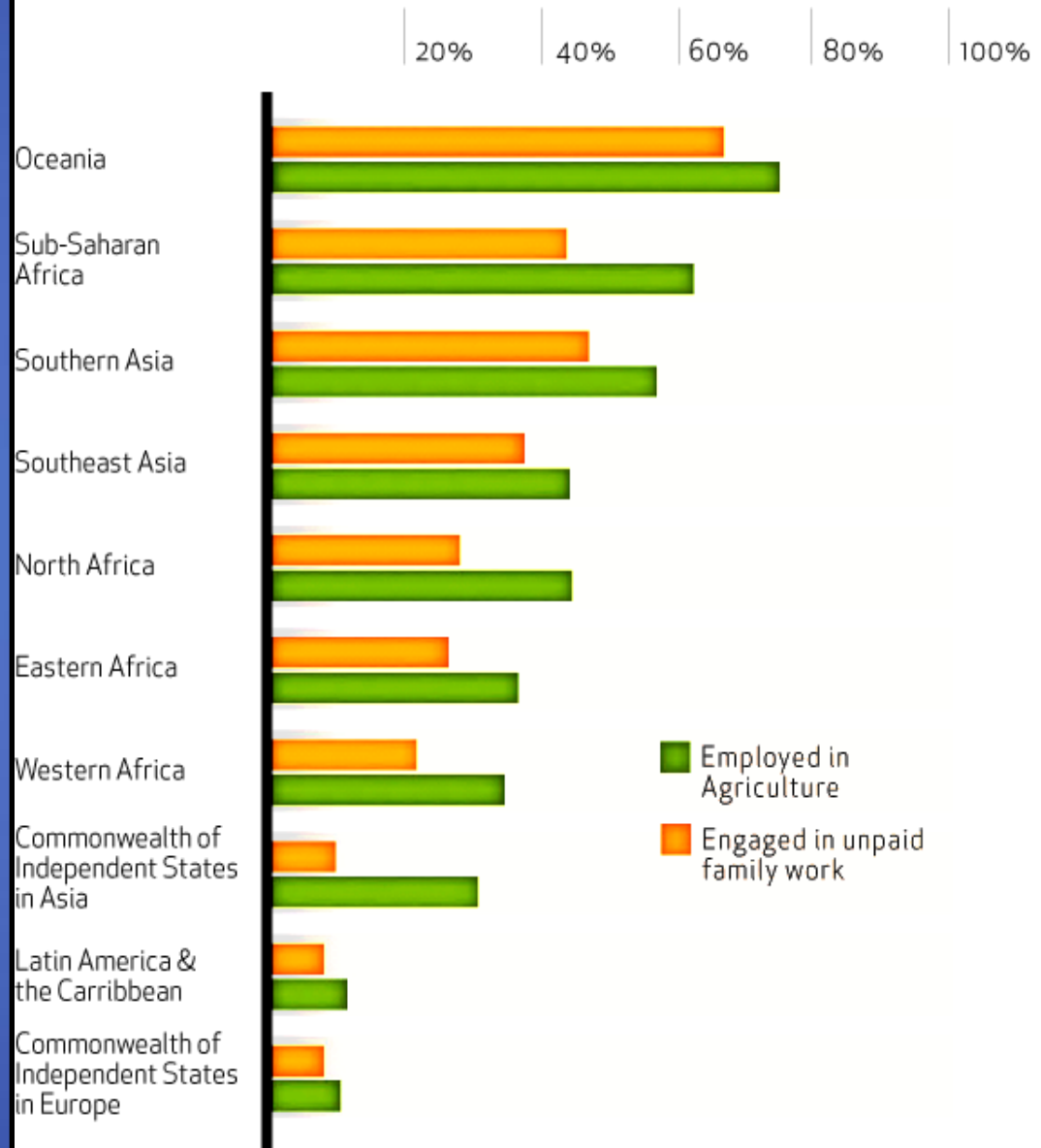
RURAL WORKING HOURS

Rural women typically work longer hours than men, when one takes into account both paid productive and unpaid reproductive or domestic and care responsibilities.

