

GEM Digest of the Month for October 2010



Moon over the pasture on September 11, 2010.
Photo courtesy of Cindy Murray.

The Gender Equality Mainstreaming (GEM) Working Group of the Agricultural Institute of Canada (AIC) gathers information and articles on an ongoing basis on gender equality mainstreaming within agriculture, scientific research, rural development, climate change and organizations. Information is shared with members, partners, scientific societies and member organizations. The views and opinions presented are not necessarily representative of AIC.

If you have information to share, please send it to me at dinah.ceplis@gmail.com and I will compile it to re-distribute once a month.

Regards
Dinah Ceplis, GEM Committee Member

Calendar

October 4-8: World Forest Week, <http://www.fao.org/forestry/cofo/en/>

October 15: International Day of Rural Women, http://www.woman.ch/index.php?page=women_15Oct&hl=en_US

October 16: World Food Day, <http://www.fao.org/getinvolved/worldfoodday/en/>

Opportunities

1. Journal of Agriculture, Food Systems, and Community Development
2. The Ashden Awards for Sustainable Energy
3. Manager/Researcher needed for Girls in Rural Economies Project
4. Global Young Academy

This Month's Articles:

1. Girls Count
2. Girls Discovered
3. Relevance of Science Education (ROSE)
4. The ROSE Project: An Overview and Key Findings
5. Interest and Recruitment in Science (IRIS)
6. Education: Gender Equality Tip Sheets (from CIDA)

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21. A Food Program That's Not About Food
22. Gender Dimensions of the MDG's in Sri Lanka
23. Tackling Poverty and Gender Inequality through Agricultural Commercialization in Rural Sri Lanka: a case study
24. Does Social Capital Build Women's Assets?
25. Nepal: Country Gender Profile
26. Gender Mainstreaming Guide for ENERGIA
27. Pan-African Glossary on Women and Development
28. In pictures: Making shea butter
29. Bright Light Shines over Ghana's Shea-Nut Industry
30. Natural Resource Management: The Impact of Gender and Social Issues
31. The Phantom Statistic
32. WikiGender
33. Women at work: still behind on the bottom line
34. Education Indicators in Canada: An International Perspective 2010

- 35. Education at a Glance 2010: OECD Indicators
- 36. The Institute for International Women's Rights at U of Winnipeg
- 37. How to feed a hungry world
- 38. Food: The growing problem

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Journal of Agriculture, Food Systems, and Community Development

<http://www.agdevjournal.com/>

The *Journal of Agriculture, Food Systems, and Community Development* (JAFSCD: ISSN 2152-0801) is an online, international, peer-reviewed publication focused on the practice and applied research interests of agriculture and food systems development professionals and scholars.

JAFSCD Volume 1, Issue 1, is now available online! However, we **will offer free access to articles until October 1**. The next issue of JAFSCD will have a special topic focus on "Best Practices in Urban and Peri-Urban Agriculture Development."

The Journal welcomes articles at any time on any subject related to the development aspects of agriculture and food systems. Content can focus specifically on conservation and farmland protection, value-adding, cooperative marketing, value chains, distribution, farm labour, market research, consumer decision-making drivers, and other topics. Authors are encouraged to submit applied research papers, commentary, and thought provoking articles that inform the emerging field of agriculture and food systems development. Faculty and students, Extension and other educators, planners, consultants, staff with farm agencies and farm and community organizations, and farmers are invited to submit material.

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The Ashden Awards for Sustainable Energy

http://www.ashdenawards.org/int_awards

The Ashden Awards for Sustainable Energy are seeking entries from inspirational and innovative local sustainable energy programmes from Asia, Africa and Latin America. We are interested in initiatives that have radically improved the lives of individuals and local communities and can demonstrate significant environmental benefits through the use of renewable energy and/or energy saving measures. We reward existing achievements. Award-winning schemes must have been consistently successful for at least one year with plans for further expansion. Schemes must also be highly replicable to ensure maximum impact in the battle against climate change.

Past winners have used a variety of technologies that both benefit local communities and achieve carbon savings such as fuel - efficient stoves, micro-hydro plants, biogas plants, solar energy systems and water pumps. Through this many are boosting local peoples' income, providing employment or training, and improving women's status in their community.

Applications for the 2011 Awards are open from July 2010 with a **closing date of 19 October 2010** for the International awards.

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Manager/Researcher needed for Girls in Rural Economies project

http://www.thechicagocouncil.org/chicago_council_career_details.php?career_id=35

The Senior Project Manager/Lead Researcher will work with the Chair, Girls in Rural Economies and Director, Global Agriculture to manage and implement all aspects of the “Girls in Rural Economies” project. The position is located in Chicago, IL.

