

# Gender & innovATE

Innovation for Agricultural Training and Education

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Reducing gender inequality and recognizing the contribution of women to agriculture is critical to achieving global food security. There is consistent and compelling evidence that when the status of women is improved, agricultural productivity increases, poverty is reduced, and nutrition improves.

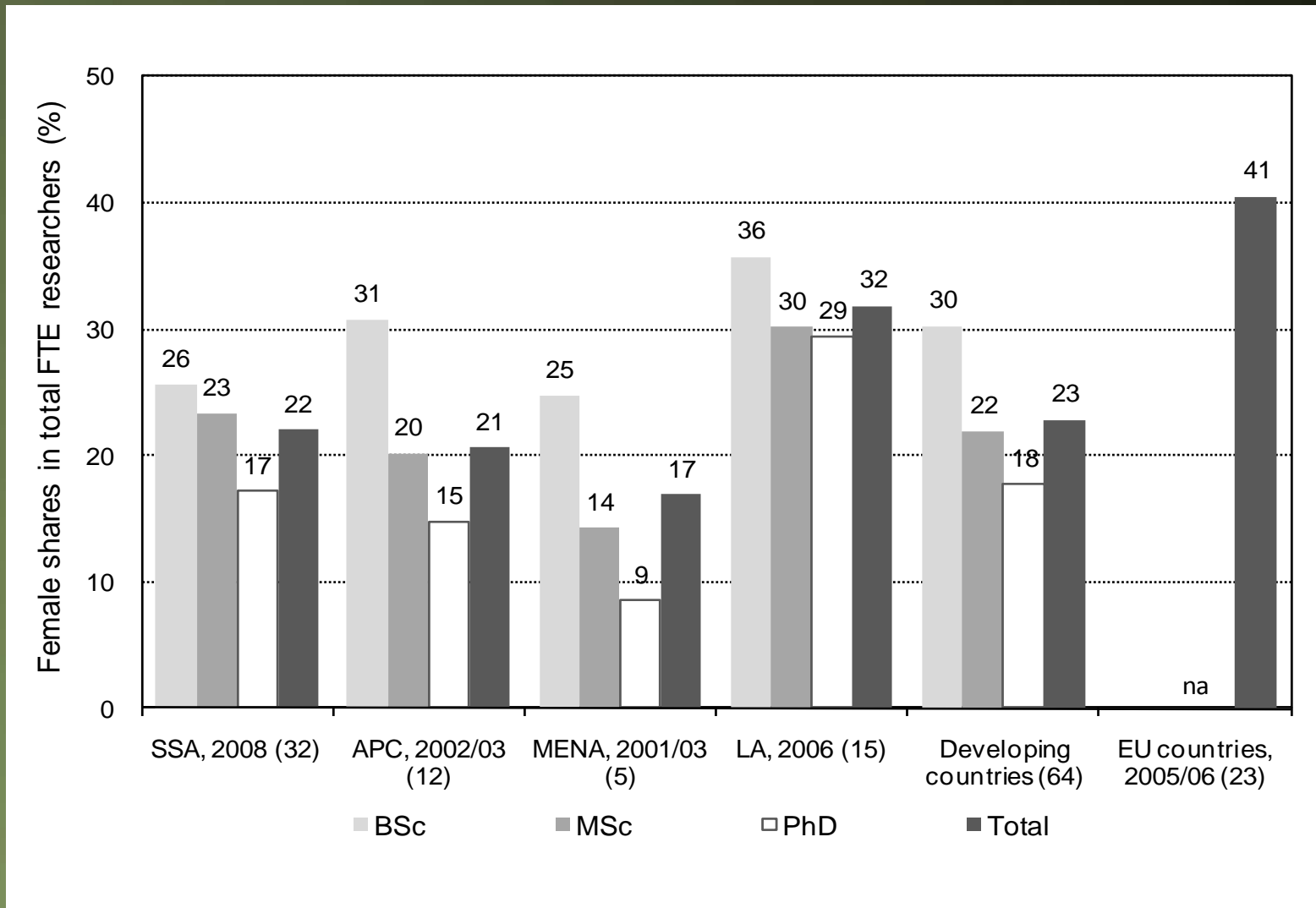
Source: Feed the Future, 2012



# Why is gender important in agricultural technology and education?

- Agricultural issues are gendered
- Women reach women
- Women are under-represented in agricultural research, teaching, & extension
- Gender equity in education allows women and girls to meet their potential
- Gender equity and agricultural technology are both key to economic development and growth

# Female Participation in Agricultural Research Globally



Average female scientist shares in professional staff, by degree in 64 developing countries, 2001–08

(Beintema 2011)



