

# Gender Dimension in Agriculture: Participatory Approaches and Tools for Interventions

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## **Gender dimension in agriculture**

There is a strong relation between gender and agriculture in developing countries. Women are twice as likely as men to be involved in agriculture-related activity, according to the 2010 United Nations report on the status of women. National averages of female workers in the agricultural labor force vary, but globally women have a principal role in agribusiness, food processing, and consumer-related activity (<http://unstats.un.org/unsd>, 2006). Women, who work in the field as producers, help in feeding their families. But it goes beyond farming alone, to encompass marketing and value-added food processing. There is a commonly held belief that women play a marginal role in agriculture. It was found, for instance, that women produced most of the food in Africa. Official statistics recognize that women now make up about 40 per cent of the agricultural labour force worldwide, and about 67 per cent in developing countries (Seager 2003). Women do not, however, tend to own or control the key resources, such as land, on which their agricultural activities depend. These are usually the domains of men. Historically, women have also had less access to formal information and communication systems associated with agricultural research and extension. Thus, complementary, conflicting, and collaborative gender roles and relations may characterize developing-country agriculture and rural development. The division of labour between men and women in agricultural production varies considerably between cultures. However, as a broad generalization, it is usually men who are responsible for large-scale cash cropping, especially when it is highly mechanized, while women take care of household food production and some small-scale, low technology cultivation of cash crops. This has important implications for biodiversity (<http://www.unep.org/geo/yearbook/yb2004/076.htm>, 2006). Gender-differentiated local knowledge systems play a decisive role in conserving, managing and improving genetic resources for food and agriculture.

In Kenya, researchers have found that men's knowledge of traditional crops and practices is actually declining as a result of formal schooling and migration to urban areas. By contrast, women retain a widely shared level of general knowledge about wild foods, craft and medicinal plants, and acquire new knowledge about natural resources as their roles and duties change (Rocheleau and others 1995).

## **Gender dimension in extension education**

A recent FAO survey showed that female farmers receive only five percent of all agricultural extension services worldwide. Traditionally, most extension services have been devoted to farmers who own land and who are willing and able to obtain credit and invest it in inputs and technological innovations. Since women often lack access to land, or to other collateral with which to obtain credit, extension services, unintentionally, bypass women. Extension programmes, therefore, rarely identify women as an integral part of the target audience. Furthermore, policy-makers fail to recognize that men and women are often responsible for different crops, livestock, tasks and income-generating activities and that their extension needs consequently differ. Extension services usually focus on commercial production rather than on subsistence crops, which are the primary concern of women farmers and also the key to food security in developing countries. As rural women are a vital link in agricultural development, it is essential that they take their place alongside men as full participants in and beneficiaries of extension programmes. Many development efforts fail women in particular because planners have a poor understanding of the role women play in farming and household food security (<http://www.fao.org/Gender/en/educ-e.htm>, 2006).

Recent international conferences, such as the Fourth World Conference on Women (Beijing, 1995) and the World Food Summit (Rome, 1996), have addressed the issue of sustainable development, food security, gender equality and information and the relationships among them have been analysed, making it possible to identify some of the factors that contribute to increased poverty and exclusion. These factors include:

- Limited access for subsistence farmers, particularly women farmers, to all resources;
- Scarce attention paid to the roles and responsibilities of men and women when formulating agricultural and rural development plans and policies;
- Inadequate gender-specific data and information, hindering decision-making aimed at improving gender equality and political, economic and social equity;
- Exclusion of a large part of the population, including rural women, from information flows, communication processes and, thus, decision-making.

In view of this situation, and by using information as a *decision-making tool, a means of empowerment and a means of negotiation*, a better understanding of the economic and social contributions of men and women, their respective roles and the ways in which they interact becomes both possible and urgent. Current data on these issues are incomplete and do not adequately illustrate the effects that new trends in society have on rural populations' livelihoods. Governments, in close collaboration with the rural population, should be able to collect, analyse and check the validity of information, in order to determine economic and social priorities and to decide on investments and actions to be taken (<http://www.fao.org/docrep/X4745E/x4745e00.HTM>, 2006).

