

Penn State University and Global Gender Education



Project Objectives

- Bridge the gap between the supply of trained agricultural professionals and the market's demand for skilled employees, while addressing the needs of youth and women
- Provide a foundation for building human and institutional capacity for relevant and effective agricultural education training at all levels
- Contribute to the agricultural education and training (AET) knowledge base and disseminate good practices, to inform effective programs and institutions

Learn

Encourage girls in higher education ag programs
Support gender equity in ag education and training and in institutions
Gender thematic challenges & opportunities blogs

Design

Design training modules for AET leaders

Train

Gender workshop lesson plans
Gender teaching materials for tertiary agricultural education
Spotlighting career opportunities along the agricultural value chain

Learn:

Anouk Patel completed 3 Good Practice Papers

Gender Sensitive Curricula and Pedagogical Practice in Agricultural Education

- Social Inequality and Access to Higher Education
- Examples of International funding programs
- Local efforts needed to increase women's participation in agricultural education

innovATE
Innovation for Agricultural Training and Education

FEED THE FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

Funding: Supporting Women in Agriculture-Related Higher Education
Anouk Patel-Campillo and Carolyn Booth Reyes, Penn State

Funding has been identified as instrumental in ensuring women's access to education and the successful completion of their academic programs (Acker, 1999; Salmi & Basset, 2014). In the developing world, women comprise less than 40% of students enrolled in agricultural science programs, and in some regions like Asia and Africa this percentage drops below 25 (Zselezky, Houweling & Christie, 2013, p. 2). In Latin America more women than men enroll in higher education overall, but less than a third are in science-related fields. The causes for such disparity include resource constraints, cultural norms, and lack of institutional support or outright gender discrimination (Quisumbing, et al., 2011). Securing funding support for women in higher education in the agricultural science programs has the potential to empower women, break pervasive cycles of poverty, and improve the livelihoods of families and communities.

Social Inequality and Access to Higher Education

Social inequality has negative effects on access to education for marginalized populations. In sub-Saharan Africa, 80 percent of students enrolled in higher education programs are born to families in the richest quintile (Salmi & Bassett, 2014); whereas, marginalized women comprise approximately 60 to 80 percent of the agricultural work force. In agricultural science programs, women are notoriously underrepresented at the masters and doctoral levels and in research positions (Beintema & Marcantoni, 2009). Providing funding in agriculture-related fields is fundamental for curtailing inequality through the advancement of women and girls who often face onerous resource constraints and lack societal support to meet their educational goals.

IN SUB-SAHARAN AFRICA, 80% OF STUDENTS ENROLLED IN HIGHER EDUCATION PROGRAMS ARE BORN TO FAMILIES IN THE RICHEST QUINTILE; WHEREAS, MARGINALIZED WOMEN COMPRISE APPROXIMATELY 60%-80% OF THE AGRICULTURAL WORK FORCE.

To ensure not only the recruitment of women but also the successful completion of their agricultural science degrees, it is of utmost importance that funding opportunities meet the unique needs of women. Funding must go beyond covering basic expenses related to their course of study, food and housing, books, and transportation. Often households depend on women's income and unpaid work; therefore, their participation in educational programs might negatively affect the financial stability of the household. Funding opportunities must account for women's unique situation and provide an effective incentive to begin and finish degrees.

VirginiaTech *Invent the Future* PENNSTATE 1855 TUSKEGEE UNIVERSITY UF UNIVERSITY of FLORIDA *The Foundation for The Gator Nation*

Cultivating Mentorships for Women in Agricultural Sciences Higher Education Programs

- The role of the mentor
- Attributes of a good mentor
- Mentoring and timing: when to step in?
- Starting a mentorship program

Funding: Supporting Women in Agriculture-Related Higher Education

- Social inequality and access to higher education
- Examples of international funding programs
- Local efforts needed
- Resources

Learn:

Paige Castellanos completed 3 blogs:

Gender and Agricultural Education and Training (Overview)

Highlights InnovATE projects in Mozambique, South Sudan, Bangladesh and Cambodia

Describes what is keeping girls from AET programs

Action steps to address issues: creating awareness of agricultural careers; developing gender sensitive curriculum and investing in improved infrastructure

Effects of the Perception of Agriculture on Girls' Education

- ❖ Perceptions of girls' capabilities
- ❖ Traditional gender roles
- ❖ Solutions: engage parents in creating stronger linkages with schools; provide mentors and networking opportunities; highlight diversity of professions and offer career counseling at secondary level

Addressing Problems in Infrastructure: Safety Concerns for Girls' Participation in Agriculture Education and Training

- ❖ Addressing structural issues at institutions to increase safety for girls
- ❖ Have women work in teams during field work
- ❖ Adopt broader policies to prevent discrimination, sexual harassment and violence
- ❖ Need mechanisms to report abuse

Design

Patty Neiner, Anouk Patel and Ruth Mendum have been working on:

- ✓ Gender workshop lesson plans
- ✓ Training Modules for Educators for Secondary and Tertiary Agricultural Education

Train

Four Training Modules for Educators for Secondary and Tertiary Agricultural Education

1. Begin with introducing the difference between sex and gender using activities within the home
2. Gender and household dynamics
3. Gender roles outside the home
4. Economic, political and institutional influences on traditional gender roles

Each training module will have a Lesson Plan for educators

Short videos of career opportunities along the agricultural value chain

 These will be completed through Adobe Slate and Voice and posted to YouTube

Train

Patty Neiner and Ruth Mendum will be presenting a session at



Engaging Youth in Gender Based Discussions Around Agricultural Careers – Day 2