



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Integrating Gender-responsive & Nutrition-sensitive Approaches when Working with Farmer Groups Engaged in Markets in Mid-west & Far-west Regions of Nepal

Activity Sheet

June 2016

Gender-sensitive Technologies

Time:

1 – 2 hours

Materials Needed:

- Flipchart with title of activity and objectives listed and with instructions: red for women, blue for men, green for both
- Flipchart papers – 1 to 2 pieces for each group
- Markers or crayons
- Masking/scotch tape



Introduction

Sustained agricultural growth requires, among others, increased availability of technologies, and the capacity to access, adapt and apply it to increase food production and income. Furthermore, adoption of agricultural technologies by farmer groups is highly encouraged in order to improve productivity, commercialization and linkage of farmers to markets. Examining who has access to different technologies along the continuum of farm to fork, such as (1) improved practices and innovations for food production (land preparation, cultivation, harvesting), (2) post-harvest operations and processing technologies, and (3) labor-, time- and energy-saving technologies for household tasks, opens an awareness of and a dialogue about the gendered impacts of technologies. While technologies are proposed to be profitability improving, and labor-, time- or cost-saving, not all innovations are accessible, gainful and/or receptive to the necessities of poor men and women farmers. Among other reasons, culturally-appropriateness, physical accessibility, affordability, and gendered access to and control over resources are some of the issues that hinder accessibility and adoption of technologies by women farmers.

Objectives

- ✓ To identify who in a “typical” rural farm community has access to different technologies in the home and on the farm and why.
- ✓ To identify constraints and opportunities for adoption of various farm and household technologies by male and female farmers.

Steps

1. Review title of activity, objectives, and brief introduction. **(5 minutes)**
2. Divide participants into **six** groups by having each participant take a number from one to six, and assign each group a separate work



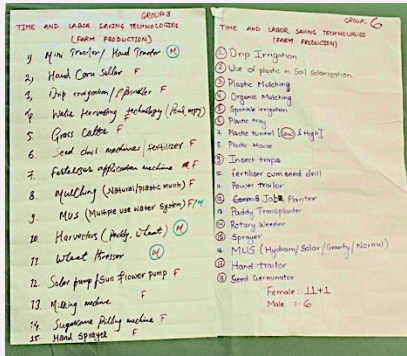
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INGENAES
Integrating Gender and Nutrition
within Agricultural Extension Services

Integrating Gender-responsive & Nutrition-sensitive Approaches when Working with Farmer Groups Engaged in Markets station. Make adjustments as needed to have fairly equal number of male and female participants in each group. (10 minutes)



Assign the groups as follows:

Group 1 & 2 – Labor- and time-saving technologies in the farm during production and harvesting, such as planting or weeding.

Group 3 & 4 – Labor- and time-saving technologies during post-harvesting, such as drying and storage.

Group 5 & 6 – Labor- and time-saving technologies for household tasks, such as cooking or cleaning.

3. Give each group 1 to 2 sheets of flipchart papers and markers or crayons. Ask the groups to list and draw the labor- and time-saving technologies available in the home, and on the farm during production and post-harvesting. Provide a few examples. (30 minutes)



Home

- Fuel-efficient stoves
- key-hole gardens
- Rain-water harvester
- Bio-gas
- Grinder

Farm (production & harvesting)

- Improved varieties
- Insect traps
- Knapsack sprayers
- Drip irrigation
- Combine

Post-harvesting

- Thresher
- Reaper
- Cold-storage
- Solar drying equipment
- Dry-mill



4. When listings and drawings are finished, ask each group to complete the following activity. (5 minutes)

Circle and total the technologies that can be adopted by a female farmer with a red marker.

Circle and total the technologies that can only be adopted by a



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male with a **blue** marker.

Circle and total the technologies that can be adopted by either a male or female farmer with a **green** marker.

5. Have each group display their drawing on the floor or taped to the wall. Ask each group to give a brief presentation. **(5 minutes)** Ask the other groups to add to or clarify the list of activities as needed. **(20 minutes)**
6. After each group has presented their lists, ask the participants the following questions. **(30 minutes)**

What activities do female farmers consider the most labor intensive and why?

What activities do females farmers consider the most time consuming and why?

What influence does technology have on men's and women's time and labor?

Has the use of the targeted technology changed how much income is received from sale of the product?

Do the targeted household have more food for home consumption as a result of the applied technology?

What are the myths and cultural norms that constrain women's use and adoption of labor-saving and energy-saving technologies? In farm and household?

How do intra-household gender dynamics affect women's articulation of demand for and adoption of mechanization?

How is the targeted technology being disseminated? By whom?

Is the use of farmer' groups approach in agricultural information dissemination resulting to increased adoption of technologies and improved productivity?

Were farmers involved in the design or testing of the targeted farm technology?

Any instance where the women's preferences or needs were considered in the design of the targeted technology?

If female farmers are targeted for technology adoption (via training or additional resources), how to ensure that the household can take it up?

As a field extension agent, what methods do you use for training farmers on the targeted technology? Are you using different training methods to reach women farmers than you use to reach men farmers?



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Now What?

Putting the activity into practice. Ask the participants to return to their small groups and discuss how they see themselves using this activity in the field by responding to the following questions, ensuring that every group member has the opportunity to provide his or her response:

- As the trainer, in what **ways** and with what **audiences** could you implement this activity?
- What **changes** might you need to make to the activity?

Ask each small group to share **one idea** from their discussion with the whole group. **(20 minutes)**



References

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