



IFOAM TRAINING MODULE

IFOAM Training Module on Gender in Organic Agriculture

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This manual was commissioned by IFOAM and funded through its program “IFOAM – Growing Organic II” (I-GO II) which aims to strengthen the Organic Movement in Developing Countries. I-GO II is funded by HIVOS, Netherlands and the “Fund for Sustainable Biodiversity Management” of the Dutch Government, managed by HIVOS and NOVIB

The manual has been compiled by Agro Eco in the Netherlands.

Feedback and suggestions for improvements are welcome!

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ISBN: 3-934055-69-9

Preface

The concept and layout of this training module is in line with the IFOAM Training Manual Series.

For the elaboration of the training module existing information was collected, screened and condensed into a comprehensive training module. Additionally, extension workers and consultants in organic agriculture were asked for their experience. A draft of the training module was tested in Uganda with a group of Field Officers who work with small-scale organic farmers. Their input was included in the final version of the training module. Gender experts from Latin America and Asia gave their feedback during the concept phase and on the last draft version of the training module.

The training module describes the main gender issues for small-scale farmers in organic agriculture in tropical regions. There are differences in relevant gender issues between Asia, Africa and Latin America, but also between different communities within the continents. Therefore, we chose for an open approach where all possible aspects are mentioned, in order to sensitise the trainer to be alert on these issues and to be able to adapt the training to each specific group of trainees. The introduction chapter contains advice to trainers on how to achieve high participation of women in the training course.

The training manuals were commissioned by IFOAM and funded through its program IFOAM-GROWING ORGANIC II (I-GO II).

The development of this manual is the start of a continuing process. The training manual shall be a living document, modified and further developed by those who use it. All copyrights are retained by IFOAM.

We hope that this training manual will be an inspiring source for all its users. We invite all to contribute their suggestions and material for further improvements of the manual. Contact: headoffice@ifoam.org.

Acknowledgment

The development of this training manual was only possible through the active collaboration of the following organisations, whose contribution is herewith acknowledged:

- IFOAM for funding, facilitating and providing feedback
- Agro Eco for development and elaboration of the Training Module.

Special thanks go to the following persons who supported the development of this manual with their committed work:

- Martin Eimer (IFOAM) (concept, feedback)
- Patricia Bifani-Richard and Asha Kachru (feedback, contributions)
- Marg Leijdens, Alastair Taylor, Boudewijn van Elzakker and Gerbert Rieks (feed-back, contributions)
- Davidson Njoroge and Richard Iriga, IIRR Africa (drawings)
- Inge van Druten-Vos (photographs)
- Agro Eco (photo cover page)

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Principles of Organic Agriculture

Preamble

These Principles are the roots from which organic agriculture grows and develops. They express the contribution that organic agriculture can make to the world, and a vision to improve all agriculture in a global context.

Agriculture is one of humankind's most basic activities because all people need to nourish themselves daily. History, culture and community values are embedded in agriculture. The Principles apply to agriculture in the broadest sense, including the way people tend soils, water, plants and animals in order to produce, prepare and distribute food and other goods. They concern the way people interact with living landscapes, relate to one another and shape the legacy of future generations.

The Principles of Organic Agriculture serve to inspire the organic movement in its full diversity. They guide IFOAM's development of positions, programs and standards. Furthermore, they are presented with a vision of their world-wide adoption.

Organic agriculture is based on:

- **The principle of health**
- **The principle of ecology**
- **The principle of fairness**
- **The principle of care**

Each principle is articulated through a statement followed by an explanation. The principles are to be used as a whole. They are composed as ethical principles to inspire action.

Principle of health

Organic Agriculture should sustain and enhance the health of soil, plant, animal, human and planet as one and indivisible.

This principle points out that the health of individuals and communities cannot be separated from the health of ecosystems - healthy soils produce healthy crops that foster the health of animals and people.

Health is the wholeness and integrity of living systems. It is not simply the absence of illness, but the maintenance of physical, mental, social and ecological well-being. Immunity, resilience and regeneration are key characteristics of health.

The role of organic agriculture, whether in farming, processing, distribution, or consumption, is to sustain and enhance the health of ecosystems and organisms from the smallest in the soil to human beings. In particular, organic agriculture is intended to produce high quality, nutritious food that contributes to preventive health care and well-being. In view of this it should avoid the use of fertilizers, pesticides, animal drugs and food additives that may have adverse health effects.

Principle of ecology

Organic Agriculture should be based on living ecological systems and cycles, work with them, emulate them and help sustain them.

This principle roots organic agriculture within living ecological systems. It states that production is to be based on ecological processes, and recycling. Nourishment and well-being are achieved through the ecology of the specific production environment. For example, in the case of crops this is the living soil; for animals it is the farm ecosystem; for fish and marine organisms, the aquatic environment.

Organic farming, pastoral and wild harvest systems should fit the cycles and ecological balances in nature. These cycles are universal but their operation is site-specific. Organic management must be adapted to local conditions, ecology, culture and scale. Inputs should be reduced by reuse, recycling and efficient management of materials and energy in order to

maintain and improve environmental quality and conserve resources.

Organic agriculture should attain ecological balance through the design of farming systems, establishment of habitats and maintenance of genetic and agricultural diversity. Those who produce, process, trade, or consume organic products should protect and benefit the common environment including landscapes, climate, habitats, biodiversity, air and water.

