

# 1) OUTCOMES OF GROUP DISCUSSIONS

## SESSION IV: NEEDS ASSESSMENT AND FUTURE STRATEGY

### 1.1 Group 1: Research

### 1.2 Group 2: Education

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#### Introduction

Education plays a critical role in building individual and collective capacities especially in empowering women and promoting gender equality in agricultural endeavors. It is closely linked with research and extension such that each of these components affect each other's successes and failures. A key to ensuring that education benefits women in agriculture is to make women's voice heard and considered in all aspects of the decision making processes from the local level up to the national level.

#### Tasks of the group

The following topics, which were the synthesis of the outcomes of the previous day's six parallel groups, were considered and these are:

1. make women/gender aspects in agriculture more visible
2. evidence and knowledge to address gender/women's issues in agriculture
3. collective action and leadership of women in order to take advantage of opportunities and address discrimination
4. establishing women's rights at a larger scale
5. promoting women's ownership and control

Most of the participants expressed their personal experiences and knowledge on these topics. Afterwards, the chair asked the participants to link these topics to education and come up with critical challenges to address this. Participants' responses were mostly centered on lack of women's visibility and the need for disaggregated data to collect evidence.

It was decided among the chair, co-chair and rapporteur to provide three areas for participants to focus on in discussing education and these are curricula, skills and legal framework. The following are the five questions that participants need to discuss and relate to their assigned topic:

1. how to deal with these challenges in engendering the education process (come up with strategies which worked)
2. How to influence decision makers to engender the processes and institutions? What evidence and communication influence strategies to mainstream are required and who should do it.
3. What should be some key targets and indicators for the difference you want to make?
4. What are the five most critical factors for success and failure?
5. What are the three most strategic actions for moving the agenda forward? And who should drive what?

Participants were then sub-divided into three groups and each group was assigned one area to discuss. The following are the results of the sub-group discussions:

Topic	Strategies	Mechanism	Targets & Indicators	Critical Factors	Strategic Actions
Curricula	<p>gender sensitization and creating awareness by developing curriculum that focus on:</p> <ul style="list-style-type: none"> <li>• <b>primary</b>-awareness/ breaking stereotypes</li> <li>• <b>secondary</b>- know how to address agricultural issues</li> <li>• <b>tertiary</b> – advocacy/</li> <li>• Entrepreneurship</li> </ul> <p>developing compulsory gender neutral courses at primary and secondary level (e.g. woodwork, general repairs, cooking)</p> <p>preparing gender sensitive study material</p>	<p>continuing education for policy makers, implementers, trainers, etc.</p> <p>using ICT tools (including e-courses to implement for sensitization and increase awareness</p> <p>harnessing/ linking up media personnel to promote the concept at local and regional level</p> <p>mentoring through role models and guest lectures by successful women farmers and entrepreneurs</p> <p>providing knowledge and skills to collect evidences and analysis to give indicators for further planning.</p>	<p>gender disaggregated data on enrollment and retention</p> <p>availability of gender sensitive study material</p> <p>trace study of passouts</p> <p>pre and post exposure studies</p> <p>peer review, quality assessments</p>	<p>effective use of resources including infrastructure</p> <p>knowledge of regional/socio-cultural issues</p> <p>safety and security</p> <p>social protection and welfare issues</p>	
skills	action to train	representation –	women should	be specific	train, mentor,

	<p>professionals as role models for promoting education and skills in gender responsiveness in agricultural system</p> <p>champion men and women who can genderize agriculture at local and regional levels</p> <p>encourage participation of women as trainers</p>	<p>having a voice at all decision making</p> <p>meetings to be attended by women</p> <p>establish a monitoring and reporting system</p> <p>baseline data generation</p> <p>influence decision makers by developing very specific messages highlighting gender roles</p>	<p>have a role at all levels of decision making</p> <p>women representation should increase by 25% from the baseline data on 2015</p> <p>volume of business/Income/assets should reach the hand of women</p>	<p>strike a balance</p> <p>social and cultural factors</p> <p>attitude of men and women to the change process</p>	<p>capacitate to become professional in agriculture to become role models for promoting education and skills in gender responsiveness of agricultural system.</p> <p>set educational goals</p> <p>benchmark data and scale up</p>
Legal frame-work	<p>change education policies, include gender and agriculture</p> <p>encourage collaboration intragovernmentally</p> <p>convene govt, civil society, private sector</p>	<p>needs assessment – baseline</p> <p>convening mechanism</p> <p>fund for women's informal education</p>	<p>women's participation in decision-making on education</p> <p>indicators: no. of women in decision making roles</p>	<p>political commitment</p> <p>evidence used to educate/influence politicians</p> <p>have technological/legal mechanism to better participate (e.g. have tractor, own land, etc.</p> <p>women control technologies and information</p>	<p>put women on the agenda of government</p> <p>interministerial process</p> <p>provide funds</p>

## 1.3 Group 3: Extension

### Challenges

- Dissemination of information to the second level of stakeholders viz, state governments
- Developing market linkages particularly in the commercialization of drudgery reducing tools and equipment
- Equipping the farm level stakeholders in utilizing improved extension approaches such as ICT
- Engendering agricultural research by introducing a training module for the entry level agricultural scientists
- Ensuring inclusion of gender component in the research and education programs
- Attracting youth for home science education and motivating them to take up field level jobs in agriculture
- Sensitizing the policy making bodies to include home scientists in field level jobs with suitable remuneration

### Way forward

- Extension continues to be a weak link over a long period of time. Women farmers have equal priorities for farm and home and if their contribution is to be strengthened the needs in farm and home are required to be addressed by strengthening the extension and delivery system with more investment.

Empowerment of rural household to participate and contribute to the food and nutritional security which is a national priority for developing countries scientific interventions/knowledge sharing is important. The role of Home scientists is very important in this. They need to be employed in all programmes related to women development with suitable remuneration as these jobs are presently adequately played. Home scientists can professionally handle the issues related to drudgery, nutrition, entrepreneurship development, health, child development, occupational health hazards and resource management.