Rural women are particularly concerned about making their own opinions heard and listened to. To achieve this, they really need means of communication that are geared to their own situation and easily accessible. Positive experiences in this regard include, in particular, rural and community radio, video and traditional means of communication (drama, puppets, etc.) (FAO, 1999). With access to information and communications technologies, women are empowered, their skills are enhanced, their knowledge increased and, thus, their sphere of action is extended.

### Gender dimension in communication

In today's climate of political and socio-economic change, communication can play a decisive role in promoting development. By fostering a dialogue between rural people and other sectors of society, communication processes can empower both women and men to provide information and knowledge as a basis for change and innovation, take decisions concerning their own livelihood and thereby increase their overall involvement in development. More specifically, communication processes can give rural women a voice to advocate changes in policies, attitudes and social behaviour or customs that negatively affect them. The same processes can help women exchange experiences, find common ground for decisions, take more control of their lives and add value to their role as active partners in rural and sustainable development. Given that women and men play different roles in agricultural and rural development,

communication media and strategies should reflect their diverse needs and priorities. For communication to give a voice to rural women and help them realize their potential, they must first have the means to be heard. In other words, they need access to communication channels and media as well as the knowledge and skills to use them.

In developing countries, the communication requirements of women in rural areas are somewhat different. Rural women do not have equal access to information, for reasons such as their restricted mobility outside the home, lack of education and in some cases, men's control over information and media. Development communicators may need to 'repackage' information in forms that are comprehensible to illiterate women, adapting it to their understanding and perception of message. Special attention should be paid to selecting the communication channels that are most appropriate for women and to producing materials in local languages. Because women are involved in many aspects of rural life, their traditional knowledge systems are complex and holistic. Consequently, communication programmes must deal with the various economic and social issues affecting women, including agriculture, habitat, health, nutrition, family planning, population growth, the environment and education and illiteracy.

(Adapted from <http://www.fao.org/docrep/X2550E/X2550e00.HTP>, 2006)

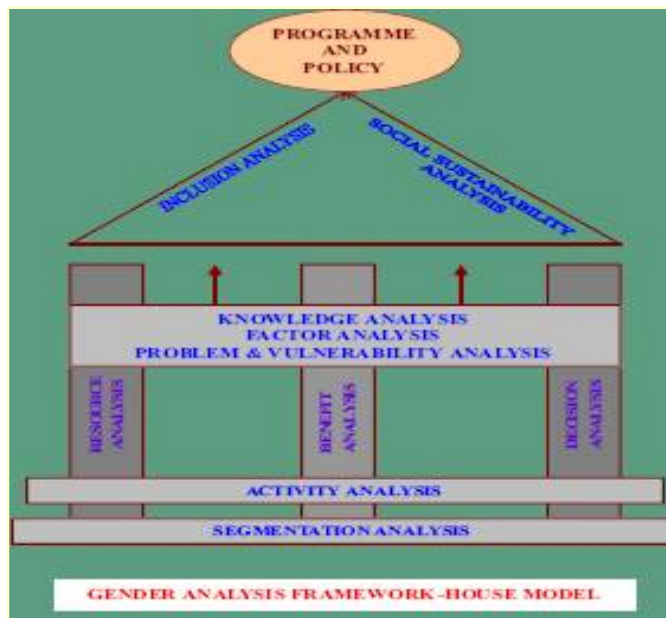
### What is Gender Analysis?

Gender Analysis is a tool to better understand the realities of the women and men, girls and boys whose lives are impacted by planned development. Principally it is about understanding culture, expressed in the construction of gender identities and inequalities, and what that means in practical terms is also political.

