

Lecture 5

GENDER SOCIAL SYSTEM



Introduction

- This lecture invites you to think about gender beyond being a concept, but as a social cultural system, that perpetuates inequalities between men, women, girls and boys in society and how this affects development.
- The content covered here includes: how the gender system is learnt and reproduced; how the gender system leads to inequalities; and how the inequalities impact agriculture and sustainable development.

Intended Learning Outcomes



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

1. Describe how the gender system is learnt and reproduced
2. Explain how the gender system leads to inequalities

Class Activity 2.1:



Now reflect on how the gender social cultural system positions and values men and women in your society and respond to the following questions:

Question	Response
List two ways in which the gender system favours men.	
List two ways in which the gender system favors women.	
List two ways in which the system disadvantages men.	
List two ways in which the system disadvantages women.	

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

Class Activity 2.2: Reflection on types of socialization



- Watch the YouTube video on what is Gender role Socialization available at: <https://www.youtube.com/watch?v=K-RvJQxqVQc>
- List the different types of socialization mentioned in video you have watched
- In buzz groups of 3-4, share your responses and discuss how these issues identified can affect agricultural development

Gender socialisation

- ❑ This is a process through which the gender system is first learnt and reproduced.
- ❑ Through this process, members of a particular community *learn* their culture's gender-related rules, norms and expectations regarding roles, relations, behaviors ascribed to boys, girls, men and women starting early in the life cycle.
- ❑ These rules are set by society to govern the socially accepted “normal” behaviors of men, women, girls and boys.
- ❑ They are always invisible but powerful to guide what should be done and what shouldn't be done.

How is the gender system learnt and reproduced?

- Gender system is learnt through a process of gender socialization
 - Members of a particular community learn their culture's gender-related rules, norms, and expectations.
- Rules and norms are set by society to govern the behaviors of men, women, girls and boys
 - Always invisible but powerful guides to the do's and don'ts
 - There are rewards and punishments for non-compliance
- Agents/influencers of this process
 - *Families (parents, relatives); schools, religious and cultural institutions, peers, the media*
- Outcomes: Children begin to develop their own beliefs about gender and ultimately form their own gender identity

Further Reading



- Risman, B. J. (2004). Gender As a Social Structure: Theory Wrestling with Activism. *Gender & Society*, 18(4), 429-450. Available online at: <https://doi.org/10.1177/0891243204265349>
- Kretchmar, J. (2011). Gender socialization. of Salem Press. *Sociology reference guide. Gender roles & equality*, 41-52.
- Connell, R.W. (2002). 'Gender Relations' in *Gender, Polity* (Available here) https://books.google.co.uk/books/about/Gender.html?id=9t4xT-mV5m4C&redir_esc=y
- *Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs* Cecilia L. Ridgeway and Shelley J. Correll *Gender & Society* 2004 18: 510 Cecilia L. Ridgeway and Shelley J. Co (Available here) <https://www.wikigender.org/wiki/social-institutions-and-gender-index-2012/>
- <https://www.oecd.org/dev/development-gender/Uganda%20SocInstitut%20SIGI%2020x20-web-2.pdf>
- What is Gender role Sociolisation- Utube video available on the link below: <https://www.youtube.com/watch?v=K-RvJQxqVQc>
- Bandura, Albert (1971) *Social learning theory*, General Learning Press, New York: http://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf.

Lecture 6

Understanding the relationship between gender and agricultural development



Introduction

- Gender equality in agriculture enhances productivity, sustainability, and community well-being by ensuring equitable access to resources, opportunities, and decision-making across all components of agricultural development.

Intended Outcomes

By the end of this this lecture, you will be able to;



- Explain the concept of sustainable development and its relevance to agricultural development.
- Describe the relationship between gender and sustainable agricultural development
- Explain how gender affects sustainable development

Class Activity 2.1:



Gender plays an important role in the development of communities and nations.

List any links between gender and development.

Share your examples with a peer next to you

What is agriculture Development?

We start by breaking up the two concepts – agriculture and development

□ **Agriculture:** ‘the science or practice of farming, including cultivation of soil for growing of crops and rearing of animals to provide food, wool and other products’.

❖ *However, agriculture now goes beyond production; it embraces the whole value chain*

□ **Development:** refers to the process of positive transformation within societies, economies, and environments, aiming for overall well-being, social inclusion, economic prosperity, and environmental sustainability.

❖ **Development in the context of agriculture** refers to a process of positive change that results in improved capacity of the agricultural system (production, processing, distribution and utilization).

❖ Characterized by sustainable and efficient utilization of factors of production (i.e. labour, capital, land, technologies, management...)

What is Agricultural Development... contd

- The process of increasing the production of agricultural goods, and it can include:
 - Growing crops: Planting, cultivating, and harvesting crops
 - Raising livestock: Constructing fences and stock ponds to contain livestock
 - Developing resources: Developing animal and fishery resources, forests, and wildlife
 - Accumulating knowledge: Increasing knowledge and access to technology
 - Allocating inputs and outputs: Allocating inputs and outputs

Role of Agricultural Development?

- Provides a framework for sustainable practices and resource efficiency.
- Focuses on effective management of water, soil, and labor to maximize productivity and minimize environmental impact.
- Aligns production with market trends and consumer preferences for adaptability.
- Increase commercialization and competitiveness of agricultural production and agro processing
- Provides employment opportunity for rural people on a large

What is Sustainable Development?

