



Gendered Knowledge CCRA

Maria Elisa Christie, Gender Equity Coordinator and PI for Gendered Knowledge CCRA SANREM CRSP; Program Director Women in International Development, OIRED, Virginia Tech

The SANREM CRSP is made possible by the United States Agency for International Development and the generous support of the American people through Cooperative Agreement No. EPP-A-00-04-00013-00



USAID
FROM THE AMERICAN PEOPLE

VirginiaTech
Invent the Future



Research Goals

- To recognize and understand women farmers' existing agricultural knowledge as relevant to conservation agriculture.
- To build upon existing knowledge in the development of conservation agriculture through social learning processes.



Objectives

- Objective 1
 - Identify gendered practices and participation that shape local knowledge related to agricultural production.
- Objective 2
 - Demonstrate how men's and women's knowledge, beliefs and perceptions provide constraints and opportunities for CAPS.
- Objective 3
 - Propose recommendations that build on gender findings for CAPS.



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. (WB)



Gendered knowledge

- Men and women have specialized knowledge because of their roles in agricultural production.
- Indigenous knowledge about pest management, plants, soils and microclimates are different by gender.
- Women are the holders of vast indigenous knowledge about seeds, genetic diversity, food from forest plants, etc.



Gender, knowledge, and technology transfer

The fact that women often make decisions relating to food crops makes their access to information, seeds, and technology very important.



Key questions

USAID requires that research address the two following questions:

- 1) How will gender relations affect the achievement of sustainable results?
- 2) How will the proposed results affect the relative status of men and women?



Implications of gender

The association of gender differences with behaviors, attitudes or specific skills cannot be presumed but must be examined because they vary from one context to another.



Impacts

- Will the introduction of CAPS increase women's work disproportionately?
- Will it displace women from income-earning spaces and activities?



Gendered Beliefs and Perceptions Hypotheses

Men

- adoption of CAPS is more likely due to greater access to productive resources.
- producers will be more supportive of conventional agriculture than women.

Women

- adoption of CAPS is limited by their lack of access to productive resources.
- agricultural producers will be more risk-averse than men agricultural producers.
- are more likely than men to believe tillage is required for crop production.
- are more likely than men to believe crop rotation is required for weed and pest management
- are more likely than men to believe permanent crop cover is required for growing a healthy crop.



Women's Empowerment Hypotheses

- Women's access to and control of assets, including information will increase by the introduction of CAPS.
- Women's control of physical and social spaces creates opportunities for the adoption of conservation agriculture practices by women.
- CAPS will increase the burden of labor on women, at least in the short term.



Four dimensions for gender analysis

- Access to assets
- Knowledge, beliefs and perceptions
- Practices and participation
- Legal rights and status



Access to assets

The ability to use the resources necessary to become an active and productive participant in one's own right (socially, economically, and politically) in society.



Knowledge, beliefs, and perceptions

Knowledge:

- types of knowledge of men and women (who knows what).

Beliefs:

- develop identities and behaviors among genders, and the manner in which men and women, boys and girls, live their daily lives (ideology).

Perceptions:

- guide the manner in which people interpret life differently according to gender.



Practices and participation

Gender directs behavior and actions of people: how they produce, consume, spend, and accumulate wealth



Legal rights and status

Refers to how gender affects the approach and treatment of individuals by customary law, judicial code, and the judicial system.



Opportunities related to gender

... include structural and institutional factors that facilitate access for men and women to all types of resources and opportunities.



Constraints related to gender

... are factors which prevent men and women from accessing resources and opportunities.

- They can include beliefs, values, and cultural practices, or may be codified in formal laws as well as customary or institutional structures.



Data collection

- **Types** of knowledge, beliefs and perceptions relevant to CA and differences between women and men.
 - Regarding soils, erosion, plant selection, innovation and risk, etc.
- **Location** of sites where knowledge is acquired, practiced, and reproduced.
- **Identify** who does what, where and when.
 - Include productive, reproductive and community activities.
- **Maps** of men and women's access to and control of resources.
 - Land, water, learning, farming inputs
 - Community centers, etc.



Participative methodologies: Work with the people.

- Encourage equal participation of women and men.
- Consider women's schedules and culturally determined mobility restrictions when setting the time and place of activities.



Practices and participation:

Use activity charts and other tools

- Such tools help researchers determine men's and women's roles and responsibilities within communities.



Participative mapping

Access and control of key productive assets and resources

- Questions to consider:
 - What obstacles impede women's access to resources?
 - How can women's needs be incorporated?



Semi-structured interviews

- Questions to consider:
 - Is this establishing trust?
 - Does this come off as conversation or interrogation?



Resource Generator

- Allow enough time for activities! Given that women often have lower levels of education, time can be a gender equity issue and constraint.



Recognize men's and women's knowledge, beliefs and perceptions



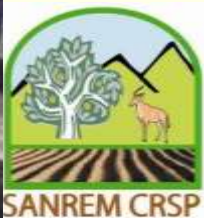
Remember:

- Don't erase local knowledge with "modern" technology imposed from the outside.
- Respect the knowledge that the men and women have about agriculture.
- Note changes over time.



Soils knowledge, beliefs and perceptions

- Questions to consider:
 - How to use photographs?
 - Soil samples? Why?
 - Findings/results. Pitfalls.
 - Why separate activities for men and women?

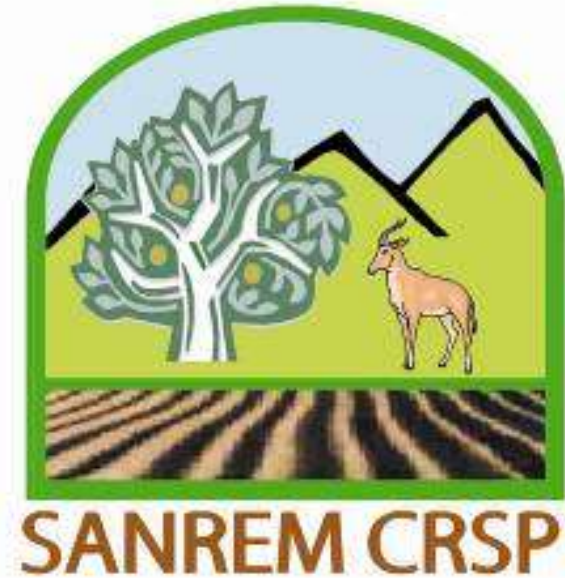


Group presentations

- Consider:
 - Comparing findings by gender, ethnicity, sites
 - Empowering women
 - Language and gender



Creating improved livelihoods ...



... through knowledge-based sustainable agriculture and natural resource management research