

# Gender and Agricultural Development

Code: EEE 2208

Programs: ABM & FST, II



**Lecture 1:**

**Introduction to the Course Unit**

# Welcome to the course on Gender and Agricultural Development

CORE (Compulsory)  
course unit for ALL  
students on the **Bachelor  
of Agribusiness  
Management and FST**  
Programs

## Course Instructors

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# Self Introduction



■ Names

■ Name you want to be called

■ Work Experience

■ Two things that you loved to do/that make you happy

# Course Expectations



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# Course Instructor Expectations

- ❖ Active engage in class participation
- ❖ complete all assignments
- ❖ practice self-reflection and growth:
- ❖ apply gender concepts to real-world

# Introduction

- Gender is a critical aspect of every sphere of life including the social, political and economic.
- Empirical evidence shows that gender has significant implications on sustainable agricultural development.
- Expect to learn about gender as concept and gain clarity on how our social cultural systems contribute to gender inequality thus undermining sustainable agricultural development.
- Ultimately, you will develop skills to integrate gender into agricultural interventions so as enhance to your impact.

# Course description

This course raises awareness on why gender matters in agricultural development. It equips you with knowledge on the **basic gender concepts and theories relevant to agricultural development**. It creates awareness on the role of gender in food systems, agricultural innovations, agribusiness, agricultural resource utilization and management. It traces the trajectory of how gender integration in development has evolved globally over time; **provides an overview of how gender shapes and influences innovation, agriculture and food systems** in Sub-Saharan Africa. The course also covers gender issues, **gender-based constraints** in agricultural value chains and gender analysis, and discusses **effective strategies** for gender responsive agricultural development interventions.

# Learning Outcomes

By the end of the course, you should be able to;

1. Define gender and related concepts
2. Explain the historical roots and evolution of gender and development approaches
3. Analyze gender-based constraints in agriculture value chains
4. Conduct gender analysis of agricultural communities and programs
5. Develop effective strategies for addressing gender-based constraints in agriculture
6. Demonstrate a positive attitude towards gender responsiveness at a personal and professional level.

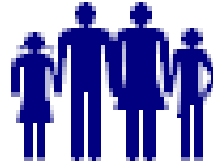
# Summary of Course Unit Topics

1. Introduction to the course and Gender concepts
2. How gender is learnt and reproduced (*The social system*)
3. Understanding the relationship between gender and development
4. Why gender matters in agriculture
5. Gender and development trajectory
6. Gender approaches to development
7. Introduction to gender issues in Agricultural Value Chains
8. Gender issues in agricultural production and their implications for development
9. Gender issues in agricultural service delivery and their implications for development
10. Gender issues in agricultural marketing and entrepreneurship, and their implications for development
11. Introduction to social and gender analysis
12. Gender Analysis frameworks and tools
13. Gender-based constraints and opportunities in agricultural systems
14. Strategies for addressing gender-based constraints

# Course Unit Assessment



Individual Course  
Assignments



Group Assignment



Category	Allocation
Individual Assignments	30
Group Assignments	10
In-class quizzes	20
University Examination	40
Total	100

# Lecture 2

## INTRODUCTION TO GENDER IN AGRICULTURAL DEVELOPMENT



# Intended Learning Outcomes



By the end of this lecture, you should be able to:

1. Explain gender concepts and the relationship between them.
2. Discuss the linkages between gender and development
3. Distinguish between common concepts and words used in gender studies and practice

# Class Activity 1.1:



The terms “Sex” and “Gender” are commonly used in discussions. Individually reflect on these terms and write down in your book your definitions of;

a. Sex

b. Gender

Share your definitions with a peer

# Sex and Gender defined

**Sex** refers to the biological differences between males and females based on morphological features. In many species, two broad categories (males and females) based on these attributes are exhibited

**Gender** refers to how males and females of varying age groups are categorized as boys, girls, men, and women in different societies.

❖ Gender is therefore a sociocultural system (unlike biological sex) that draws on sex to organize identities, practices, power relations and entitlements that play out between men and women, girls and boys in society.

# Distinction between sex and gender

<i>Sex (male/female)</i>	<i>Gender (men/women)</i>
<b>Biologically defined</b> and genetically acquired differences between males and females	<b>Socially defined</b> and culturally learned differences between men and women (masculinity femininity)
Biological <b>characteristics</b>	<b>Socially constructed</b> set of roles and responsibilities associated with being girl and boy or women and men
Defines <b>males and females</b> independently of each other	Defines <b>men and women</b> with reference to the socio-cultural power relations between them (entitlements, positions)
The definition is universal	Definitions of men and women varies from place to place/ over time/ context

# Defining gender...(2)

- Thus, gender is a:
- Social and cultural concept
- Relational (men to women)
- Changes (across cultures/time)
- Social organizing tool – social order
- Nurtures notions of femininity & masculinity





# Group Reflection Assignment

Read the Case study on Gender titled *“Mercy killings homicides to save babies from burdens of womanhood”* and discuss in your groups the following reflection questions;

1. Discuss the concepts of sex and gender with reference to the Indian and Ugandan contexts as described in the story.
2. Identify and discuss the gender roles assigned to women in both India and Uganda.
3. How do social, cultural, and economic systems perpetuate gender inequality in these societies?
4. In what ways does the marginalization of women affect the short-term and long-term development of society?
5. How do gender expectations in both contexts influence individuals' choices and societal outcomes?
6. Deliver a five-minute speech convincing women in India not to kill baby girls.
7. As an agricultural officer in a community where girls are married off at a young age, outline ten points you would use to convince locals not to marry off their young daughters.