When these tasks are taken into account, women's total work hours are longer than men's in all regions.

Farming First (<http://www.farmingfirst.org/women>)

WOMEN EMPLOYED IN AGRICULTURE & ENGAGED IN UNPAID FAMILY WORK, 2007 (%) Source: UN, FAO

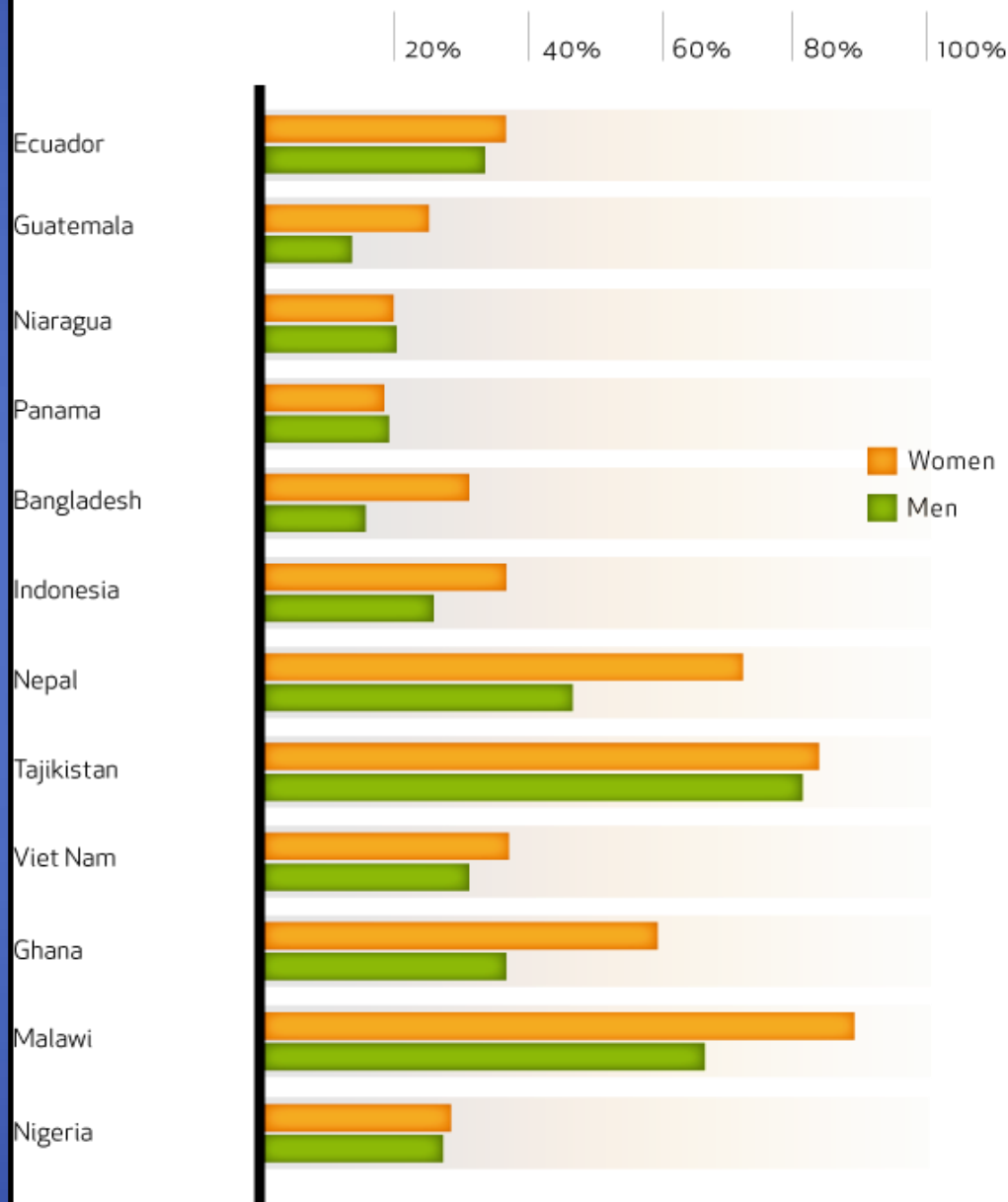


RURAL WORKING CONDITIONS

Women tend to be employed for labor-intensive tasks, generally earn lower wages than men and are more likely to be paid at piece rate.