“Girls in Rural Economies” is a one-year project (July 1, 2010 – June 30, 2011) to develop recommendations for how developing country governments and other bilateral and multilateral donors can better support the growth and development of adolescent girls working in agriculture and food sectors in rural parts of Africa, Asia, Latin America, and the Caribbean. The project will produce a report in May 2011 that will serve as the next volume in the “Girls Count” series. “Girls Count” provides research on adolescent girls in the developing world and demonstrates how giving support to girls age 10-18 dramatically improves their lives and results in significant benefits for society as a whole.

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Global Young Academy: The Voice of Young Scientists around the World

<http://www.globalyoungacademy.org/>

The Executive Committee of the Global Young Academy invites your organization to nominate its top one or two young scientists for membership in the Global Young Academy: The Voice of Young Scientists Around the World (GYA). Members of the GYA include scientists around the age of 35 years from over 40-countries on five continents. We define "scientists" broadly as researchers generating new knowledge in the natural and social sciences, but also engineering, arts and humanities. We accept both self-nominations and nominations from national academies and organizations, and require nominees to complete the attached application form stating their interests in science diplomacy, policy, international scientific exchange, or other projects. GYA members are selected for the excellence of their research and their commitment to service. The GYA membership will expand over the next two years to 200 members, each serving four-year terms. Deadline is October 31.

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Girls Count

http://www.coalitionforadolescentgirls.org/girls_count

Girls Count provides some of the first critical research specifically focused on adolescent girls in the developing world. It demonstrates how providing support to girls age 10-18 dramatically improves their lives – and also results in significant benefits for society as a whole.

Going one step further, this report also includes strategic, concrete action items for policymakers, donors, development professionals, and the private sector to effectively implement change. Now in its second printing, Girls Count has helped launch a series of comprehensive reports covering a wide range of issues that affect adolescent girls.

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Girls Discovered

<http://www.girlsdiscovered.org/>

The welfare of adolescent girls is crucial in determining economic and social outcomes for countries today, and in the future. For girls to become healthy mothers, productive citizens and economic contributors, their unique needs must be seen and understood. Yet today, adolescent girls are undercounted and so underserved. Counting them is the first step to increasing their visibility.

Girls Discovered takes that first step. As a comprehensive source of maps and data on the status of adolescent girls worldwide, Girls Discovered helps donors, policy makers and implementing agencies target their investments. This one-stop shop for information on adolescent girls is sourced from organizations operating in the public interest, and is meant for researchers, practitioners, advocates, policy-makers and the public – anyone who seeks change for the world’s 600 million adolescent girls.

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Relevance of Science Education (ROSE)

<http://www.ils.uio.no/english/rose/>

ROSE, The Relevance of Science Education, is an international comparative project meant to shed light on affective factors of importance to the learning of science and technology (S&T). Key international research institutions and individuals work jointly on the development of theoretical perspectives, research instruments, data collection and analysis. The target population is students towards the end of secondary school (age 15).

The lack of relevance of the S&T curriculum is probably one of the greatest barriers for good learning as well as for interest in the subject. The outcome of the project will be empirical findings and theoretical perspectives that can provide a base for informed discussions on how to improve curricula and enhance the interest in S&T in a way that

1. respects cultural diversity and gender equity
2. promotes personal and social relevance
3. empowers the learner for democratic participation and citizenship

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The ROSE Project: An Overview and Key Findings

<http://www.ils.uio.no/english/rose/network/countries/norway/eng/nor-Sjoberg-Schreiner-overview-2010.pdf>

Survey results from 40 countries in the findings identify the following examples. “Girls’ and boys’ interest are *context-dependent* – and growing with level of development. The graphs (pages 19-21) illustrate that the *Context* is a key to understand the expressed interest. In sum:

- Boys’ interests (and NOT the girls’): The technical, mechanical, electrical, spectacular, violent, explosive.
- Girls’ interests (and NOT the boys’): Health and medicine, beauty and the human body, ethics, aesthetics, wonder, speculation (and the paranormal.)”

“Another example in the ROSE instruments contains 18 items that probe how young people relate to environmental challenges. The overall impression is the following: Environmental issues are important for all, but mainly for girls.” (Pages 21 – 24).

From page 26: “Very few young people agree with the statement *“I would like to become a scientist”*. In particular, there are extremely few girls who want to become scientists, and even for the boys the percentage is very low. We also observe that the more developed the country is, the lower is the wish to become scientists.