# Lecture 3

## Defining other Gender Related Concepts



# RECAP

- What is gender?
- How is Gender different from Sex?
- What are your reflections about these concepts based on the case study assignment?

# The concept of sex and gender roles

**Sex roles** refer to the biological functions that are limited to one particular sex

*For example, bearing children is a female sex role because only females can get pregnant as a result of their biological make up.*

**Gender roles** are the tasks and responsibilities that are considered appropriate for women and men; boys/girls reflected in socio-cultural norms and beliefs.

*For example, child rearing is a women gender role rather than a female sex role because it is assigned socially rather than biologically (it can be done by men and women)*

Gender roles are usually learned in childhood and change over time

# Gender roles

Men and women perform different roles – heavily determined by social expectations, the context and social differentiation

## → Reproductive roles

- ◆ Refers to work done which is required to guarantee the maintenance and well-being of all family members. This type of work is mostly unpaid thus less valued yet important.

## → Productive roles

- ◆ Refers to work done which contributes to the income and economic welfare of the household and community including the production of goods and services for income or subsistence

## → Community management roles

- ◆ Refer to work mainly aimed at provisioning, management and maintenance of resources which are used by everyone in the community



Source: GREAT Project



Source:  
<https://cdn.ghanaweb.com/imagelib/pics/309/30995186.jpg>

# What do you observe, in terms of Gender?



Source: NARO (nd) *Groundnut Production Guide for Uganda: Recommended practices for farmers*

# Gender Division of Labor

- Clear understanding of allocation of roles between women & men
- Understanding GDoL helps in appreciating how culturally sanctioned men & women's roles, expectations & preferences may hinder/enable adoption of Agric. interventions.
- Analysis of GDoL is key in understanding decision-making patterns in the household.
- It informs who to consult and involve while introducing Agric Interventions – e.g., adoption of new varieties.



# Gender relations

- Gender is a *relational concept* that is best understood by examining interactions between individuals and social groups.
- **Gender relations refer to the socially constructed relations of power between people based on their gender identity and/or expression**
  - ❖ The relations of power between men and women are culturally defined and reinforced by interactions at different levels – family or household, community and workplace.
  - ❖ Determine the distribution of power, access to and control over resources, entitlements and opportunities.
- **What is power?** Ability to make choices, capacity to enforce one's will, to protect one's autonomy and is central to gender relations [*referred to above*]
- In many societies, there are hierarchical and unequal gender relations that place women and girls at the lower levels of power, and typically grant them less privileges & opportunities

# Gender relations cont'd...

- **Gender relations as power relations**
  - (Decision making – e.g., who makes a decision on developing/adopting a new variety? Leadership, control of resources, a new variety; men's power over women, domination, control; Power b/n & among wo/men)
- **Gender relations as Production Relations**
  - (Who performs which task, in what sphere, with what value?)
- **Gender relations as Emotional Relations**
  - (Patterns of emotional attachment; spaces in the house – sitting room, dining, kitchen, children's room, master bedroom; emotional relations at work, etc)
- **Gender relations as Symbolic relations**
  - (attaching meanings to things that symbolize masculinity or femininity – e.g., “Tractor”, “vegetables”)

# Access to and control over resources

- **Resources** refers to what is used to produce things including productive (e.g. land and capital/cash income), social and human resources which could be tangible and intangible.
- **Access to** productive resources such as land, capital, and labor gives a person the opportunity and ability to use a resource without having the authority over the resource. For example, one can have access to land to grow crops without necessarily owning it.
- **Control over** allows a person the power to make decisions about who uses the resource, how it is used or the ability to dispose of the resource.

# Social Norms

- ❑ Social norms are unwritten rules about what is a 'correct' behavior or way of acting or doing things that all people are expected to follow in a given society.
- ❑ Some of these norms, or ways of normality, are spelled out clearly, and people can easily identify them. However, many are informal rules that are not clearly outlined, yet they are widely understood and followed by members of that society
  - **Social norms regulate what behavior is "normal"**
- ❑ Often defined in relation to a **reference group**, it's what people in a group believe is a...