It aims to uncover the dynamics of gender differences across a variety of issues. These include gender issues with respect to **social relations** (how 'male' and 'female' are defined in the given context; their normative roles, duties, responsibilities); **activities** (gender division of labour in productive and reproductive work within the household and the community; reproductive, productive, community managing and community politics roles); **access and control** over resources, services, institutions of decision-making and networks of power and authority; and **needs**, the distinct needs of men and women, both practical (i.e. given current roles, without challenging society) and strategic (i.e. needs which, if met, would change their position in society)? ([www.livelihoods.org](http://www.livelihoods.org)).

Gender analysis is an approach and method which enable us to analyze the differences that exist within different gender categories in respect of activities, access and control of resources and benefits, decision making patterns, knowledge, problems and factors that govern them and to justify the extent

and process of inclusion of target categories in a development project with sustainable interventions addressing both the practical and strategic need (Basu, 1996)



(Basu, 1996)

The gender analysis framework is presented as 'house model' (Basu, 1996) where its ten components are at different positions and stages according to rationality.

Segmentation analysis remains as base on which activity analysis acts as plinth. Resource analysis, benefit analysis and decision analysis stand as pillars having been associated with activity and segmentation. Factor analysis, problem and vulnerability analysis and knowledge analysis act as lintel to the house and strongly bind it. On this structure roof is placed and inclusion analysis and social sustainability analysis are its two sides which converge to our goal (circle)- gender balanced policy and programmes.

**Why do gender analysis?**

Information is essential to gender mainstreaming at all levels from the formulation of national legislation and policy, to the planning and monitoring of specific interventions.

For use in the planning of livelihoods interventions, information from a gender analysis will be useful in order to understand the following:

**Needs:** to identify different needs of men and women that will help them to achieve more sustainable livelihood strategies;

**Constraints to participation:** to highlight the different responsibilities of men and women that might constrain their participation in a livelihoods project;

**Ability to participate:** to understand different stakeholders' capacity to participate in any given intervention, e.g. given differential levels of education or autonomy.

**Different benefits from participation:** to determine the different ways in which men and women do, or do not benefit from particular livelihoods interventions.

Both qualitative and quantitative gender analytical research can also be used to raise awareness of gender issues; to inform policy makers; to provide material for gender training; and to monitor the differential impact of policy, project and budget commitments on women and men.

Gender analysis, that is, an examination of the relationships and role differences between women and men, is the first step of a mainstreaming strategy. Gender analysis identifies analyses and informs action to address inequalities that arise from the different roles of women and men, or the unequal power relationships between them and the consequences of these inequalities on their lives, their health and well being. The way power is distributed in most societies means that women have less access to and control over resources to protect rights and are less likely to be involved in decision-making. Gender analysis in agriculture therefore often highlights how inequalities disadvantage women's agricultural role, the constraints women face to attain their optimum performance and ways to address and overcome these constraints. Gender analysis also reveals health risks and problems which men and women face as a result of the social construction of their roles

**Gender analysis frameworks**

Several frameworks exist which highlight the important elements of gender analysis and gender planning. One useful framework developed by DFID Infrastructure department is illustrated below It is designed to guide gender analysis at the primary stakeholder/community level. Its use/emphasis should be adapted to the particular situation and sector.

**Gender analysis framework**

Category of enquiry	Issues to consider
Roles and responsibilities <ul style="list-style-type: none"> <li>• What do men and women do?</li> <li>• Where (location/patterns of mobility)</li> <li>• When (daily and seasonal patterns)?</li> </ul>	<ul style="list-style-type: none"> <li>• Productive roles (paid work, self-employment, and subsistence production)</li> <li>• Reproductive roles (domestic work, child care and care of the sick and elderly)</li> <li>• Community participation/self-help (voluntary work for the benefit of the community as a whole)</li> <li>• Community politics (decision-making/representation on behalf of the community as a whole)</li> </ul>