- **Sustainable development** is a holistic approach to development that meets the needs of the present without compromising the ability of future generations to meet their own needs
 - Economic development
 - Environmental Protection
 - Social Equity
- ❑ It is often seen as a process of positive change leading to satisfaction of human needs and improved quality of life.
- ❑ Sustainable development is directly linked to the **United Nations Sustainable Development Goals (SDGs)**, which guide efforts the effort to achieve a better and more sustainable future globally

What is Sustainable Development?



The relationship between sustainable development and gender

- ❑ There is a linkage between sustainable development and gender
- ❑ Sustainability is undermined when:
 - 1) One section of society (for instance women or the poor) inequitably participate and/or benefit from development efforts;
 - 2) Inappropriate use of resources by development interventions undermines the capacity of future generations to meet their needs (United Nations, 1987).
 - 3) The interdependent and mutually reinforcing pillars of sustainable development are economic development, social development, and environmental protection (The United Nations 2005 World Summit).

Individual Reflection Questions

1. Read and discuss how gender is addressed in the UN sustainable development goals
2. To achieve sustainable development, there is need to address *underlying gender issues at different levels* that compromise equality and equitable outcomes, *why?*

Group Reflection Assignment



In reference to your study guide, read the Case study on Gender and development titled "*A century after world war reflections*"

Discuss in your groups the reflection questions

Submit your reflections for grading

Lecture 5

Why gender matters in Agricultural and Rural Development



Introduction

- In the last lecture, you learnt about the relationship between gender and development as critical foundation to understanding the crucial role of gender in the field of agriculture.
- In this lecture, we learn about some of the reasons why gender matters in agriculture and rural development.
- Social expectations and practices associated with being a man (masculinities) – their diversity, fluidity, and constant changing roles/power - hold back gender equality progress.

Intended Learning Outcomes

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

1. Explain the gendered nature of agricultural practices in rural areas.
2. Discuss how each gendered nature of agricultural practices contributes to shaping developmental outcomes.

Why gender matters in Agriculture & Development

- Agriculture is the backbone of many economies of developing countries but women experience unequal opportunities
- ❑ Although women play a crucial role in the development process, their contributions are often not recognized.
- ❑ Inequalities between women and men that result in women having less access to development resources of a society
- ❑ Unequal decision-making power at all levels of society.

Note

Whether women dominate or are excluded from participation in agricultural opportunities, raises gender issues in agriculture as a sector:

- Division of Labour
- Land Ownership and Control
- Decision Making
- Agricultural Marketing

Constraints to agricultural and rural development



Group Activity

In buzz groups of 3-4 members,

- Discuss and make a list of five major factors that constrain agricultural development in rural areas
- How do these factors constrain men and women in agriculture?
Discuss any similarities or differences you notice
- Share you findings in a plenary

Constraints to agricultural and rural development

- ❑ Rural agriculture is women-dominated yet faced with a number of constraints.
- ❑ One such constraint is power relations shaped around masculinity.
 - Masculinity, the notion of; being a 'man' and how it affects the uneven distribution of power in the household when it comes to important decision-making over agric. production and agronomic related issues
- ❑ The rural extreme poor live across diverse landscapes
- ❑ Climate change related events

Implications of constraints to agricultural and rural development

- ❑ Understanding masculinities and consideration of these in the design and promotion of agricultural solutions/innovations is key to ensure that agricultural activities meet the priority needs of men and women farmers.
- ❑ Women and men's participation in and benefiting from using agricultural innovations/solutions.
- ❑ Ensure that agricultural innovations **do no harm** to both men and women's lives.
- ❑ Resilient norms that constrain men from participating in gender change are identified & transformed.
- ❑ Rural agricultural activities are built around gender roles which have implications for output and productivity. It is therefore vital to give full consideration to understanding of gender issues for successful rural development programmes.

What existing evidence tell us on why gender matters in agriculture development

- Evidence shows that equalizing women's access to agricultural inputs could *raise crop production by up to 19 per* cent, boost agricultural and overall GDP and lift hundreds of thousands of people out of poverty;
 - ...if women had access to the same productive resources as men, they could increase yields on their farms by 20-30% and boost total agricultural output in developing countries by 2.5-4%
 - This could in turn reduce the number of hungry people in the world by 12-17 % (that's 100-150 million people).
 - Women compared to men are 10 times likely to invest more of their earnings in their families' well-being
- Closing the gender gap in agricultural productivity also corresponds with a substantial reduction in poverty

What existing evidence tell us

❑ The problem is not so much on women's integration in development, OR their lack of skills, credit and resources

BUT

❑ The social processes and institutions that result in inequalities between men and women, usually to the disadvantage of women i.e. negative gender norms and practices, reflecting unequal power relations and fairly rigid gender divisions of labour at the household level;

➤ High burdens of unpaid care and domestic work leave women less able than men to invest their time in profitable agricultural work

➤ Social norms also create the expectation that women will work on plots that are controlled by or jointly with their husbands before working on their own

❖ *Gender is not just about development for women and meeting women's needs but about the **unequal social relationships** between women and men that are invested with power and socio-cultural systems*

Group Reflection Exercise

- Read the article: Johnson, N., Balagamwala, M., Pinkstaff, C., Theis, S., Meinzen-Dick, R., & Quisumbing, A. (2017). How do agricultural development projects aim to empower women. *International Food Policy Research Institute Discussion Paper, 1609*, 36. Available online at <https://www.academia.edu/download/110207165/131285.pdf>
- After reading the article, discuss in your groups the key points on how agricultural programmes could be used to empower women.
- **Hint:** Focus on issues around the design, structuring of roles, who participates in what activities? How key decisions are made? Who benefits from the resources, which innovations favour who?