**Typical Behavior**  
*(What others do)*

**Appropriate behavior**  
*(what we believe others  
approve of and expect us to do)*

# Gender Norms

- *Gender norms* are social norms of masculinity or femininity that express the expected behavior of people of a particular gender, and often age, in a given social context.
  - **Femininity** is the set of social practices, norms, expectations and cultural representations associated with being a woman.
  - **Masculinity** is the set of social practices, norms, expectations and cultural representations associated with being a man.
- They are specific expectations regarding how boys, girls, men, and women should behave which often reflect and cement inequitable gender relations.

# Gender stereotypes

- ❑ Gender stereotypes are preconceived notions about the roles and capabilities of men and women in agricultural settings i.e.;
- ❑ women and men are treated according to rigid thinking based on social and cultural expectations of their sex rather than a more flexible (or open minded) consideration based on evidence of their individual capacities and behaviour.
- ❑ Dictate that men should take on decision-making roles and engage in more physically demanding tasks while women are expected to focus on nurturing roles, such as managing household gardens or performing support activities.

*List some examples of gender stereotypes for men, women e.g in selection of careers, abilities*

Stereotypes	
Men are	Women are
Strong, arrogant, violent, domineering, decisive, non-communicative	Weak, modest, peaceful, submissive, indecisive, communicative

# GENDER STEREOTYPING

A gender stereotype is a preconceived notion of someone based upon their gender. They often lead to prejudices that unfairly affect how you perceive and interact with people.

## TYPES

- **Personality:** Assuming men or women would have a certain personality.
- **Domestic life:** Assuming men and women would have certain roles in the family.
- **Occupation:** Assuming men are better at some professions and women are better at others.
- **Physical:** Assuming women and men should dress in certain ways.

## EXAMPLES

- **Stereotypes about women:** Women should be caregivers, women should be passive, women are quitters, women are weak, women are too emotional
- **Stereotypes about men:** Men are unemotional, men are natural leaders, men are good at math, boys will be boys, men are doctors and women are nurses.

# Gender bias

- Biased (prejudiced) action or thought based on gender-based perceptions that one sex is not equal to another (e.g that women are not equal to men).
- It can lead to unequal and/or unfair treatment
- Gender bias can be conscious or unconscious, explicit or implicit

# Gender disparities

- Difference in men's and women's access to resources, status, and well-being that are often institutionalized through laws and social customs.
  - For example disparities exist in access to agricultural practices and technologies, training, land ownership, credit, and financial services.

# Gender Gap

- ❑ The apparent disparity between women and men's and boys and girls' condition or position in society based on gendered norms and expectations
  - ❖ *Statistical/Quantitative measure and social indicators of the different situation of women and men. These could include differences in status, power, values, well being and in such issues as access to resources, positioning in decision making and access to agricultural skills training opportunities etc*
- ❑ Gender gaps reflect the unequal access, distribution and utilization of agricultural resources and opportunities or outcomes between men and women
- ❑ Gender gaps are usually revealed through the analysis of gender data that illustrate the extent of inequalities.

# Gender needs

- ❑ Gender needs arise because the needs of men and women are different
- ❑ Two categories of needs usually identified in a given society: **Practical Gender Needs (PGNs)** and **Strategic Gender Needs (SGNs)**

## Practical needs

- Arise from socially assigned roles of men and women.
- Tend to be short term; for welfare of particular women and men
- Can be addressed by provision of specific inputs (e.g., food, clean water, technologies)

## Strategic needs

- Arise from social position of women relative to men
- Tend to be long term; Common to almost all women and men
- Relate to disadvantaged position (e.g., lack of resources and decision-making power)
- Addressed by eliminating gender inequalities

*Practical and strategic gender interests/needs should not be seen as separate, but rather as a continuum.*

# Gender issues

- ❑ These are problems of wide concern resulting from *inequality, inequity or differential treatment* of women and men; boys and girls purely on the basis of the *social-cultural system (gender)* e.g. expectations and attributes of their sex
- ❑ Gender differences in socio-economic/ political participation, status, entitlements, benefits, access to control over & ownership of resources etc
- ❑ Gender exclusion and Gender inequality at different levels
- ❑ Gender issues are not women issues only; they are societal issues and should be of concern to men and women

# Gender issues are characterized by:

## Gender discrimination

- ❑ Any distinction, exclusion or restriction made on the basis of a person's sex and/or gender identity, rather than on a person's skill or merit.
- ❑ **Preferential or restrictive treatment** where one sex is disadvantaged because the other is favoured
- ❑ Gender discrimination can result from individual behavior, or systemic behavior, policies or practices that are part of the structures or culture of a social institution

## Gender oppression

- ❑ Any form of prevention from accessing opportunities or excessive control over someone on the basis of power relations is oppression
- ❑ Gender oppression is when one sex dominates the other unjustly through the use of power and domination
- ❑ Hierarchical structural/systemic placing of femininity under masculinity
  - In some cases, even those disadvantaged (i.e. women) become active participants in their oppression
  - Inequality becomes part of the natural order of things/"normal" e.g FGM

# Class Activity 1.2:



The List examples of *gender discrimination* and *gender oppression* in our society.