For example, in the casual agricultural labor market in Africa, women's casual wages (whether in cash or in kind) are usually half of men's wages.

PREVALENCE OF PART-TIME WORK IN RURAL WAGE EMPLOYMENT, BY GENDER (%) Source: FAO

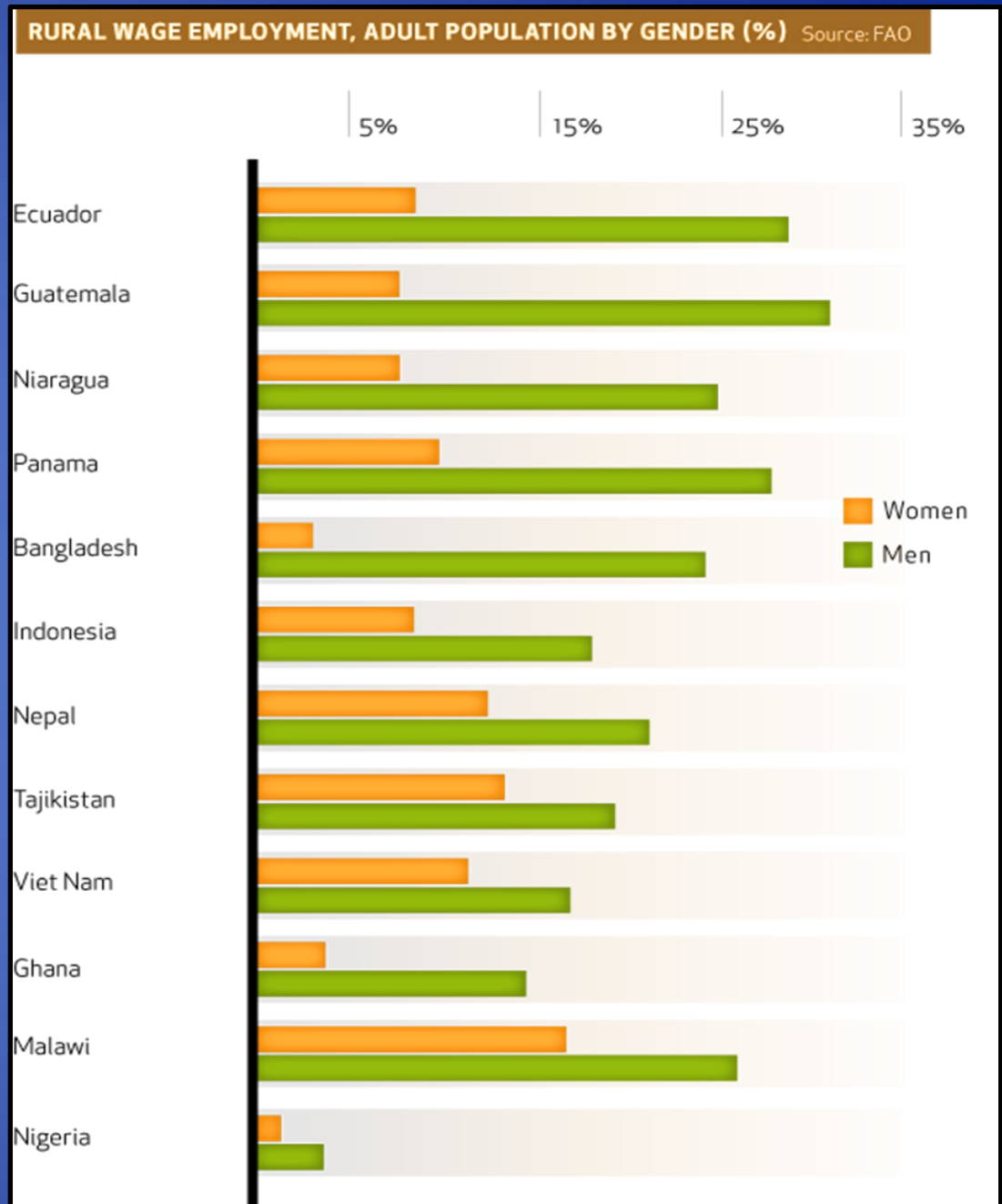


OFF-FARM WORK

As farming alone often cannot sustain rural families, the off-farm economy is an increasingly important source of household income.