Similar responses are given to the question. *“I would like to get a job in technology”*. In Europe, around 50% of the boys give a positive response, but very few girls indicate that they want such a job. This gender difference is, indeed, dramatic, and there seems to be something about the perception of “technology” that puts off girls in a way that seems to exist in all well developed countries.”

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IRIS (Interest and Recruitment in Science)

<http://iris.fp-7.org/about-iris/>

IRIS (Interest and Recruitment in Science) will build on ROSE and explore factors influencing recruitment, retention and gender equity in SMT higher education. IRIS is a collaborative research project addressing the challenge that few young people (women in particular) choose education and career in science, technology and mathematics (STM).

Women represent the greatest recruitment potential to STM; moreover, a higher participation from women may expand the ways of thinking and working within this area and contribute to gender equity.

To understand and respond to this challenge, diverse causes and cures must be sought, ranging from school experiences and youth culture via higher education STM curricula and recruitment efforts, up to research department culture, PhD choice and employment patterns. IRIS aims to contribute to understanding and improving recruitment, retention and gender equity patterns in higher STM education.

IRIS collected data by means of an electronic questionnaire to first-year STEM students in five European countries during the period March-June 2010. We received a total of around 6277 responses. See the Publications section for the Working Documents.

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Education: Gender Equality Tip Sheets (from CIDA)

http://dsp-psd.pwgsc.gc.ca/collections/collection_2010/acdi-cida/CD4-62-2010-eng.pdf

This June 2010 document from CIDA explores the need for promoting gender equality in education. “Girls continue to comprise the majority of out-of-school children, and women the majority of the world’s adult illiterates. As long as they do, Education for All (EFA) and Millennium Development Goals (MDG) goals will not be met, fundamental human rights will not be realized, and key indicators for poverty reduction will not improve significantly. The stakes are high.

More importantly, the education sector has enormous potential to challenge and transform existing social relations, as well as to influence the acceptance of gender equality as a fundamental value and human right in society.”

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Tip sheets on education in emergencies, conflict, post-conflict, and fragile states (from CIDA)

http://dsp-psd.pwgsc.gc.ca/collections/collection_2010/acdi-cida/CD4-66-2010-eng.pdf

CIDA's focus on basic education recognizes education in emergencies, conflict, post-conflict, and fragile states as one of the keys to global achievement of the Education for All framework and Millennium Development Goals on education. With up to 50 percent of the world's out-of-school children living in fragile situations,¹ there is much work to be done to mitigate fragility, build state capacity, and seek innovative and flexible solutions to the complex realities of fragile states.

From a gender perspective:

See page 17 for a discussion of "Incorporating equality between men and women in education interventions in fragile states".

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Trends in Soil Science Education and Employment

<https://www.soils.org/files/about-society/ssa-advocacy-survey-detailed-final-report-06302010.pdf>

Abstract

During recent strategic planning exercises, the Soil Science Society of America (SSSA) identified several trends related to the soil science profession: 1) declining academic programs and course offerings at land-grant universities, 2) decreased enrollments, and 3) improved employment opportunities for soil science graduates. To quantify these trends, the SSSA conducted surveys in 2008 of soil science students, academic departments in the U.S. and Canada offering soil science courses/degrees, and employers hiring people with soil science backgrounds. Survey results confirmed that employment opportunities in soil and related sciences are increasing, although employers generally thought it would be more difficult to find soil science trained employees in the future. Although most departments indicated that student enrollments have not changed greatly over the last decade, future increases in enrollments will likely come from students enrolled in environmental and other related sciences as opposed to traditional soil science degree programs. All survey groups provided positive comments regarding the future of soil science as a profession; however, all groups indicated areas of concern that should be addressed to enhance the soil science profession relative to other related sciences. Specific recommendations for action by the SSSA are identified.

From a gender perspective:

Similar to the distribution in gender and ethnic background of faculty, the majority of students in soil science degree programs and undergraduate minors are Caucasian males. However, 57% of soil science students are male and 43% are female, compared to the 80% male, 20% female composition of soil science faculty. Soil science students are 70% Caucasian, with African-American, Asian, and Hispanic students each composing <5% of the student population.

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Chilean ex-President Bachelet to head UN women's agency

<http://www.cjad.com/news/56/1204428>

Secretary-General Ban Ki-moon announced the appointment Tuesday, September 14, 2010 of Chile's former president Michelle Bachelet to head the U.N. agency to promote women's equality, saying she will bring "dynamic global leadership" to the new post.