Share your examples with a peer and discuss how the issues identified affect agricultural development

# Gender blind

- ❑ Gender blindness is the inability to consider the differences between men's and women's needs, benefits, access to resources, access to power, or socio-political status.
  - *i.e. failure to recognise that the needs of men and women are different.*
- ❑ A gender-blind approach assumes that gender is not an influencing factor in projects, programmes or policies.
  - *i.e. not considering age results in blindness to youth issues*
- ❑ This blindness helps perpetuate gender-based discrimination.

# Gender awareness

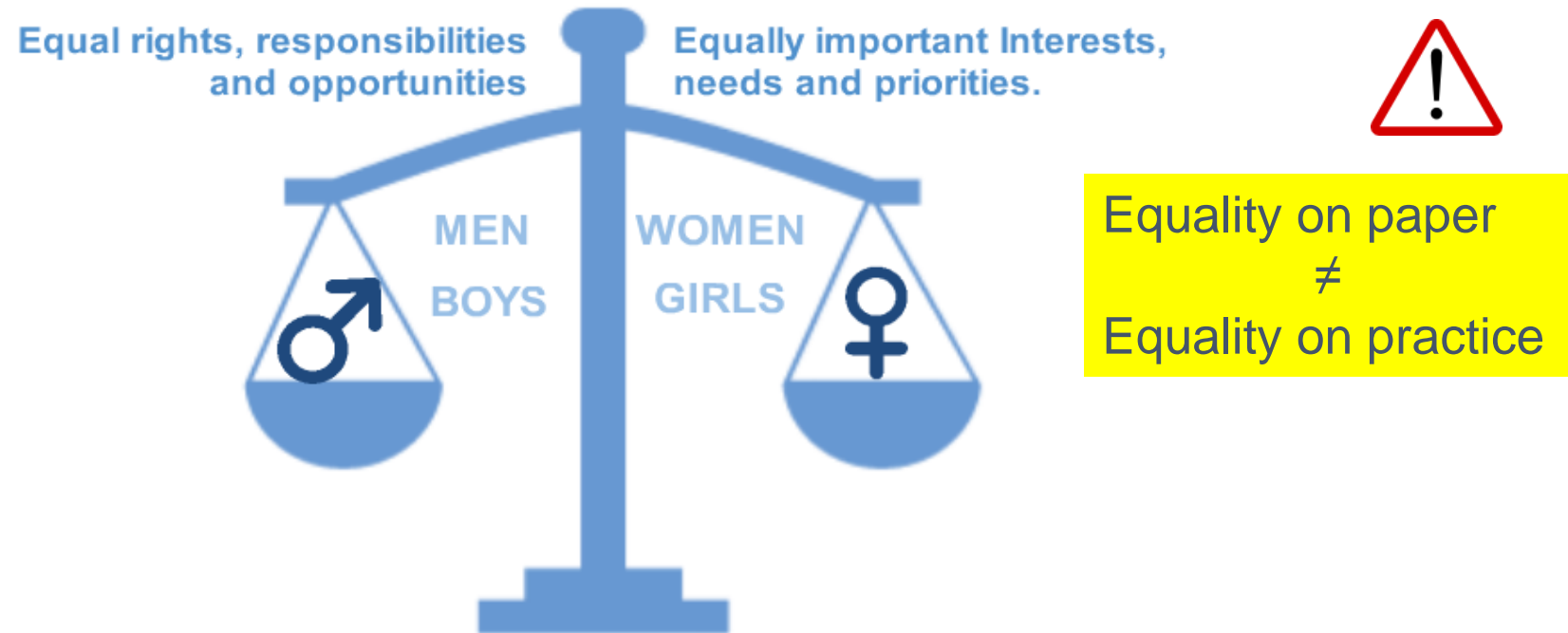
- ❑ Properly aware of the different needs, roles, responsibilities of men and women.
- ❑ Understands that these differences can result in difference for women and men in:
  - *Access to and control over resources;*
  - *Level of participation in and benefit from resources and development*
- ❑ Deliberately or intentionally consider gender issues and anticipated gender-related outcomes during both design and implementation

# Gender responsiveness

- ❑ Gender responsiveness means targeting outcomes that reflect an understanding of gender roles, relations and inequalities.
- ❑ Deliberate efforts to address the needs , priorities of men, women
- ❑ Efforts to encourage equal participation; and equal and fair distribution of benefits between men, women, youth.

# Gender equality

□ **Gender equality** refers to the ability of men and women to have equal opportunities and life chances.