Yet, rural women do not have equal access to these employment opportunities.






Farming First (<http://www.farmingfirst.org/women>)



EMPLOYMENT SELECTED HIGH- VALUE AGRO- INDUSTRIES

Women wage workers dominate employment in areas of export-oriented, high-value agriculture in the developing world.

For instance, women represent half or more of employees in countries such as Chile, Ecuador, Guatemala, Kenya and South Africa.

Country, Year of Survey	Commodity	# of Employees in the Agro-Industry	Share of Female Employees (%)
Kenya 2002	 Banana	40-70,000	75%
Senegal 2006	 Cherry Tomatoes	3,000	60%
Uganda 1998	 Flowers	3,300	75%
S Africa 1994	 Deciduous Fruit	283,000	53%
Zambia 2002/3	 Flowers	2,500	35%
Chile 1990s	 Fruits	300,000	circa 46%
Colombia mid-90s	 Flowers	75,000	60-80%
Dominican Republic 1989-90	 Fruits, veg, flowers, plants	16,955	circa 41%
Mexico 1990s	 Vegetables	950,000	90%

WOMEN FACE “GENDER CONSTRAINTS”

Women have:

- Less access to land, less money to buy land, using more borrowed or illegal land
- Fewer head of livestock than male-headed households
- Higher number of orphans living in female-headed households than male headed

GENDER CONSTRAINTS AND PRODUCTIVITY

- Fewer agricultural inputs, such as improved seed and fertilizer, used by female-headed households
- Less access to extension services and improved technologies

IMPLICATIONS OF GENDER CONSTRAINTS

- “Gender constraints” significantly reduce the productivity of both the rural sector and the entire national economy
- Misunderstanding of gender differences leads to inadequate planning and design of projects and the perpetuation of gender inequalities and diminished returns on investments

CLOSING THE “GENDER GAP” FOR AGRICULTURE



Could increase yields on farms by
20 – 30 percent which...



Could raise total agricultural
output in developing countries
2.5 – 4 percent which...



Could reduce the number of
hungry people in the world by 12
– 17 percent

EXTENSION AND HOUSEHOLDS

- The *rural household* is often conceptualized in extension programs and agricultural policies as a unit made up of individuals working in similar ways to meet common goals under the direction of a male head
- In reality, the household is a more complex and dynamic social entity which may change its composition and goals over time

WHAT ARE THE ASSUMPTIONS EXTENSION HAS?

- Women are typically characterized as “economically inactive” in statistical surveys of agriculture
- Agricultural extension services have not attached much importance to reaching women farmers or women on the farm.
- Policy makers and administrators typically assume that men are the farmers and women play only a “supportive role” as farmers’ wives

THE LIE OF THE LAND



GENDERED AGRICULTURAL STATISTICS

Data from Burkina Faso, Cameroon, Rwanda, Senegal, Bangladesh, China, Indonesia, Philippines, Colombia, Mexico, Egypt, Yemen indicate women operate:

- 25 percent of large farms
- 19 percent of medium-sized farms
- China and Indonesia had high proportion of women operators of large and medium-sized farms
- The numbers and percentage of women operators were greatest on small farms