# Course enrollment by sex at Sokoine University of Agriculture, 2009-2010

	Female students (%)	Male students (%)	Total number
BSc Agriculture	11	89	179
BSc Forestry	15	85	179
BSc Home Economics and Human Nutrition	78	22	169
Bachelor of Veterinary Medicine	6	94	162
BSc Food Science and Technology	47	53	130
BSc Agriculture Engineering	5	95	82
BSc Horticulture	17	83	59
BSc Animal Science	19	81	171
BSc Agronomy	11	89	99
BSc Agriculture Education and Extension	24	76	280
BSc Agricultural Economics and Agribusiness	24	76	427
BSc Wildlife Management	21	79	209
BSc Environmental Science Management	36	64	157
BSc Biotechnology and Laboratory Science	18	82	175
BSc Aquaculture	28	72	92
BA Rural Development	33	67	552
BSc Range Management	14	86	57
BSc Tourism Management	51	49	202
BSc Informatics	13	87	99
BSc Education	22	78	392
<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>3872</b>

(Forsythe 2010)

# Why focus on women?

Around the world, women continue to be disadvantaged relative to men:

- Access to, ownership of, key productive resources (land, inputs, equipment)
- Limited literacy and educational attainment
- Access to services
- Face additional domestic responsibilities



## Gender and technology transfer

The fact that women often make decisions relating to food crops makes their access to information, seeds, and technology very important. Additionally, they often have specialized knowledge because of their roles in agricultural production.





# The gender gap in agriculture

- While women comprise nearly half the agricultural labor force in developing countries, they have less access than men to productive resources and opportunities (including land, livestock, education, financial services, and technology).
- If women had the same access to resources as men, they could increase their farm yields by 20-30%, which could feed 12-17% more of the hungry people in the world.

Source: FAO 2011



# Women, agriculture, and development

The considerable part of agricultural production attributable to women makes them important agents of economic development. Moreover, the large share of food production credited to women makes them principal agents in food security and the well-being of rural households.



Source: World Bank, 2009

# USAID's commitment to gender equality and women's empowerment

Every project should ask 2 basic questions:

*-How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the work to be undertaken?*

*-How will the anticipated results of the work affect women and men differently?*

Half of the project beneficiaries should be women



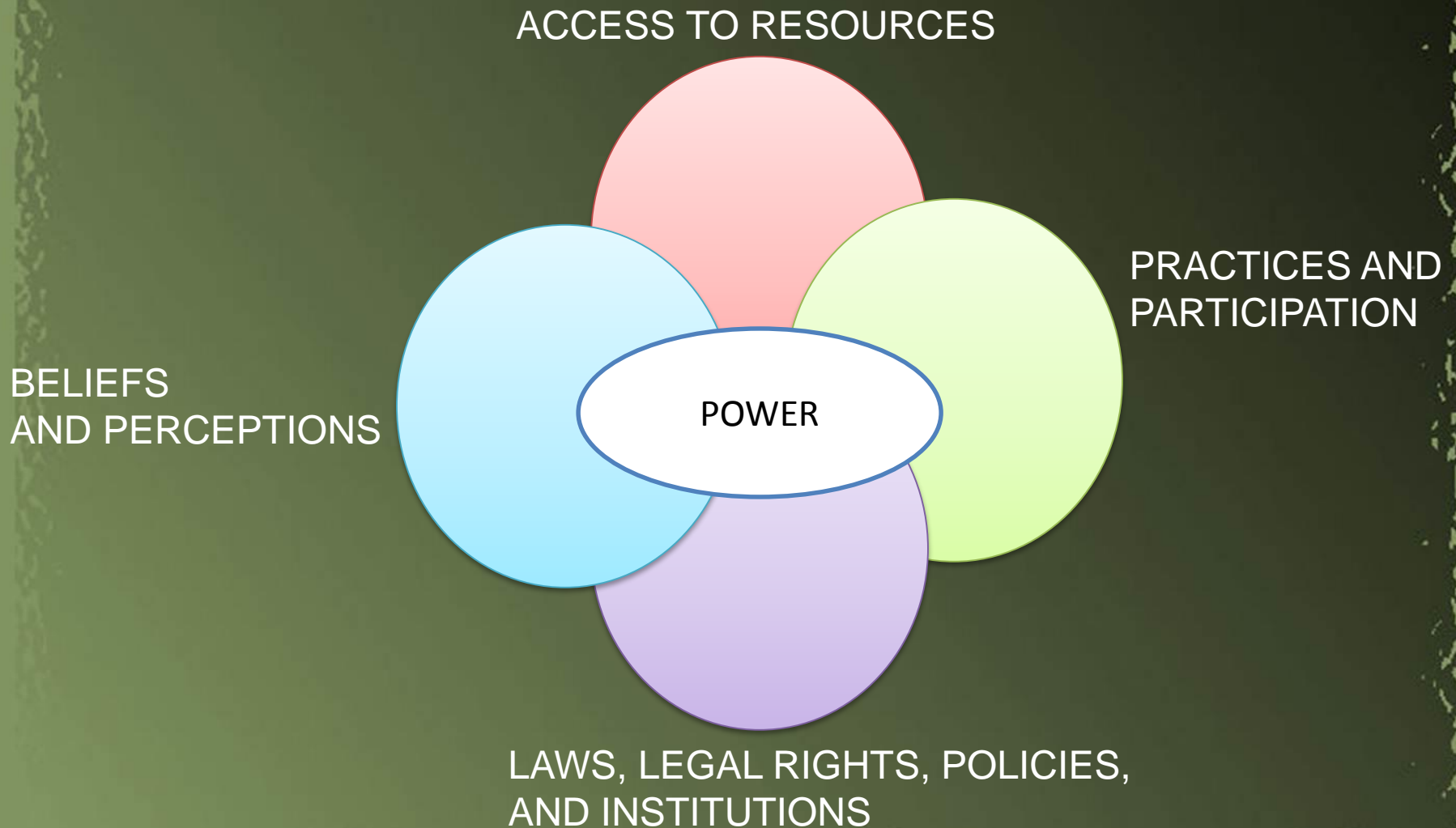
# InnovATE's two-way relationship with gender