Principle of fairness

Organic Agriculture should build on relationships that ensure fairness with regard to the common environment and life opportunities.

Fairness is characterized by equity, respect, justice and stewardship of the shared world, both among people and in their relations to other living beings.

This principle emphasizes that those involved in organic agriculture should conduct human relationships in a manner that ensures fairness at all levels and to all parties - farmers, workers, processors, distributors, traders and consumers. Organic agriculture should provide everyone involved with a good quality of life, and contribute to food sovereignty and reduction of poverty. It aims to produce a sufficient supply of good quality food and other products.

This principle insists that animals should be provided with the conditions and opportunities of life that accord with their physiology, natural behavior and well-being.

Natural and environmental resources that are used for production and consumption should be managed in a way that is socially and ecologically just and should be held in trust for future generations. Fairness requires systems of production, distribution and trade that are open and equitable and account for real environmental and social costs.

Principle of care

Organic Agriculture should be managed in a precautionary and responsible manner to protect the health and well-being of current and future generations and the environment.

Organic agriculture is a living and dynamic system that responds to internal and external demands and conditions. Practitioners of organic agriculture can enhance efficiency and increase productivity, but this should not be at the risk of jeopardizing health and well-being. Consequently, new technologies need to be assessed and existing methods reviewed. Given the incomplete understanding of ecosystems and agriculture, care must be taken.

This principle states that precaution and responsibility are the key concerns in management, development and technology choices in organic agriculture. Science is necessary to ensure that organic agriculture is healthy, safe and ecologically sound. However, scientific knowledge alone is not sufficient. Practical experience, accumulated wisdom and traditional and indigenous knowledge offer valid solutions, tested by time. Organic agriculture should prevent significant risks by adopting appropriate technologies and rejecting unpredictable ones, such as genetic engineering. Decisions should reflect the values and needs of all who might be affected, through transparent and participatory processes.

1 Introduction

1 Introduction

1.1 Introduction to the training manual

▪ Aims and scope

This training module on Gender in Organic Agriculture was developed to contribute to gender equity in Organic Agriculture. In general men and women do not have equal opportunities and there is no equal distribution of benefits between men and women yet. This training manual is a tool for trainers and extension workers. It will help to sensitize and raise awareness on gender issues in organic agriculture. It also gives advice on how to achieve high participation of women in training courses. This will increase access to knowledge on organic agriculture for rural women, as well as it integrates their particular expertise on agriculture and food production.

▪ Target groups

The relevance of the gender issues discussed in this training module and their perspective will be different for each target group. With this training module we intend to make the trainer alert on all possible issues that should be approached in a gender sensitive manner. The training module will be used primarily for training of extension workers and farmers.

▪ Geographical Scope

The training module is developed to facilitate training in rural communities in developing countries. There are differences in relevant gender issues between Asia, Africa and Latin America, but also within the continents there are many differences between the counties, regions and communities. In fact, in each training session the specific gender issues for the target groups will differ. Therefore, we chose for an open approach, where all possible aspects are mentioned, in order to sensitise the trainer to be alert on these issues. In several chapters examples from different regions are included, in order to make the trainer aware of specific issues in a particular region.

▪ Training approach

This training module is structured in the same way as all IFOAM training manuals and can be used as an additional unit to an IFOAM Training Manual. It can also be used as a separate unit to facilitate training on gender issues in Organic Agriculture.

The didactical approach consists of text blocks using simple language, understandable to people with general education and some agricultural background. Interactive exercises such as brainstorming, focus group discussions or games will contribute to focus on

specific gender issues of relevance for the participants in the training. The theory is illustrated by pictures, schematic illustrations or keywords on PowerPoint slides, which are included in the training module. When a beamer is not available, the slides can be printed on posters. It is recommended that participants of the training also receive handouts with the information on the slides.

Gender: socially constructed differences in roles, tasks, power (control), opportunities and responsibilities between men and women.

Gender equity: equal valuing of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society, with equal opportunities and rights.
UNESCO definition.

Gender Mainstreaming: the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.
UN definition, 1997

1 Introduction

1.2 Preparing a Training Course

This chapter advises on best approaches to organise a training course with a high participation of women. It is important that the trainer is aware of the specific gender aspects in the target group and that the trainees, both men and women, get motivated to be involved in this training. The preparation for training of farmers needs a different approach than a training of extension workers; therefore a division is made in two subchapters. In the training of extension workers, the content of chapter 1.2 will also be part of the training module, while in the training of farmers chapter 1.2 will be used only in the preparation of the training.

▪ Training Course for farmers

Motivate both men and women to be involved in fostering gender equity.

Create awareness that gender equity is of importance for the improvement of livelihood for both men and women. This will avoid the situation that men think that this is a “women’s issue” which is not interesting for them, or even consider it as being threatening for their own position.

The methods that can be used to achieve a high participation of women in the training course and to motivate both men and women to be engaged in fostering gender equity depend on the context in which this training module is used. The available time and money that can be invested in preparing for the training course, the presence of the trainer or other facilitators to carry out research and participatory gender awareness methodologies are all factors that influence the intensity of preparation of the training course. In many cases it will be limited to some informal discussions with the farmers, preferably with men and women separately and information obtained from key-informants. When there are women’s groups in the target area, they should also be visited.