- It does **NOT** mean that a single model of equality is good for all societies
- It does **NOT** mean that resources or benefits must be split evenly between men and women

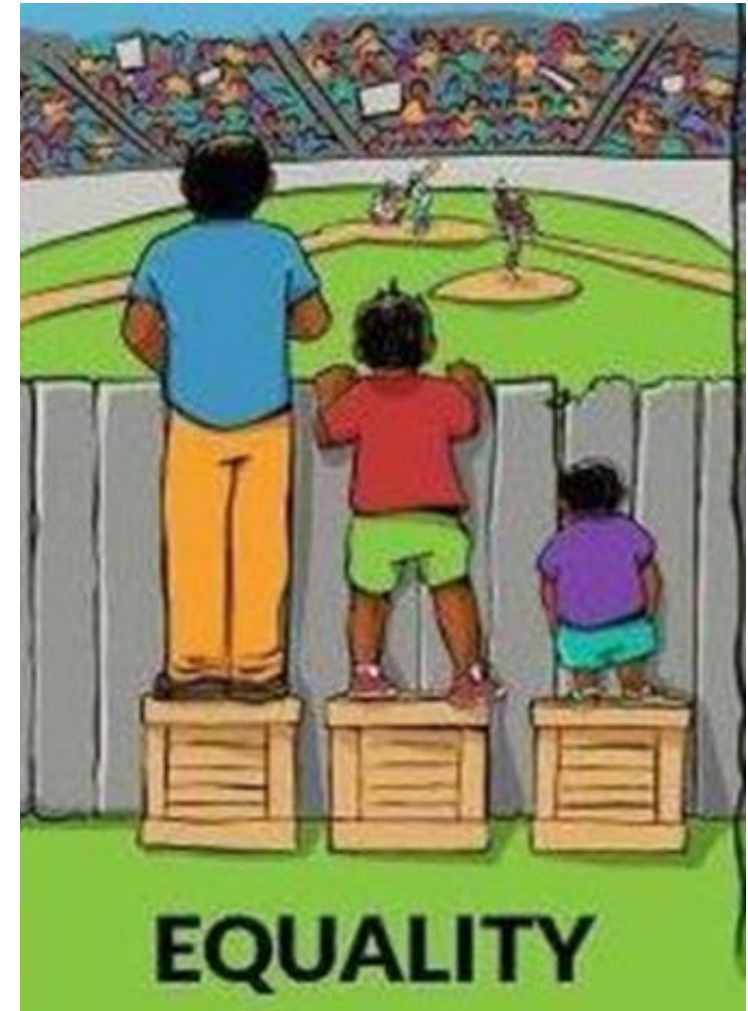
# Gender Equality

□ Gender equality means that there is no discrimination on the grounds of a person's sex in the allocation of resources or benefits or in their access to services.

□ Women's and men's similarities and differences recognized and equally valued

□ It can be measured in terms of equality of opportunity or benefits - Men and women enjoy equal status, recognition and consideration;

- Equal conditions to realize their full potential and ambitions
- Equal opportunities to participate in, contribute to, and benefit from society's resources and development
- Equal freedoms and quality of life



*Source: Nchanji, Siri and Odhiambo, 2022*

# Gender equality....

- The importance of this concept is highlighted in one of the Sustainability Development Goals (SDGs) – SDG 5 and reiterated in the UN’s 2007 Declaration on the Rights of Indigenous People.

**5** GENDER  
EQUALITY

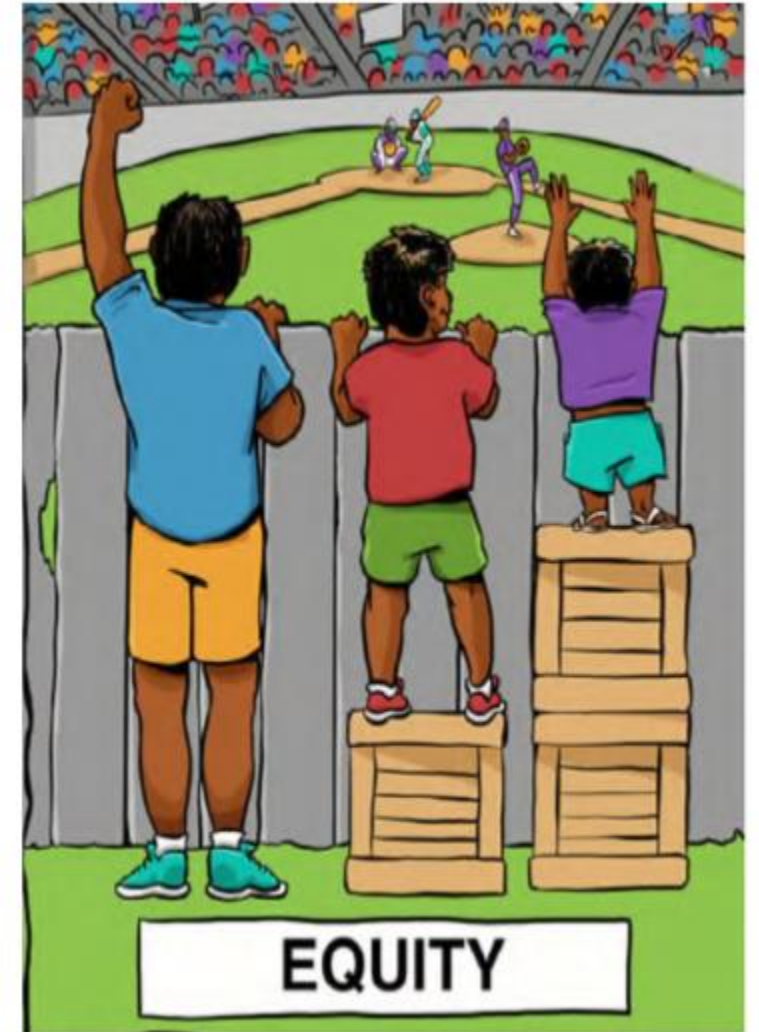
## **ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS**