U.S. Ambassador Susan Rice said Bachelet "is uniquely qualified to provide the credibility, talent and dynamism that (UN Women) will need to begin its important work." U.N. Development Program chief Helen Clark, who as New Zealand's prime minister met the Chilean leader on multiple occasions, welcomed Bachelet "with open arms," saying "the U.N. is lucky to have her." UNESCO Director-General Irina Bokova said the creation of UN Women "becomes even more significant now that a person with the talent and experience of Michelle Bachelet" will lead it.

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UBC professor named NSERC Chair for Women in Science and Engineering

For more information, visit <http://www.engineering.ubc.ca/news/2010/aug24.html>

University of British Columbia mechanical engineering professor Elizabeth Croft has been named the Natural Sciences and Engineering Research Council (NSERC) Chair for Women in Science and Engineering for the British Columbia and Yukon Region.

The primary focus of the chair is to increase the participation of women in science and engineering and to provide role models for women active in, and considering, careers in these fields.

As Chair, Croft will focus on awareness and outreach programs to recruit women and under-represented minorities into engineering and technology-related sciences; develop strategies for educational mentorship and support; and create networks for advancement as professionals.

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NSERC Chairs for Women in Science and Engineering

The Chairs for Women in Science and Engineering program is regional, with one Chair for each of the Atlantic, Quebec, Ontario, Prairie, and British Columbia and Yukon regions. The goal of this Chair program is to increase the participation of women in science and engineering and to provide role models for women considering careers in these fields. The criteria for applying for these positions are posted at http://www.nserc-crsng.gc.ca/Professors-Professeurs/CFS-PCP/CWSE-CFSG_eng.asp.

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Making the Most of the MDG Summit

Making the Most of the Millennium Development Goals Summit: Advancing Progress Through the Empowerment of Women and Girls

<http://www.state.gov/s/gwi/rls/rem/2010/146926.htm>

From a speech made by Melanne Verveer, Ambassador-at-Large for Global Women's Issues, U.S. Department of State:

“Investing in women is also a key pillar of the President’s Feed the Future Initiative, which was developed under Secretary Clinton’s leadership. It is a \$3.5 billion commitment to strengthen the world’s food supply, so farmers can support their families and food can be available more broadly. It focuses on sustainably reducing hunger through greater agriculture productivity and recognizes that most of the world’s food is grown, harvested, stored and prepared by women who comprise the great majority of the world’s small-holder farmers. *To that end, it recognizes that women farmers have*

specific needs for training, access to financial services, markets and decision-making if they are to become more agriculturally productive. In some regions, women produce 70% of food, earn 10% income, and own only 1% of land. The reform of land tenure and property rights, as well as inheritance laws, can help advance women in farming and help to secure the world's food supply."

"Women are also instrumental to the US response to the challenge of climate change. As part of the effort to address climate change the US will contribute our share as called for in the Copenhagen Accord for "fast-start" funding to help meet the adaptation and mitigation needs of developing countries, including clean energy technologies. Women in the developing world are the hardest hit, whether by tsunamis or droughts. They are 70% of the small scale farmers and have primary responsibility within their families for securing water, food and energy sources.

They are also key problem solvers who can play a significant role in safeguarding their families and communities from environmental hazards and promoting sustainable solutions to climate change. For example, new small-scale technologies such as cook stoves and solar lanterns can not only make a difference through the agency of women who are the primary consumers of these products but also become sustainable businesses and promote women's economic empowerment. Women can play a role in assembling, selling and repairing these products, and also contribute to the development of a new green economy.

To this end, Secretary Clinton will soon announce a new major initiative—a public-private partnership that will safeguard health, promote women economic empowerment and the environment—and thereby to further the MDGs."

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U.N. Climate Body Urged to Take Lead in Gender Focus

<http://ipsnews.net/news.asp?idnews=52765>

UNITED NATIONS, Sep 8, 2010 (IPS) - Two weeks before the 2010 Millennium Development Goals (MDGs) review summit at the United Nations, concerns are being raised that gender equality is still largely divorced from efforts to address climate change, even though women have a critical role to play in solving - and are often most affected by – the problem.

Rebecca Pearl, a senior policy advisor for Climate Change at Oxfam America, told IPS that the two MDGs "are often seen in isolation and there is little overlap with the streams of implementation to ensure that environmental initiatives include a gender approach".

Many organisations and scientific bodies that deal with climate change still lack a gendered approach to their research and ignore the different ways in which the sexes may be affected by natural disasters, she said.