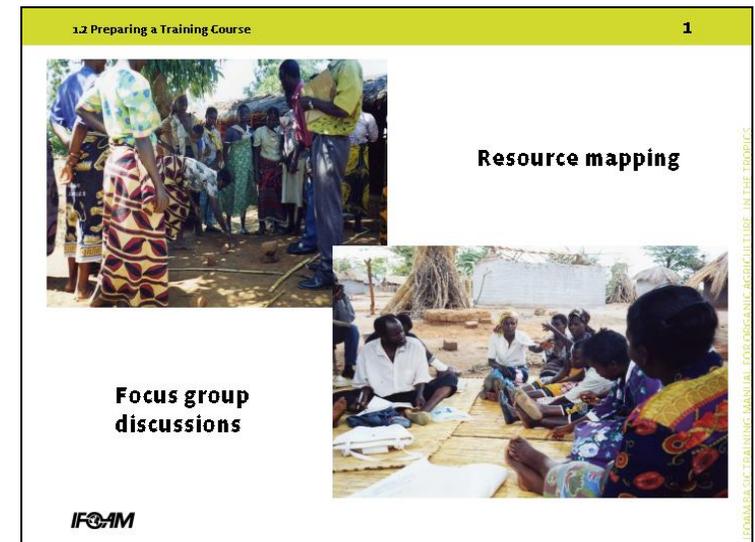
In case the training module is used within the context of an extensive project, some participatory methods on gender sensitization can be planned before the training session.

Suggestions for preliminary sessions for gender sensitization:

Focus group discussions (women from female headed households, women from male-headed households, men, other focus groups depending on the target group for your training).

Resource mapping: men and women separately, what are important features on the map drawn by women and men, who invests in time and money, who is in control and who is benefiting from areas indicated on the map.

Preference ranking with men and women separately to explore the differences between them in preferences and priorities.



TRANSPARENCY 1.2 PARTICIPATORY METHODS IN A GENDER ANALYSIS IN MALAWI

Pre-assessment of the target group on:

Socio- economic and environmental characteristics of the area.

Involvement of men and women in organic agriculture, problems they face and advantages they get; what we can learn from their experience

Gender division of labour and gender involvement in the cultivation and commercialisation of different crops; control of benefits.

Ownership of crop and land.

access to other assets such as education, technology and know-how; information and communication channels;

1 Introduction

access to credit and to markets: knowledge about markets regulations to commercialise their products; about quality controls and market prices and fluctuations; standardisation and certification

Types of household costs; income division and decision making at the household and community level

Household structures; female headed and male headed households, mono- and polygamous marriages.

Social class and ethnicity, including tribe, clan or caste.

Make sure that the training session will reach the poorest groups of peasants and will be adapted to their condition.

Invite men and women from different household structures.

People in different household structures (monogamous or polygamous, male headed or female headed, nuclear family or extended family) or people from different clans and castes will most likely experience certain gender issues in a different perspective. It is important to be aware of these differences in order to take into account that adjusted approaches might be necessary in extension services.

Be aware that in some cases women are culturally restricted to come to training sessions or have very limited time. Discuss with community members what could be suitable venues, time and circumstances for the training.

▪ **Training Course for extension workers**

Motivate extension workers to promote gender equity.

To motivate extension workers to be present in the training on women in organic agriculture, it is important to create awareness on gender issues beforehand. This can be achieved before the training takes place by informal discussions when inviting the extension workers.

If there is no opportunity to organise informal discussions with the extension workers, information on the relevance of a gender sensitive approach in extension services on Organic Agriculture can be provided in a written invitation.

Pre-assessment of the target group:

What is the percentage of female extension workers in your target group?

Is there information available about the number of female farmers extension workers were able to reach?

Are there extension workers who work with women's groups?

What do they already know about gender issues, have they been involved in training on gender mainstreaming before?

Are there women that can trained as extension workers (women with basic education, women managing specific agricultural techniques, leaders of women's groups, etc)

Invite male and female extension workers.

It is important that both male and female extension workers are convinced that a gender sensitive approach is essential to be effective in their work. Preferably equal participation of men and women will also contribute to include different views in the training sessions during group work and in feedback on the training.

1 Introduction

1.3 Opening of the training session

The participants of the training will all have their own concept of gender issues. They might be coming from different regions or have different cultural background. A good starting exercise is to identify the strengths, weaknesses, opportunities of each of the regions and cultural backgrounds

Exercise:

In order to identify strengths, weaknesses, opportunities and problems of the regions where the participants of the training live, the training sessions starts with a role-play. Two participants, a man and a woman, start by playing the role of their daily life: tasks and communication; start with what is most important to them. Every two minutes a new player takes over the role of one of the actors and makes changes that are important for her or his own circumstances or adds new issues to the play.

After twenty minutes of role-play, all actors explain what they expressed in their play and why.

1.3 Opening of the training session 2

Training on Gender Issues in Organic Agriculture

Gender: socially constructed differences in roles, tasks, power (control), opportunities and responsibilities between men and women.