ADDITIONAL CONCERNS - EXTENSION AND GENDER

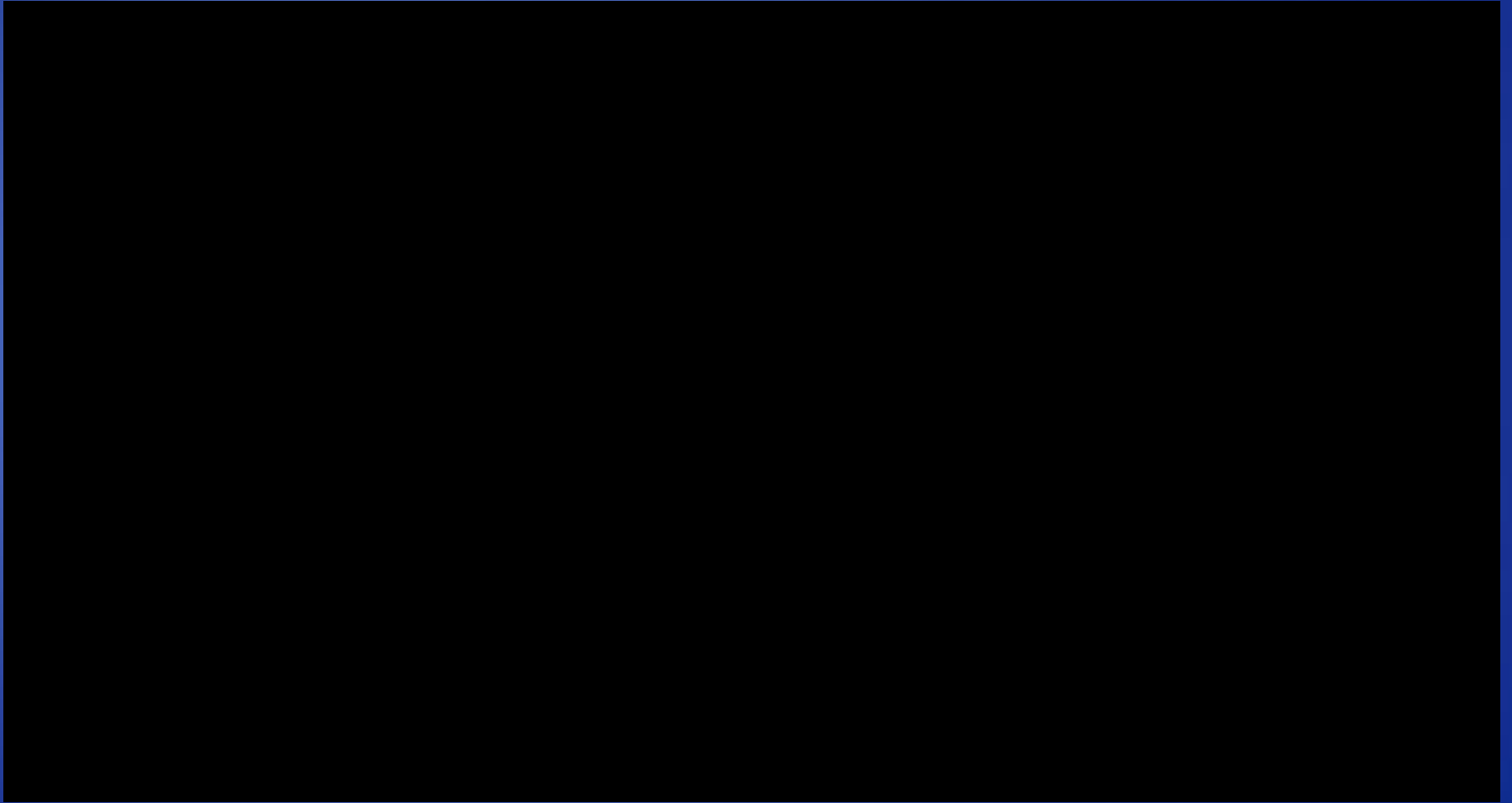
- In many countries, women cannot speak with men they are not related to – yet – extension services are staffed predominantly by men
- Women have primary responsibility for childcare – yet – extension meetings are often held without childcare in inaccessible locations

Learning Outcome

- **Analyze** the connections among Extension work, gender, and agricultural productivity.