<ul style="list-style-type: none"> <li>• Assets</li> <li>• What livelihood assets/opportunities do men and women have access to?</li> <li>• What constraints do they face?</li> </ul>	<ul style="list-style-type: none"> <li>• Human assets (e.g. health services, education)</li> <li>• Natural assets (e.g. land, labour)</li> <li>• Social assets (e.g. social networks)</li> <li>• Physical assets (e.g. IMTs, ICTs)</li> <li>• Financial assets (e.g. capital/income, credit)</li> </ul>
<ul style="list-style-type: none"> <li>• Power and decision-making</li> <li>• What decision-making do men and/or women participate in?</li> <li>• What decision-making do men and/or women usually control</li> <li>• What constraints do they face?</li> </ul>	<ul style="list-style-type: none"> <li>• Household level (e.g. decisions over household expenditure)</li> <li>• Community level (e.g. decisions on the management of community water supplies)</li> </ul>
<ul style="list-style-type: none"> <li>• Needs, priorities and perspectives</li> <li>• What are women's and men's needs and priorities?</li> <li>• What perspectives do they have on appropriate and sustainable ways of addressing their needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Needs and priorities</li> <li>• "Practical" gender needs (i.e. in the context of the existing gender roles and resources e.g. more convenient water point to save women time and energy)</li> <li>• "Strategic" gender needs (i.e. requiring changes to existing gender roles and resources to create greater equality of opportunity and benefit e.g. increasing women's access to employment on roads)</li> <li>• Perspectives on delivery systems - choice of technology, location, cost of services, systems of operation, management and maintenance</li> </ul>

### Development context toolkit

In any particular community, there are a number of socio-economic patterns that influence how people make a living and their options for development.

#### Key questions include:

What are the important environmental, economic, institutional and social patterns in the village?

What are the links between the field-level patterns and those at the intermediate- and macro-levels?

What is getting better? What is getting worse?

Who is getting better? Who is getting worse?

What are the supports for development? What are the constraints?

### The development context tools are:

- **Village Resources Map:** for learning about the environmental, economic and social resources in the community.
- **Transects:** for learning about the community's natural resource base, land forms, and land use, location and size of farms or homesteads, and location and availability of infrastructure and services, and economic activities.
- **Village Social Map:** for learning about the community's population, local poverty indicators, and number and location of households by type (ethnicity, caste, female-headed, etc.)
- **Well being Ranking:** for the categorization of the village households into number of categories based on their perceived attributes in respect of their well-being or ill being standards
- **Trend lines:** for learning about environmental trends (deforestation, water supply); economic trends (jobs, wages, costs of living), population trends (birthrates, out-migration, in-migration), gender roles and other trends of importance to the community.
- **Venn Diagrams:** for learning about local groups and institutions, and their linkages with outside organisations and agencies.
- **Institutional Profiles:** for learning about the goals, achievements and needs of local groups and institutions.

### Livelihood analysis toolkit

Livelihood Analysis focuses on how individuals, households and groups of households make their living and their access to resources to do so. It reveals the activities people undertake to meet basic needs and to generate income. Gender and socio-economic group differences are shown with respect to labour and decision making patterns.

#### Key questions include:

- How do people make their living? How do the livelihood systems of women and men compare? of different socio-economic groups?
- Are there households or individuals unable to meet their basic needs?
- How diversified are people's livelihood activities? Do certain groups have livelihoods vulnerable to problems revealed in the Development Context?
- What are the patterns for use and control of key resources? by gender? by socioeconomic group?
- What are the most important sources of income and expenditures?

**The livelihood analysis tools are:**

- **Farming Systems Diagram:** for learning about household members' on-farm, off farm and non-farm activities and resources.
- **Benefits Analysis Flow Chart:** for learning about benefits use and distribution by gender.
- **Daily Activity Diagram:** for learning about the division of labour and labour intensity by gender and socio-economic group.
- **Seasonal Calendars:** for learning about the seasonality of women's and men's labour, and seasonality of food and water availability and income and expenditure patterns, and other seasonal issues of importance to the community.
- **Resources Analysis flow Charts:** for learning about use and control of resources by gender and socio-economic group.
- **Income & Expenditures Matrices:** for learning about sources of income, sources of expenditures and the crisis coping strategies of different socio-economic groups.