- Gender inequities will stop InnovATE from reaching its potential
- InnovATE has the potential to increase gender equity and promote economic development





# The Gender Dimension Framework



# Access to Resources/Education

- Socio-economic barriers  
Families prioritize boys' education
- Historical factors  
Colonial governments promoted men in higher education  
Gender gaps in higher education are wider in former French colonies compared to British
- Time  
Women's multiple roles
- On-campus housing as a safety & mobility issue



# Beliefs and perceptions

- Gender stereotypes
- Educated women disempower men
- Women can not work in the field
- Looking for husbands
- Science and agriculture “masculine” disciplines
- Women can be teachers but not researchers

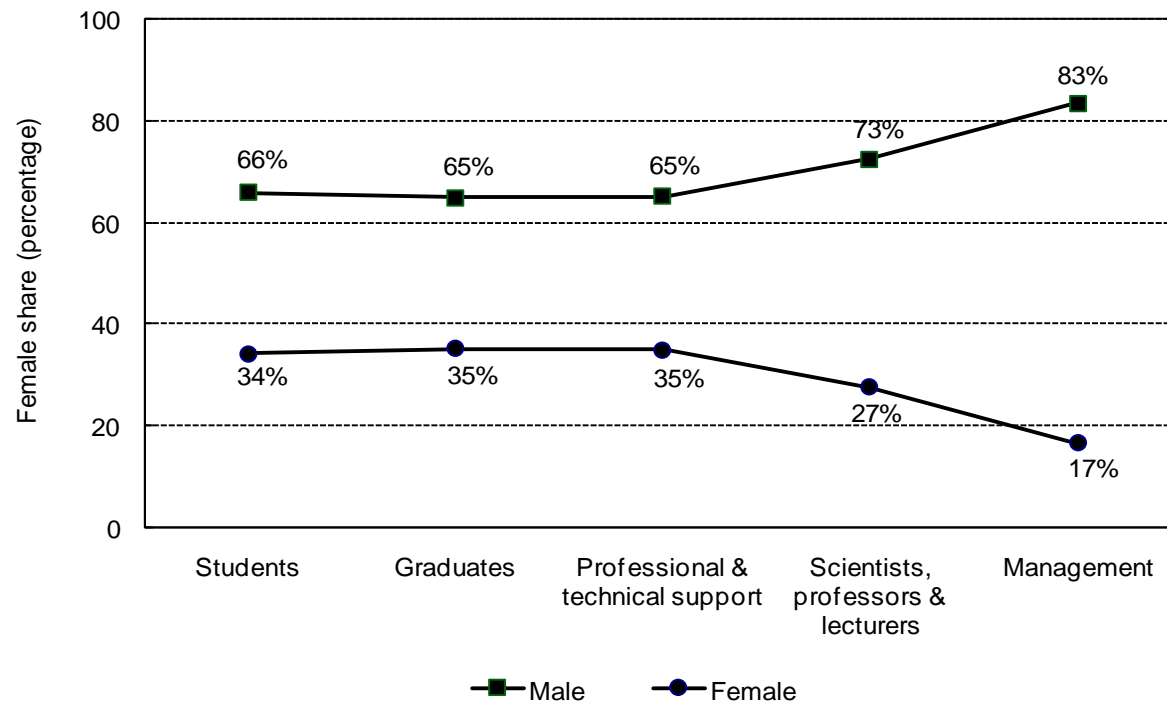




# Practices and Participation

- Sexual harassment
- Fewer women at all levels of higher education (undergraduate, graduate, faculty, & administration)

Shares of women and men at different points along the career path, 2008



Data from ten countries in Sub-Saharan Africa

(Beintema 2011)

# Laws, policies, and institutions

- Gender stereotypes in learning materials and teaching methods
- Gender composition of the teaching staff need for role models
- Admission policies
- Recruitment
- Scholarships



# Learn

- Rapid Gender Assessments
- Focus Group Discussions
- Interviews (graduates, students, faculty, management)
- Gender-based constraints and opportunities specific to institutional & cultural contexts
- Fund students doing gender research





# Design

Begin recruiting girls through special events  
in primary and secondary institutions

Internships & hands-on learning

Scholarships

Textbook revisions

Mentoring programs (AWARD Model)  
Profiles of successful women

Leadership Training

Institutional policies on gender mainstreaming & sexual harassment

Flexible academic programs  
distance learning  
night classes

Content and experience of agricultural learning



# Train

- Gender sensitivity workshops & seminars
- Gender in agriculture module



What does success look like in  
the short term?



# References

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