SESSION THREE: MAKING CONNECTIONS

WHY WOMEN MATTER AND THE GLOBAL FOOD CRISIS



WHO FEEDS OUR WORLD



“MAKING CONNECTIONS” REFLECTIVE EXERCISE

- What types of gendered approaches or techniques do you see being used?
- How might men's and women's agricultural productivity be improved by incorporating a greater awareness of gender issues into the extension agent's work?

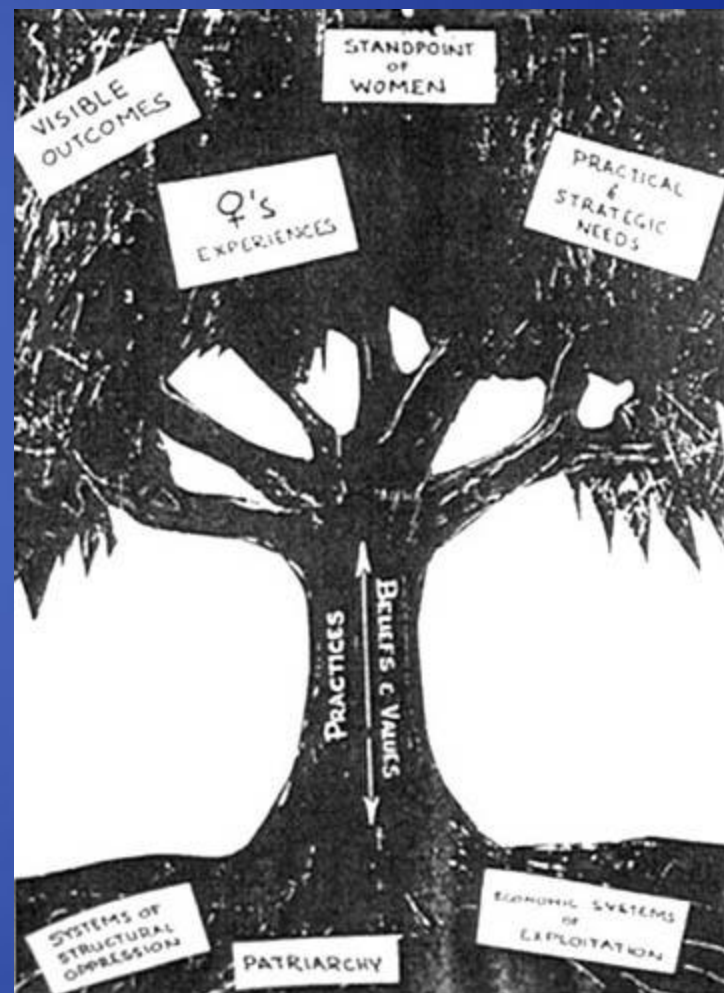
Learning Outcomes

- ☐ *List* the key elements of gender analysis (GA)

SECTION FOUR: GENDER ANALYSIS

WHAT IS “*GENDER ANALYSIS*”?

“Processes that make visible the varied roles women, men, girls and boys play in the family, in the community, and in economic, legal and political structures”



GENDER ANALYSIS

Looks at how power relations within the household inter-relate with those at community, market, national or international level.

Questions in gender analysis:

- * Who does what? When? Where?
- * Who has what?
- * Who decides and how?
- * Who gains? Who loses?

GENDER ANALYSIS FRAMEWORKS

- Gender roles framework (Harvard)
- Triple roles framework (Carolyn Moser)
- Web institutionalization framework (Caren Levy)
- Gender analysis matrix (GAM)
- Equality and empowerment framework (Sara Longwe)
- Capacities and vulnerabilities framework (CVA)
- People oriented planning framework (POP)
- Social relations framework (SRF)

HARVARD FRAMEWORK

Three main tools:

1) The socio-economic *activity profile* –

- * Who does what, when, where and for how long?

2) The *access and control profile* –

- * Who has access to resources (land, equipment, capital etc.)?
- * Who has access to benefits (education, health services, political power, etc.)?
- * Who has control over resources and benefits?