**Stakeholders' priorities for development toolkit**

Stakeholders are all the different people and institutions, both insider and outsider, who stand to gain or lose, given a particular development activity. With this toolkit the focus is on learning about people's priority problems and the development opportunities for addressing them. But for every development activity proposed, the different stakeholders are also identified, revealing where there is conflict or partnership. Stakeholder disaggregation is clearly important for gender analysis, to ensure that women as well as men are actively involved in processes of analysis. Depending on local circumstances, this may require separate meetings with women at times and in localities that are appropriate to them. It is important to recognise divisions amongst people not only on the basis of gender, but also on the basis of class, ethnicity, age and family composition, and other factors.

**Key questions include:**

- What are the priority problems in the community? What are the priority problems for women? What are the priority problems of men? For different socio-economic/well being groups?
- What development activities do different people propose?
- For each proposed development activity, who are the stakeholders? How big is their stake?
- Is there conflict between stakeholders? Is there conflict in partnership?

- Given resource constraints and stakeholder conflicts, which proposed development activities can realistically be implemented?
- Which development activities most support an environment in which both women and men can prosper?
- Which development activities most support principle of giving priority to the disadvantaged?

**The stakeholders' priorities for development tools are:**

- **Matrix Ranking:** for learning about priority problems of women and men, and of different socio-economic/ well being groups.
- **Cause and Effect Diagram:** for learning about the causes and effects of priority problems.
- **Problem Analysis Chart:** for bringing together the priority problems of all the different groups in the community, to explore local coping strategies and to identify opportunities to address the problems.
- **Preliminary Action Plan:** for planning possible development activities, including resources needed insider and outsider groups to be involved and timing.
- **Venn diagram of Stakeholders:** for learning about the insider and outsider stakeholders for each action proposed in the Preliminary Community Action Plan, and the size of their stake.
- **Stakeholders Conflict & Partnership Matrix:** for learning about conflicts of interests and common interests between stakeholders.
- **Best Bets Action Plans:** for finalisation of action plans for development activities meeting priority needs as identified by women and men of each socio-economic group

The tools and approaches focus the basic framework on which a development worker can develop a plan with due regards to gender concern. The study and application of the above laid principles is iterative, location specific and skill oriented. This holistic approach along with the inventory of tools requires attention and incorporation in capacity building endeavours of research and extension institutes.

Below a basket of PLA tools were furnished for field application. Depending on the field situation, skill of the facilitator these tools may be applied 'using own best judgment' as principle.

**Gender Analysis and PLA Tools (Basu, 2004)**

Sl No	Gender Analysis	PLA Tools
1	Segmentation Analysis	1. Key Informant Techniques 2. Socio-economic Dimension Ranking. 3. Analysis of Difference through Card Sorting
2	Activity Analysis	1. Direct Observation 2. Focus Interview with Checklist 3. Gender Disaggregated Work Calendar 4. Daily Diaries or Routine
3	Resource Analysis	1. Resource Mapping and Conceptual Diagramming. 2. Focused Interview with Checklist
4	Benefit Analysis	1. Visual Observation 2. Card Game 3. Focused Interview with Checklist.
5	Decision Analysis	1. Small Group Discussion. 2. Focused Group Interview. 3. Decision Matrix. 4. Decision Tree. 5. Matrix Ranking Gender wise.
6	Problem Analysis	1. Gap Analysis. 2. Problem Census. 3. Problem Matrix Gender Disaggregated 4. Cause and Effect Diagram.
7	Factor Analysis	1. Literature Review. 2. Informal Discussions in Groups. 3. Participant Observation. 4. Open ended Focused Questionnaire.
8	Knowledge analysis	1. Knowledge Analysis Matrix; 2. Oral history; 3. Observation; 4. Chain of interviews
9	Inclusion Analysis	1. Literature review 2. Participatory Diagramming/ Brain storming/ Group discussion for role assignment
10	Social Sustainability Analysis	1. Strength, weakness, opportunity and threat (SWOT) analysis 2. Intervention Assessment Matrix

- [5] <http://www.fao.org/docrep/X2550E/X2550e00.HTP>, 2006
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