

HOW MUCH IS ENOUGH?: Thinking about Education for Gender-Responsive Agriculture

“Symposium on Agricultural Training and Education in Developing Countries”

Innovation for Agricultural Training and Education (innovATE) Project

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Principles

- Experiential knowledge is not enough
 - Combining theory-based study in the classroom WITH field-based engagement with gender issues is necessary
- Acknowledge the value of experience and resist giving the gender work to the youngest, least experienced, usually least expensive candidate
- Support a 2nd or 3rd generation research agenda on gender and agricultural development to achieve greater theoretical sophistication in our theories of gender
- Build attention to gender issues into impact pathways and theories of change
- Put the unitary model of the household to bed

How Much is Enough?



- How many men and women students?
- How many tenured men and women faculty?
- How many degree programs?
- How much course work?
- How many extension agents are needed to reach how many women farmers?
- How many gender trainings and how long do they need to be?

How much “expertise” do you need to achieve a gender-responsive agriculture?

Let's be Honest: Gender Disparities in the Academy

In the US:

- Women faculty continue to be under-represented, earn less, and be promoted less frequently to senior ranks than men.
- Harvard Business School: 19 tenured women; 76 tenured men (20%). 33:120 (21 %) in the pipeline.
- Upwards in ag sciences – 1% in 1966 to 36% in 2005 of all PhD degrees – but slower than other sciences.

In Sub-Saharan Africa:

- Women's representation among staff of university and agricultural research institutions ranges from <10% (e.g., Guinea, Ethiopia) to \cong 40% (S Africa)



Figure 2. Percentage of Male and Female Professors in Eight Discipline Categories, U.S. Land-Grant Agricultural Scientists, 2005