The great progress the world has made in becoming more prosperous and fair is worth celebrating. And yet, in just about every way, women and girls lag behind. There are still gross inequalities in work and wages, lots of unpaid “women’s work” such as child care and domestic work and discrimination in public decision-making. But there are grounds for hope. More girls are in school now compared to in 2000. Most regions have reached gender parity in primary education. The percentage of women getting paid for their work is on the rise. The Sustainable Development Goals aim to build on these achievements to ensure that there is an end to discrimination against women and girls everywhere. It’s a basic human right.

# Gender Equity

- ❑ Gender equity means fairness and justice in the distribution of benefits and responsibilities between men and women i.e. equitable allocation of resources and opportunities
- ❑ The concept recognizes that men and women have different needs and power that these differences should be identified and addressed in a manner that rectifies the current state of imbalances between the sexes.



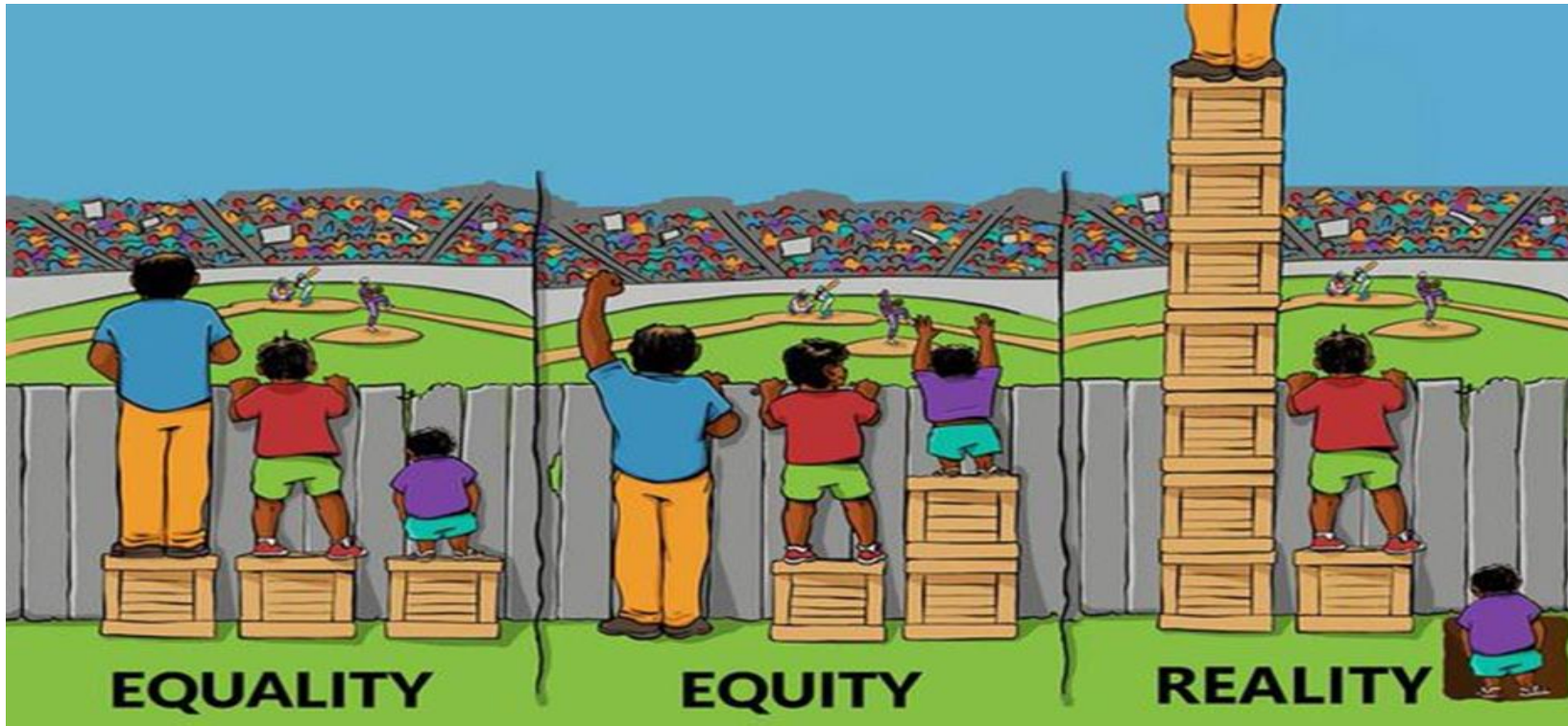
*Source: Nchanji, Siri and Odhiambo, 2022*