Role play: gender roles



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TRANSPARENCY 1.3: INTRODUCTION SESSION ON GENDER ISSUES: ROLE-PLAY

2 Women's role in food security and well being of rural families

2 Women's role in food security and well being of rural families

In most communities, women are responsible for production and purchase of food. They prepare and serve food for their family and have therefore a fundamental role in assuring good nutrition within households.

Women produce a wide range of local foods that are sold in the market. Street food activities play an important role in supplying suitable, low cost food and represent an important contribution to food security. In Asian countries women predominate in the street food-vending sector. In countries where the Muslim religion dominates, women's mobility outside the home is restricted and as a consequence their share of informal trade employment is minimal.

Indigenous women in the Philippines engaged in subsistence agriculture are mainly responsible to find ways of feeding their families. It is culturally imposed that women feed their family and earn money for other pressing needs. Many are forced to migrate outside their community to find ways to earn income. In most of indigenous peoples' communities there is still the prevalence of a culture where men make the important decisions. So while women play an important role in economic production, their decision-making powers is still limited and restricted traditionally (Cordillera, 2004).

By maximizing the household income, the food security is not automatically maximized. Women take a leading role in assuring the food requirements of their dependents. When women produce and control the resources, their own nutritional needs and those of their families are most likely to be met.

Development intervention is usually aiming to improve access to food and to generate an additional income for improvement of livelihood. Women are the key actors in achieving this; hence their active involvement is essential. They should be active agents in each stage of a project, from identification, planning and implementation to monitoring and evaluation.

2. Women's role in food security and well being of rural families 3

Food security and well being of rural families

- Women's role:
 - Cultivation of food crops
 - Processing food crops
 - Selling produce on local markets
 - Street food vending
 - Purchase of food requirements
 - Cooking

Women as key actors in well being of rural households should be involved in all stages of a project

Identification
Planning
Implementation
Monitoring and Evaluation

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TRANSPARENCY 2A: WOMEN'S ROLE IN WELL BEING OF RURAL FAMILIES

2. Women's role in food security and well being of rural families 4

Women's role in food security Example: Papua New Guinea



Sago production



Exchange market : women exchange sago for fish

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TRANSPARENCY 2B: EXAMPLE FROM PAPUA NEW GUINEA

3 Frequent constraints for women in agriculture

3 Frequent constraints for women in agriculture

3.1 Limited access to resources:

Agricultural inputs

Women often have limited access to agricultural inputs as a result of financial, knowledge or transport constraints.

Transport facilities.

Absence of transport facilities for women as compared to men results in women having more problems in finding ways to obtain inputs and to market their produce.

Credit.

Although repayment rates are usually higher for women than for men, it is still more difficult for a woman to obtain credit.

Land ownership.

The position of women towards maintaining their rights on land after a divorce or death of their husband differs from one society to another. For example, in some traditional practices women are attached to other households after their husband dies. Not only traditional practices disadvantage women in the inheritance of land. When land availability declines as a result of population increase, men tend to increase their control over land by limiting land transfers to female family members, even when traditionally women inherited land from their family (ENGLERT, 2003). When women join an outgrower scheme with a company who provide marketing and/or production services, for example for the production of organic products, they have a contract agreement which is connected to their land. In some cases this contract can secure their right over land after the death of their husbands (MAYERS and VERMEULEN, 2002).

Access to training and specialised information

Traditionally men are more involved in training than women. Cultural reasons, lack of time in women's busy working schedule make it necessary to involve the community in finding ways to increase women participation in training. Access to market information, information on technology and other specialised information is also limited for women, because of higher illiteracy rates and less contact with information providing bodies.

Technology

Men adopt newly introduced agricultural technologies earlier and more frequently than women. These differences in the adoption of modern technologies often result from gender-linked differences in access to complementary inputs and training.

Exercise at the beginning of this topic:

A. Ask each participant to write down or make a drawing of one example they experienced themselves, of women being limited in access to a resource, compared to men. Hang these papers on the wall and discuss them with the participants.

B. Use the Power Points Slide with main constraints and ask participants to come up with examples and more issues.

Technology: example from Thailand

Rural women play a major role in all aspects of paddy production, including seed preparation, transplanting, weeding, fertilizer application, harvesting, and seed storage. Women perform labour-intensive tasks with the use of simple and traditional technologies. By comparison, men are responsible for those parts of paddy production that are mechanised such as use of the tractor for ploughing.

Source:

<http://www.fao.org/docrep/007/ae538e/ae538e06.htm>

3 Frequent constraints for women in agriculture

3.5 Socio-cultural constraints

In many different ways, constraints on women's work result from belief systems and cultural practices. In India, upper caste women are not supposed to go out, this restricts them in many different ways. Going to the market or participate in a women's group is hardly possible for many of these women.

Taboos and myths prevent women from participating at various levels. In Bankura, West Bengal, tribal women cannot take part in Tussar cocoon culture, because it is feared that their touch would kill the larvae. Another example is that some peasant communities do not allow women to handle "sacred" paddy or ginger seeds.