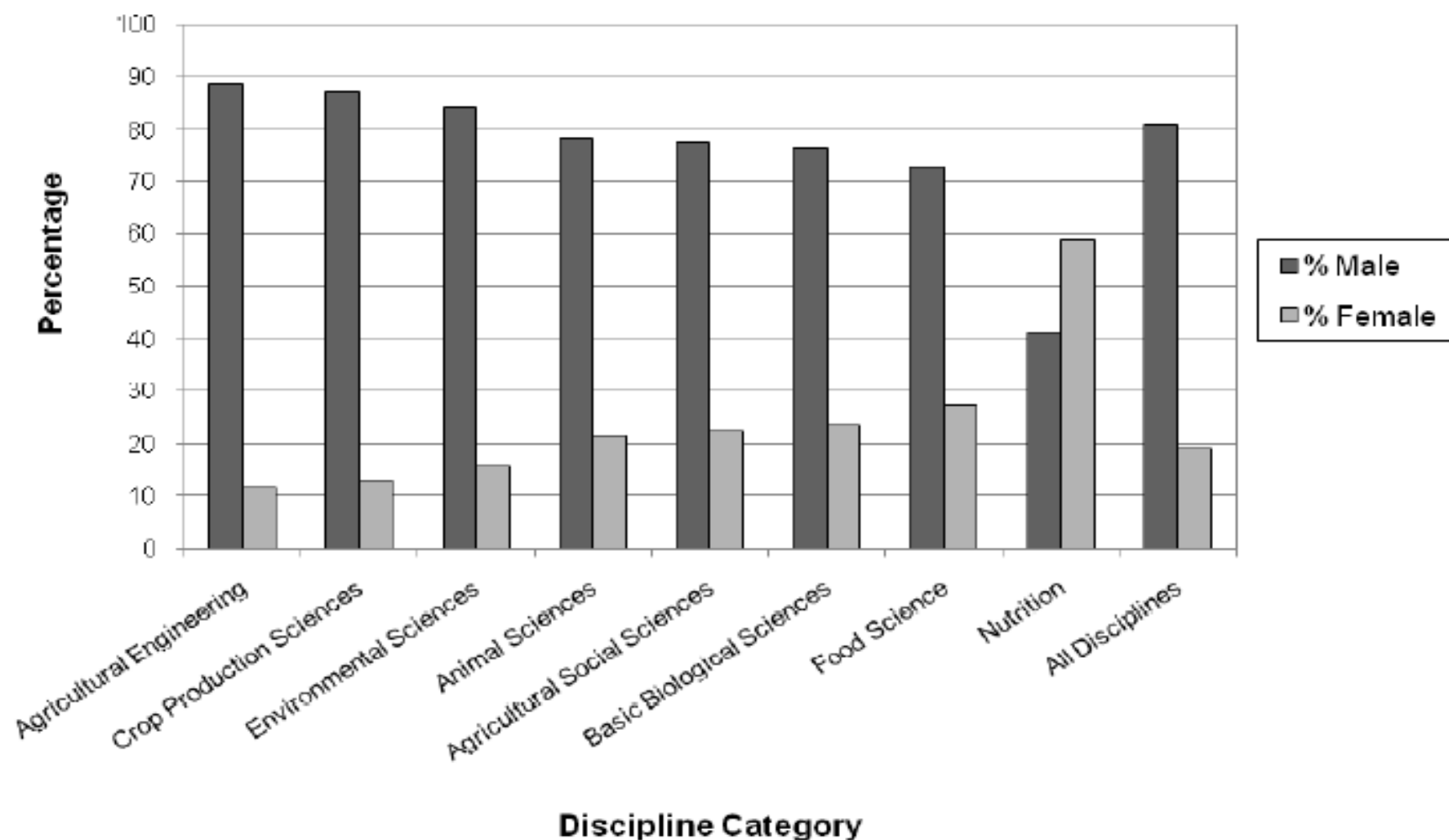
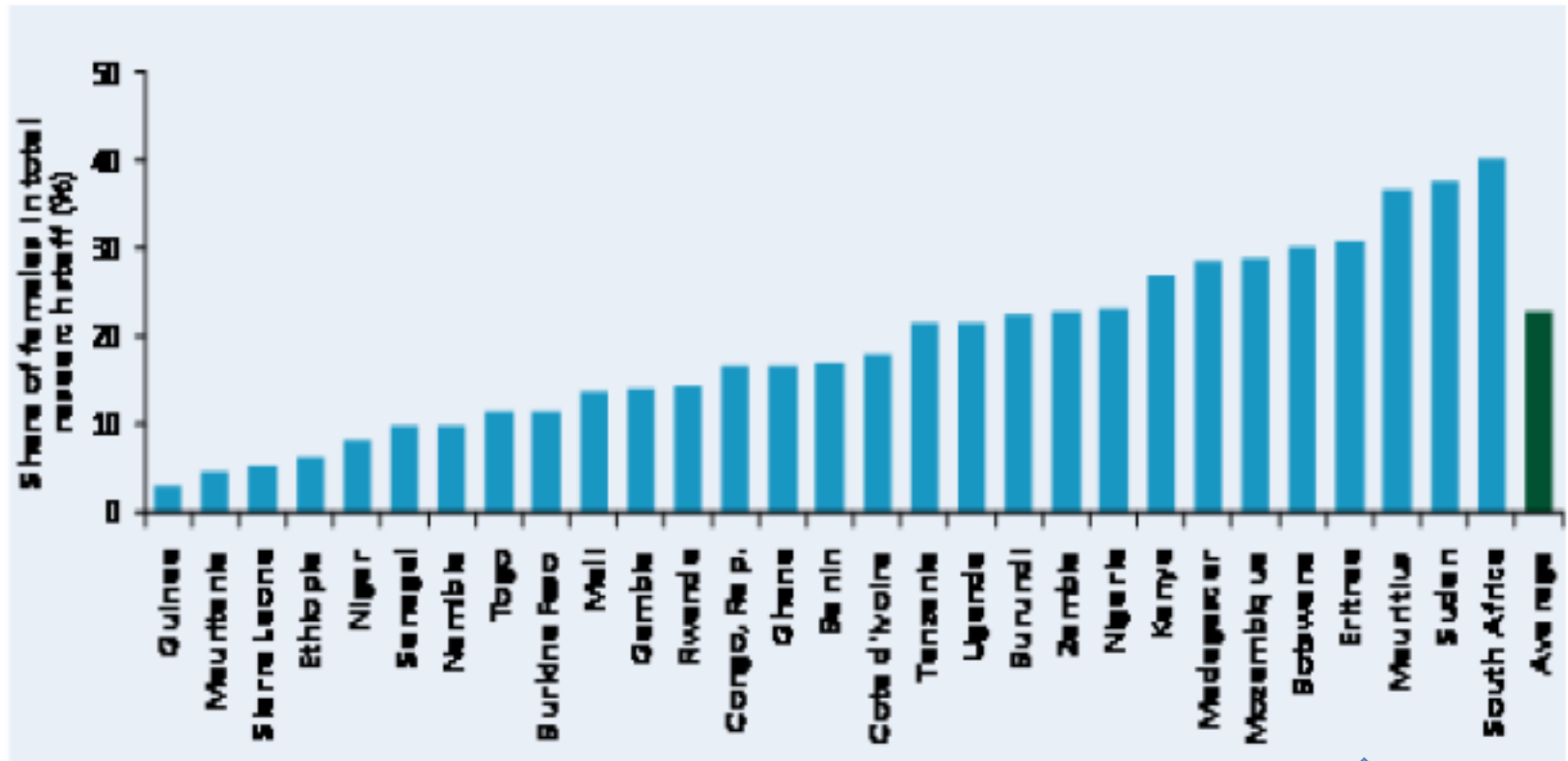