# Gender equity...

- ❑ Equity involves fairness in representation, participation, and benefits accorded to men and women.
- ❑ Equity, like the term fair, is subjective and does not necessarily mean equal.
- ❑ Gender equity means ensuring that development policies and programs leave none of the gender categories worse off either economically or in terms of their social responsibility.
  - Both groups have a fair chance of having their needs met and each has equal access to opportunities for realizing their full potential as human beings

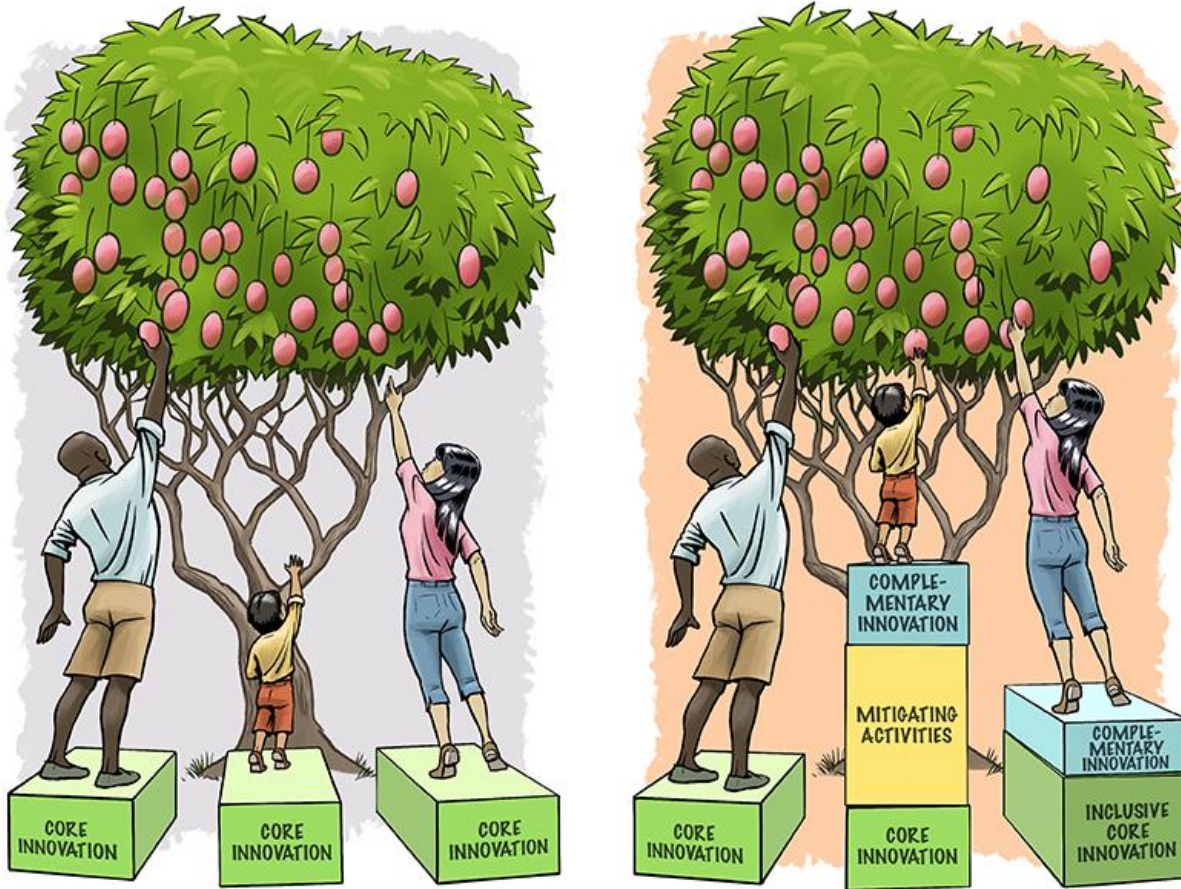
# Gender Equality and Equity

The reality out there...



**Whoever has more, more is added, those with less, even the little they have is taken away!**

# Reflection on gender equality and equity



Let us assume that the people in the illustration are **small scale farmers**.

a) From the two images above which one represents equity?

b) Why is equity important?

# Gender Equality and Equity

Equity contributes to equality

Gender equality is the **goal** and Equity is the **means**.

*“We must first ensure equity before we enjoy equality”*, Shafin Verani (2013)

# Social Inclusion

Social inclusion involves creating equitable opportunities for marginalized individuals and groups.