3.6 Trade barriers

In order to gain an income from organic products, marketing opportunities are fundamental. There are several gender differences in market access for organic products. In many cases physical access to markets is a problem for both men and women, but because men usually have better access to transport facilities, mobility constraints are higher for women. Also lack of skills, information and organisation restrict women from optimal participation in marketing activities. Due to the earlier mentioned low literacy rates of rural women, their access to information about exporting channels, international regulations, markets, prices and quality control is limited. Also lack of permission to trade in markets at some distance from their household or community prevents market entry for women. Extension services are not always targeting men and women equally, and social prohibitions exclude many female farmers from accessing extension services. These services can provide training related to trade, upgrade skills and provide assistance to penetrate new markets. Unequal access to markets has implications for the producers as well as the households. It limits the potential growth of the organic markets and it restricts the income women could earn for the benefit of the whole family.

Example: *The fisheries sector in Uganda is highly gendered with clear roles for men and women through the fishery stages. There are strong cultural taboos attached to water that bar women from engaging directly in fishing. From a women's initiative in fisheries, the Katosi Women's Fishing and Development Association (KWFDA), it was learnt that although this group has been successful in promoting aquaculture as a good opportunity for women, there are quite a number of gender-based limitations. One socio-cultural constraint for women is the restriction from certain islands associated with misfortunes (Yawe,2006).*

4 Advantageous skills and knowledge of women in Organic Agriculture

4 Advantageous skills and knowledge of women in Organic Agriculture principles

Men and women have different knowledge about natural resources and make use of it in different ways. Men are more often involved in commercial activities whilst women's involvement with natural resources is more on a domestic level. In many cases the commercial purposes of natural resources have priority over domestic uses. Yet the rural community depends heavily on the biodiversity for food, water, shelter, fuel and medicines.

Traditionally, many women in developing countries are the primary users of agricultural land, forest products and water for their livelihoods. Women have considerable indigenous knowledge about the use and preservation of natural resources through their traditional role as providers of food for the household. They have a traditional experience in management of agriculture, food production, forests, soil, energy and water resources, and related conservation techniques.

This traditional experience gives them a good understanding of the biodiversity needs.

In organic agriculture, sound farming practices that optimise the resources available result in improved soil fertility and good yields. This is an approach with which women are traditionally experienced. Women should therefore be included in projects on organic agriculture as active agents instead of passive beneficiaries.

In the past, policy makers have mostly relied on information obtained from men and oriented towards men to formulate policies. Women's voices have often not been heard. In many cases it is easier to obtain information from men because they are represented in more decision-making bodies, co-operatives or farmer groups and they are more confident in speaking out their views. Nevertheless, it is important that extension workers and policy makers make an effort to actively involve women.

Between women from different communities, significant differences can be expected in their experiential knowledge of natural resources, how they are affected by environmental degradation, and their responses to it. The specific knowledge, skills and experiences of women on natural resources in a project area need to be explored extensively in order to include it in planning and implementation of activities.

Example: *Women peasant communities in Peruvian highlands are in direct relation with conservation, evolution and use of Andean plant genetic resources. Since ancient times, seeds have been related to femininity and reproduction. The duties of seeds selection and storage still belong exclusively to women. In the past they have helped to domesticate numerous crops, in particular maize and eight different types of potatoes, which have received attention in western agricultural research. Nowadays, women participate in seed fairs, which favor the exchange of genetic resources from different ecological zones, including the best varieties as well as the greater diversity they possess.*

(Tapia and De la Torre, 1998)

5 How can conversion to Organic Agriculture affect crop ownership and income distribution

5 How can conversion to Organic Agriculture affect crop ownership and income distribution

In many communities responsibility for crops is highly divided between men and women. Cash crops are typically men's crops. For these crops, men are often responsible for cultivating the crop while women help with the harvest. However, the opposite does not often apply. Rural women are responsible for most of the food production in developing countries. It is therefore essential to ensure that they are involved in the organic conversion of these crops. After a technology is introduced to increase production, it happens that crops that were previously owned by women are taken over by men. Men tend to interfere with these crops, as soon as a project with extension services or other inputs from outside has started. This can also happen when crops that were originally women's crops are taken over by men when they become certified organic. As a consequence, women lose control about these crops. Furthermore, certification procedures might also hinder women from getting their crops certified as organic.

Group exercise about gender division on crop ownership.

Men and women will do this exercise in separate groups.

Make a matrix; list the crops and indicate who within the household owns this crop and what the use of the crop is: domestic use or sold for cash. If there is a gender-based division of crops, has it always been this way? If not, indicate in the matrix how it was **before** interventions.

How do men and women spend the money earned with the sale of their agricultural produce? **Do they both benefit from cash crops grown by the other gender?**

Ask the groups to present the results and compare the answers of the different groups.

6

5. How can conversion to Organic Agriculture affect crop ownership and income distribution

Crop ownership matrix				
Crop	Men	Women	Shared responsibility	Crop Use

Has this responsibility changed after introduction of organic agriculture?

How do men and women spend their income:

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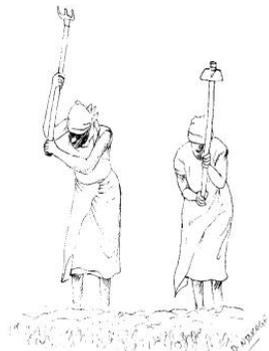
TRANSPARENCY 5A: EXERCISE: CROP OWNERSHIP AND INCOME EXPENDITURE

To ensure equal chances for both genders to participate in conversion to organic agriculture, the traditional gender division for the crops concerned should be considered, as well as the possibility that responsibility for these crops changes after conversion to organic.