3) *Influencing factors* –

TOOL ONE: ACTIVITY PROFILE

Activities	Women/girls	Men/boys
Productive Activities <ul style="list-style-type: none">■ Agriculture■ Income generation■ Employment■ Others		
Reproductive Activities <ul style="list-style-type: none">■ Water■ Fuel■ Food■ Childcare■ Health■ Cleaning and repair■ Market■ Other		

TOOL TWO: ACCESS AND CONTROL PROFILE

	Access		Control	
	Women	Men	Women	Men
Resources Land; Equipment; Labour; Cash; Education; Training; Other:				
Benefits Income; Ownership; Basic needs; Education; Political power; prestige; Other:				

TOOL THREE: INFLUENCING FACTORS

A list of factors which determine the gender differences identified:

1. Charts the factors (political, economic, cultural, etc.) which affect the gender differentiations identified in the profiles
2. Past and present influences
3. Opportunities and constraints

HARVARD FRAMEWORK – STRENGTHS

- * Collects and organizes information about gender division of labor
- * Makes women's work visible
- * Distinguishes between access and control
- * Useful for projects at micro-level
- * A gender-neutral entry point for discussions on gender issues

HARVARD FRAMEWORK – WEAKNESSES

- * Focus on efficiency rather than equity
- * Focus on material resources rather than on social relations
- * Can be carried out in a non-participatory way

MOSER FRAMEWORK

Two Main Tools:

1. *Gender roles identification:* Women's triple role - productive, reproductive, community
2. *Gender needs assessment:* Practical gender needs strategic gender needs

PRODUCTIVE WORK

- * Production of goods and services for consumption and trade (farming, fishing, employment, self-employment)
- * Often carried out alongside the reproductive work. Women's productive work is often less visible and less valued than men's

REPRODUCTIVE WORK

- * Care and maintenance of the household and its members (bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, family health care)
- * Seldom considered 'real work'. Usually unpaid. Almost always the responsibility of girls and women

COMMUNITY WORK

- * Collective organization of social events and services (ceremonies, celebrations, community improvement activities, participation in groups and organizations, local political activities, etc.)
- * Involves volunteer time. Normally unpaid.
- * Men undertake community work too, but, often at political level, giving prestige

PRACTICAL GENDER NEEDS

- * A response to short-term, immediately perceived needs-mainly arising from and reinforcing particular women's reproductive and productive role
- * Do not challenge the subordinate position of women (ex. Clean water, health care, housing food provision)

Women's needs differ from men's needs because of their different tasks and responsibilities

STRATEGIC GENDER NEEDS

- * Response to long-term needs arising from women's subordinate position-challenges the nature of the gendered relationship between women and men
- * Women involved as agents of change
- * Leads to a transformation of gender division of labor for all women (Ex. Access to resources, land, credit, etc.; measures against marital violence; control over own body)

Women's needs differ from men's needs because of their different positions in society

EXAMPLE: *Water Resources*

Practical Needs

- Improved access to safe drinking water



Strategic Needs

- Promotion of participation of poor men & women in management committees



Outcomes

- Empowerment
- Improved livelihood
- Capacity

MOSER FRAMEWORK – STRENGTHS

- Can be used for planning in a variety of settings
- Challenges unequal gender relations
- Supports the empowerment of women
- Recognizes institutional and political resistance to transforming gender relations
- Triple roles concept useful for revealing women's work
- Alerts planners to the interrelationship between productive, reproductive and community work

MOSER FRAMEWORK – WEAKNESSES

- Looks at separate activities rather than inter-related activities of women and men
- Other forms of inequality (race, class, etc.) not addressed
- Strict division between practical and strategic needs often unhelpful in practice

“GENDER MAINSTREAMING”

“It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.”

Learning Outcome

- ☐ *Demonstrate* a short, interactive energizer that can introduce gender issues

SESSION FIVE: “GENDER ENERGIZERS”

Learning Outcomes

§ *Describe* how GA tools can be applied to Extension work

Apply a specific GA tool to an Extension situation

SESSION SIX: GENDER ANALYSIS APPLICATION

Gender Analysis Application

 See *Participant's Guide* for steps to this exercise.