- Address barriers that prevent women, youth, and marginalized communities, from accessing resources, and participating in decision-making platforms.
- Promoting social inclusion ensures that diverse voices and perspectives are represented, leading to more effective and sustainable agricultural practices

# Gender mainstreaming

UN Economic and Social Council defines gender mainstreaming as: a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated

(United Nations, 1995).

# Gender mainstreaming....

## **Process**

of assessing implications for women & men of any planned action, eg legislation, policies, programmes, in all areas at all levels.

## **Strategy**

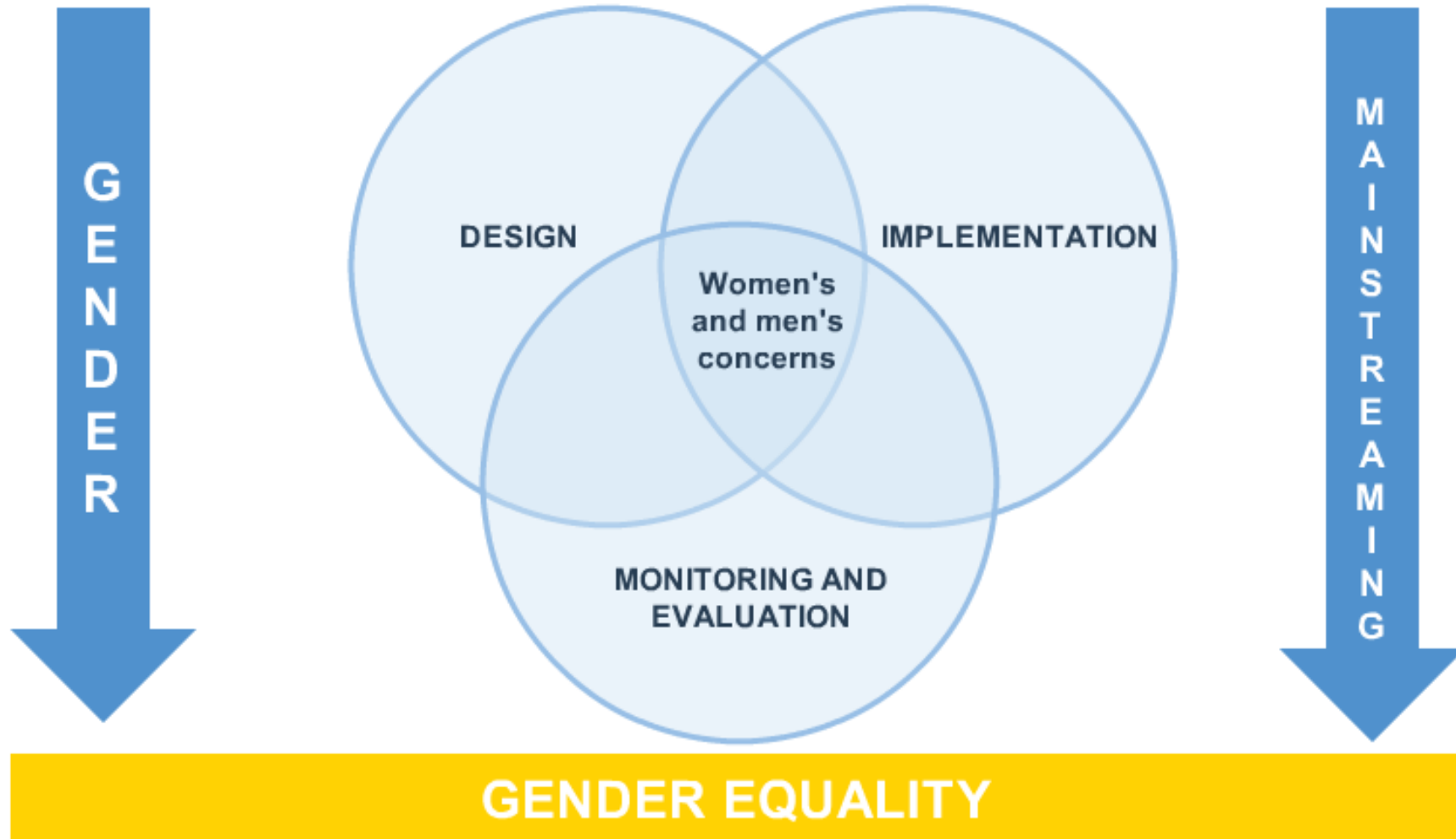
for making all women's as well as men's concerns & experiences an integral aspect of design, implementation, monitoring & evaluation of policies/programmes in all political, economic & societal spheres, so women & men benefit equally, & inequality is not perpetuated.

It is a strategy for implementing greater equality for women and girls in relation to men and boys

**Ultimate goal** = to achieve gender equality.

# Gender mainstreaming

Integration of gender perspectives + gender balance at all levels





# Further Reading

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  - Watch the YouTube video on what is Gender role Sociolisation available at: <https://www.youtube.com/watch?v=K-RvJQxqVQc>
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  - epts and definitions. Retrieved June 27, 2024 from <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>