It is important that men also feel the importance of women earning an income from cash crops. Usually women are the household managers and feel most responsible for the well being of their family. Income from crops being sold by women will most likely be spent on their households. Men tend to spend their money on other issues like status symbols, but also enjoy spending money on alcohol consumption, which in most communities is only culturally acceptable for men.

5. How can conversion to Organic Agriculture affect crop ownership and income distribution 7

Example from Mali: Changed responsibility for rice after introduction of modern rice varieties



In Bafoulabé region in Mali, rice was traditionally considered a female crop. Their knowledge of landraces was vast. Men had very little knowledge of traditional rice varieties, but they had the main responsibility for three improved rice varieties introduced to the village.

Source: FAO, 2005

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TRANSPARENCY 5B: EXAMPLE HOW THE INTRODUCTION OF A NEW TECHNOLOGY AFFECTS CROP OWNERSHIP.

Lessons to be learnt:

Women should be actively approached for extension services about conversion to organic.

Increasing access to cash crop ownership for women benefits all members of the household.

6 Consequences of Organic Agriculture on labour distribution

6 Consequences of Organic Agriculture on labour distribution

Organic farming tends to be more labour intensive than conventional farming. It is important to find out what the consequences are for women. In many cases they provide a great amount of the extra work involved in organic agriculture. This can affect their other activities negatively.

The labour burden of women is often underestimated, not only by policy makers but also by men in their own community. During a PRA exercise with men from a village in India, men were asked to list the activities of the women in the village. At the start of the exercise the men were convinced that women did not have too much work and that their work was anyhow easier than men's work. They were very surprised to calculate 18 hours work per day, and agreed that collecting firewood and water, with long walking distances, and women's labour input into agriculture, is not an easy job as they used to think (Myrada).

It is important to ensure that women receive recognition for their work, and that there is support for the agricultural activities they carry out. Therefore the different gender roles in agricultural production should be clear before any intervention takes place.

When women are not the owners of the newly introduced organic products, there is a risk that it will only mean an additional burden for them. This situation might restrict them from spending time on food crop production, their own cash crop production or other income generating activities. This has a negative impact on the livelihood of the rural families. Therefore it is important that women are not only responsible for the labour involved in the production, but that they also have control over the organic produce and can benefit from it.

Group work with participants from the same area working together:

A. Make a labour calendar for the farming communities you work with. Include productive, reproductive and communal activities. List all tasks involved for men and women separately for each month. The daily activities will be the same in each month; the seasonal activities vary from month to month.

B. What has changed in the labour calendar after the introduction of organic production?

Ask the participants to present the labour calendars of the different areas and draw conclusions together.

6 Consequences of Organic Agriculture on labour distribution												8
Labour calendar												
Example Labour calendar (list your own subject / activities)												
Fill in for men and women separately, the hours labour per day for each activity.												
	Jan	Feb	Mar	April	May	June	July	August	Sep	Oct	Nov	Dec
coffee												
- Planting												
- Weeding												
- Harvesting												
banana												
maize												
(list all crops and activities involved)												
cattle												
construction work												
community work												
fetching water												
fetching firewood												
cleaning												
cooking												
spending time with the children												
.....												
.....												

TRANSPARENCY 6: EXAMPLE OF A LABOUR CALENDAR, ACTIVITIES TO BE ADJUSTED BY THE PARTICIPANTS.

7 Certification Procedures

7 Certification procedures

Many farmers produce organic products, but not all organic products are certified. Some farmers produce organic by default; they do not have the money to buy inputs or they farm in a traditional way for different reasons. Consumers who buy organic products want to be sure that the product she or he buys is really organically produced.

Therefore certification of organic products is essential; it ensures the buyer that the product is genuinely organic and this is an argument to pay a premium price. The achievement of officially recognized, individual certification is beyond the reach of small-scale farmers. At present, a smallholder group certification scheme is the only way for these farmers to obtain organic certification. In this procedure the registration of the farmers is a critical point, where the position of women should be considered carefully. Too often the rule is that heads of the households are registered without taking into account what the consequences of the organic conversion are for the different members of the household, including who eventually benefits. The name that is registered will be on the grower's list making this person officially the organic producer. The contract will be in that person's name and payment for the product will be made to that person.

Another consequence could be that if the Internal Control System (ICS) is combined with extension and training the registered name will be the person approached. In most cases the registered farmers are men. The registered farmers (men) are trained in organic agriculture whilst the women were doing most of the work in the field. The men do not always transfer what they learn during the training to the women. Therefore it is recommended that in a situation where work in the field is done by both sexes, both man and woman are registered, and trained.

Lessons to be learnt:

Certification is important for both the consumer and the farmer in the marketing of organic products.

The member of the household who is registered usually receives the payment for the products.

Training on organic farming is mostly offered to farmers who are registered.

Registration of both men and women as organic farmers is recommended.

Examples:

In Tanzania a female farmer was using chemicals, because she was not aware that their farm is organic. Her husband had been trained, but he had not shared the information with his household.

In Uganda a registered male farmer died. His farm was removed from the organic project because he was the only member of the household registered.