Learning Outcomes

- ☐ ***List*** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies
- ☐ ***Compare and contrast*** techniques to engage mixed and single gender groups
- ☐ ***Identify*** methods for monitoring and evaluating gender responsive programming

SESSION SEVEN: PARTICIPATORY COMMUNICATION STRATEGIES FOR A GENDERED APPROACH

“Market initiatives are more likely to be successful when they are developed in a participatory, gender-responsive manner”

Gender and Agriculture sourcebook – World Bank, 2009

Participatory Practices Use:

- **LEARNING FROM THE PEOPLE** - recognizes the value of traditional knowledge and people's ability to solve their problems.
- **DISCUSSION AND SHARING OF EXPERIENCES** - outsiders and insiders should share their knowledge and experiences and analyze problems from different perspectives.
- **INVOLVEMENT OF ALL WITHIN THE COMMUNITY** – facilitate a process that involves all community members.
- **OUTSIDERS ARE FACILITATORS** - should not lecture or talk down to the community. Create a “learning environment” together.
- **PRACTICAL ORIENTATION** - Problems should be investigated together with the community and solutions should be practical.
- **TRIANGULATION** - Information is studied from various sources using various methods by both men and women, rich and poor. Findings are also continually checked to reduce errors.

Participatory Strategies:

Key Considerations when working with women farmers:

- 1) Timing of meetings? Consider women's triple roles
- 2) Messaging – literacy? numeracy? Education level?
- 3) Childcare- needs to be provided
- 4) Location of meetings-accessible, safe travel
- 5) Need for male approval to attend meetings? –to avoid backlash or violence
- 6) “Opportunity Cost” – is the information relevant enough to offset other responsibilities?

Participatory Strategies

Key Considerations when working with women farmers:

7) Single gender or mixed gender groups?

Consult women and men separately in sex-segregated communities to ensure that women's priorities, needs, and motivations, as well as men's, are reflected in the project design and implementation.

8) Consider establishing separate women farmer's groups to encourage participation and empowerment.

9) Include female extension workers.

10) Ensure that gendered division of labor will not adversely affect women with project introduction.

Monitoring and Evaluation of Gender Programming

- “Monitoring” is the continuous assessment of a project or program
- “Evaluation” is usually done at mid-point or the end of a project or program
- M&E uses “Logic Models or Frameworks” to assist with project planning – these include *indicators, outputs and outcomes*
- To evaluate a project or program from a “gendered perspective” – you need *SMART objectives* and measurable indicators, outputs and outcomes

Example of Gender M&E

The “Millennium Development Goals”

* Goal #3 “Promote Gender Equality and Empower Women”

Target 3.A: (*Objective*) “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015”

Indicators:

- * Ratios of girls to boys in primary, secondary and tertiary education
- * Share of women in wage employment in the non-agricultural sector
- * Proportion of seats held by women in national parliament

More Info: <http://www.mdgmonitor.org/goal3.cfm>

PARTICIPATORY COMMUNICATION STRATEGIES REFLECTIVE EXERCISE

 See *Participant's Guide* for steps to this role playing exercise.

Learning Outcome

- **Assess** when and how to apply gender analysis tools and participatory techniques to various Extension situations

SESSION EIGHT: APPLYING A PARTICIPATORY GENDERED APPROACH TO YOUR WORK

PARTICIPATORY GENDERED APPROACH REFLECTIVE EXERCISE



See *Participant's Guide* for steps to this exercise.

Learning Outcome

- ***Define*** the key elements of an agricultural value chain using a gendered approach

SESSION NINE: GENDER AND AGRICULTURAL VALUE CHAINS

“What is a Value Chain?”

 See *Participant's Guide* for steps to this interactive activity.

Steps to Integrating Gender into Agricultural Value Chains

- 1) *Map gender relations and roles along the value chain* by identifying who does what and who benefits
- 2) *Identify gender based constraints* by identifying the factors that cause gender disparity
- 3) *Assess consequences of the constraints* and prioritize actions to address constraints
- 4) *Act on prioritized constraints* – address the simplest first
- 5) *Monitor and evaluate success of actions*

Source: A Guide to Integrating Gender into Agricultural Value Chains, USAID, 2010

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