Figure 2: The share of women in total agricultural research staff at government and higher education agencies, 2008.



US (sort of) fits here at 36%, between Eritrea and Mauritius



Courses and Degree Programs on Gender and Agricultural Development

- Not enough!
- No systematic curriculum to build from basic to advanced knowledge

Promising efforts in short courses:

- ❖ Foundations providing support for developing a certificate short course in gender-responsive agricultural technology development, coordinated with US and African universities
- ❖ E-Course development
- ❖ World Bank's Innovation Lab on Gender



The Gender Dimensions Framework for Gender Analysis

- Access to Resources
- Knowledge, Beliefs, and Perceptions
- Practices and Participation
- Laws, Legal Rights, Policies, and Institutions

Power relations are embedded in each dimension.

- Integrating Gender into Agricultural Value Chains (INGIA-VC) example of linking a data collection process with an analytical methodology and a solution-oriented workplan





USAID expectations for gender-informed analysis

- What are the current state of gender relations and gender disparities and how will it affect your work/project?
- How will your project affect the future state of gender relations and gender disparities?



Gender Integration Skills Needed

- **Ability to recognize key gender issues in ag development programming**
- **Knowledge of where to find existing gender information to support activities**
- **Ability to recognize when a gender analysis might help and if so, what type.**
- **Knowledge of how to locate gender expertise in the organization (or elsewhere) when needed**
- **Ability to develop & monitor gender-related indicators for ag programs.**
- **Ability to develop a scope of work for a gender consultant or gender-related responsibilities for other consultants.**
- **Capacity to address gender when responding to an RFP/RFA/APS, etc.**
- **Capacity to address gender issues when involved in developing/reviewing proposals.**
- **Capacity to evaluate gender-related skills of prospective employees and of stakeholder groups**
- **Capacity to use data to develop practical, gender-sensitive program strategies that empower women and men.**



Next steps -- Gender-Responsive Agriculture

- Enhance women students' opportunities to network with faculty, industry, and each other
- Support the development of more and better courses on gender and agricultural development and embed such courses as requirements, not electives in agricultural science curricula (like statistics)
- Encourage new and more sophisticated research on gender and agricultural development topics
- Create Masters' level programs on gender and agricultural development



“Are we trying to change the world 900 students at a time, or are we preparing students for the world in which they are about to go?” asks a professor participating in the Harvard Business School “experiment.”*

Yes.

The role of the university is both:

- i) to educate the students in a more equitable manner, &**
- ii) to provide them the tools to change the world into which they will be graduated.**

* <http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all>



Selected References and Resources

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