8 Better transparency of marketing in Organic Agriculture

8 Better transparency of marketing in Organic Agriculture

Rural based farmers face many barriers that prevent them from taking full advantage of marketing opportunities. Usually, economic models and policies do not favour them. Developing countries face major obstacles to export their produce to rich countries, like high tariffs, quotas, specific duties and barriers that discourage value addition. Rural farmers have little business experience and lack information on technologies, markets, and prices upon which to plan a market-oriented production system; and need support in terms of technical advice, training, and credit.

There is an increasing demand for food produced in a more environmental friendly and sustainable way. If small-scale farmers can be supported to make use of this growing market, the export of their farm produce can provide them with a good and secure source of income.

The transparency of marketing of organic is a great advantage. The farmer builds a relationship with the exporter. The produce is not sold through middlemen who usually do not pay a fixed price, or pays later. Organic certification creates direct links between farmers and buyers and ensures that the farmer receives a better price.

Because small-scale farmers market their organic products through a group certification scheme, they are often well informed beforehand about the price and the premium they will be paid for their products. They can expect their payments at the time they deliver their goods which means a secure income can be obtained from their organic products. Women who are registered in their own right receive their own money. Farmers that deliver their product get written receipts including the price they get paid. In case the wife demands to see the receipts she knows how much the husband should bring home (minus one beer). This allows the women to be more involved in the financial management of the household.

Motivation:

Because of the transparency, marketing of organic products can improve the financial management of rural households.

Example:

In South Africa the African Organic Farming Foundation developed a model to enable Southern African rural communities participate in the growing organic market, The AOFF Agribusiness Development Model evolved from a market-led perspective. The most important challenge addressed in the model is the persistent inability of poor rural farmer to make the necessary move up the value chain. Such diversification is of primary importance to achieve sustainable development. In designing the project Participatory Extension Approaches (PEA) are emphasized. The model acknowledges the importance to focus on rural women. In South Africa women are increasingly responsible for household resources. They need to be trained to enhance their agro-processing and business skills to participate and increase incomes with participation in the added-value sector.

Source: <http://www.africanorganics.org/>

9 How can Organic Agriculture contribute to gender equity

9 How can Organic Agriculture contribute to gender equity

Gender equity means that men and women have equal opportunities and there is equal distribution of benefits between men and women. Gender equity takes into consideration the differences between men and women and recognises the fact that different approaches may be necessary in order to achieve the best result. In many cases equality in approaches to men and women does not result in equality or equity in results for both genders.

Organic agriculture has more female elements than conventional agriculture. It strives towards a maintained biodiversity and protects the quality of the environment. Supporting these agricultural practices and recognizing the important role of women in it, can contribute to the empowerment of women.

Biodiversity projects and projects that promote sustainable agriculture offer opportunities to empower women. To make use of this opportunity the expertise women have in natural resource management, women must be involved in participatory resource planning.

Natural resources are essential for survival. People rely on local knowledge for sustainable management and utilization of these resources. Through the empowerment of women at local levels, they are provided with opportunities to apply their skills. As they strengthen organisations, women will improve and expand new appropriate approaches in the changing circumstances.

Table: How has Organic Agriculture more female elements?

Men	Women
Controlling nature	Humility towards nature
Big / global	Small / local
Planned	Intuitive
Cash-oriented	Sustenance-oriented

Source: Kachru, A, 2006

Example:

Navdanya is a biodiversity conservation programme in North India, which aims to support local farmers and rescue and conserve indigenous crops and plants. Diverse Women for Diversity is a programme of Navdanya. It seeks to herald a global campaign of women on biodiversity, cultural diversity and food security. Its aim is to strengthen women's grassroots movements and provide women with a common international platform to air their views.

Source: <http://www.navdanya.org/>

Lessons learnt:

Recognizing the important role of women in organic agriculture can contribute to the empowerment of women.

10 Recommendations for better participation of women in Organic Agriculture systems

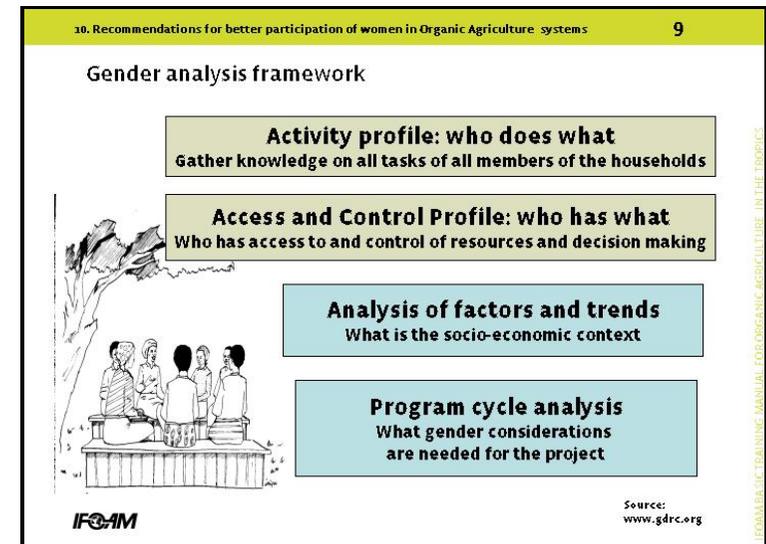
The first step for better participation of women in organic agriculture is to help all parties involved, at all levels, to understand the important role women play in organic agriculture systems. Policy makers should steer interventions towards a gender sensitive approach and field workers, who are in direct contact with the farmers, should be convinced that this is the right approach. Also farmers, men and women, need to understand the advantages of involving both men and women in a joint effort to improve their standard of living.

Develop a gender analysis framework, to be used by staff to measure gender roles and responsibilities, access to resources, and other relevant issues. A gender analysis examines the socially constructed differences in roles, tasks, power (control), opportunities and responsibilities between men and women. Also differences between ethnic groups, marital status, income levels and other factors determine different needs for different groups and must be considered.

The understanding of the specific gender issues in a certain area or target group enables applying it to policy development and service delivery. In Latin America for example, female farmers are responsible for seed selection, conservation and improvement. Latin American countries give special priority to this subject.

In many cases registered farmers are men while women are also involved in the organic farming system. It is recommended to register the person(s) who actually carries out the work in the field. In some cases it is not acceptable to register the woman in nuclear family households. In these cases husband and wife should be registered together.

To achieve easier access for women to extension services it is recommended to work with female extension officers, or to have a male and a female extension officer cooperate in their field work and address the farmers together.



TRANSPARENCY 10: GENDER ANALYSIS FRAMEWORK.

Example from Asia:

The Farmer-centred Agricultural Resource Management (FARM) Programme is an initiative of eight Asian countries. The programme is supported by UNDP and implemented by FAO. The main area of concern of the Programme is how to achieve sustainable use and management of natural resources in agriculture and the attainment of household food security.

Women were represented in all decision-making fora such as the village working groups and the Site Working Groups. In training and field trips, FARM has emphasised the need for equal participation of women. This has created a strong awareness for equity. It has improved gender capacity, skills, and recognition of partnership in farm work. One key component of this exercise is the use of the gender analysis tool.

A holistic approach to gender has been adopted in the Programme.

http://dbtindia.nic.in/FARM/page3_3.htm

Formation of women groups will increase the self-confidence of women and make it easier for them to actively participate in training activities and projects on Organic Agriculture. Care must be taken not to address only “women’s issues” and not to isolate the women’s group from the male farmers. Involve the men by explaining the aim of formation of a women’s group to enable them to support their wife and to avoid them considering it as a threat.

Because gender issues are interweaved in all activities at all levels, the approach should be holistic and participatory. One example of this approach being used successfully is the Costa Rican region of Huetar Atlantica. The project used an approach that was gender-responsive, holistic, participatory and interdisciplinary. It focused on less-favoured population groups and sought to involve different levels of stakeholder groups, including farmers groups, NGOs, senior executives, technicians and officials.

Source: http://www.fao.org/bestpractices/content/11/11_02_en.htm

Example

In Bangladesh Naripokkho, a national established NGO, was able to get local officials taking notice of the interest of poor women. They did this by linking grassroots women’s groups with an official local committee. This enabled them to bring women’s voices to official processes.

Source: <http://www.genderatwork.org/>

Lessons learnt:

Gender issues are different everywhere, in each situation they should be analysed with an open mind..

A holistic approach is important to include all factors at all levels.

Self-confidence of women and support of men are important ingredients for an improved gender sensitive approach.

11 Evaluation

11 Evaluation

This training on gender issues is a first step of a further process to approach Organic Agriculture in a more gender sensitive way.

This will eventually result in an improved impact of Organic Agriculture on socio-economic and environmental factors, both related to better conditions of life and sustainable well-being.

In order to get insight in the gender specific achievements of projects on organic agriculture, a system of monitoring and evaluation to collect gender-disaggregated data should be built in from the start of the project. These data can be used to adjust the project during implementation phase according to this gender specific information and to give recommendations for future projects after the project has ended.

From the evaluation of this training module we want to learn if there has been a change of perception of the participants about gender issues in organic agriculture, and to learn from their own personal views and experiences. The training methods will also be evaluated. In order to achieve this, the participants will be asked to answer the questions on the slide. It depends on the target group which method is most appropriate; give the questions on a hand out and ask the participants to write down their answers or the trainer sits down with small groups and asks the questions verbally.

It is important that the participants also immediately think beyond this training session; how can they actually bring in practice what has been discussed in this training manual. Therefore some questions are included in the evaluation on ways participants intend to implement the recommendations learned in this training module, and how they think they can overcome barriers that they will face during implementation.

11. Evaluation 10

Evaluation

Training topics

- To what extent do you feel you have learned from this training? List the topics on which you learned something, ranking from most relevant downwards to less relevant.
- Explain why you find the topics at the top of your list relevant.
- What did you miss in this training, something you expected to learn but you did not learn in the training?
- Which items of learning are you intending to implement?
- What barriers might impede your implementation?
- How will you avoid or negate these barriers?
- When do you intend to start implementing these items?
- Which resources will you need for implementation?
- What benefits do you hope will result from your actions?

Training methodology

- Are you satisfied with the methodology used in this training?
- How did you feel about the timing and the length of the training?
- What is your opinion on the training location in relation to ease of travel?

IFOAM

www.businessballs.com/trainingprogramevaluation.htm

TRANSPARENCY 11. EVALUATION QUESTIONS.

Recommended reading:

2004, W Leslie Rae. *Mphil, FITOL, Chartered FCIPD on:*
www.businessballs.com/trainingprogramevaluation.htm