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Thematic Paper on MDG3: Promote Gender Equality and Empower Women

http://www.unifem.org/materials/item_detail.php?ProductID=179

This 56 page paper is a chapter of a United Nations Development Group (UNDG) publication titled *UNDG Millennium Development Goals Thematic Papers*. The chapter focuses on Millennium Development Goal no. 3 (MDG3): Promote Gender Equality and Empower Women, and was produced collaboratively by UNDG members, led by UNIFEM and UNDP.

The paper identifies promising or successful experiences in country efforts to move towards achieving MDG3, and summarizes key lessons and future measures conducive to accelerating progress. The focus of the paper is on the national and local level; on country-led (rather than UN) efforts; and on a range of immediate and underlying factors that appear to be important or essential in enabling progress under differing conditions and country circumstances. The paper draws on the ideas, experiences and advice of a considerable range of UN agencies and experts, including from non-governmental, academic and other sectors.

“RECOMMENDATIONS FOR ACCELERATING PROGRESS

Based on analysis of key interventions that have made a difference, there are eight key policies and/or actions that have potential to propel progress:

1. Remove key barriers to girls’ education, including by providing scholarships, cash transfers and eliminating user fees; tracking completion and attendance rates; improving the quality of education, including tackling violence against girls in school; and scaling up investments in girls’ enrolment in secondary school.
2. Make the generation of full and productive employment and the creation of decent work and income the primary goal of macroeconomic, social and development policies, including by promoting equal skills development and employment opportunities; reducing wage gaps between women and men; introducing social protection measures and labour laws and policies that are gender-responsive; and introducing and enforcing legal protections for the most vulnerable women workers.
3. Introduce positive action to improve the numbers and influence of women in all political decision-making, including by investing in women’s leadership in local decision-making structures and by creating an even playing field for men and women within political parties.
4. Invest in sexual and reproductive health, including community health approaches to tackle maternal mortality, meeting unmet need for family planning and addressing high adolescent fertility rates, as well as measures to ensure that women living with HIV have their reproductive health needs met and are able to participate fully in shaping policy to tackle the pandemic.
5. Improve national level capacity to track and report on progress, gaps and opportunities through better generation and use of sex-disaggregated data and statistics, including on time use.
6. Reduce women’s work burden through investments in infrastructure, labour saving technologies and gender-responsive economic stimulus packages.
7. Strengthen accountability for enhancing women’s rights and ending gender discrimination, including through eliminating inequalities in access to land and property and by investing in implementation of laws, policies and programmes to prevent and address violence against women.
8. Scale up and account for investments in gender equality, including by institutionalizing Gender Responsive Budgeting to ensure that financial commitments are commensurate with policy commitments to gender equality.”

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The Multidimensional Poverty Index (MPI)

<http://www.ophi.org.uk/>

See many news articles and opinions about the MPI at <http://www.ophi.org.uk/news>.

A new study of global poverty released in July 2010 by the Oxford Poverty and Human Development Initiative, a research center at Oxford University in the UK includes an index that seeks to broaden conventional measurements of poverty. It goes beyond income by reflecting a range of deprivations that afflict a person's life at the same time. The measure assesses the nature and intensity of poverty at the individual level in education, health outcomes, and standard of living.

The MPI employs ten indicators which are clustered within three aspects of human wellbeing: Health (Child Mortality and Nutrition), Education (Years of Schooling and Child Enrolment) and Standard of Living (Electricity, Drinking water, Sanitation, Flooring, Cooking Fuel and Assets).

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Trade rules don't affect gender, but national decisions do, panellists say

http://www.wto.org/english/news_e/news10_e/pfor_am_16sept10_e.htm

Multilateral trade rules do not by themselves lead to gender inequities nor to gender-neutral outcomes, a women-only panel agreed in an opening session on the second day of the WTO Public Forum. But, they said, the real impact of trade and trade policies on women comes through decisions taken at the national level on investment, resource allocation, legal enabling environments and policies.

They were speaking in a session exploring factors that influence women's role in the domestic and international economies. They sought to identify steps that could contribute to enhancing women's access to economic opportunities. The four women speakers represented diverse viewpoints: the human rights perspective, the private and public sectors, and the WTO Secretariat. Panellists began by commenting on the factors that constrain the ability of women to participate fully as economic agents in the trading system. Women's work is often concentrated in the informal sector where they may be exposed to low wages, long hours and uncertain tenure.

Lack of access to resources constrains the ability of women to enter the market economy, they said. Inadequate safety nets and support for child care limits women's flexibility in terms of time allocation among economic activities, including housework. Without adequate education and training women are less competitive in growing sectors of the economy. Management practices that fail to recognize the diverse needs of men and women may lead to women being marginalized in the workplace.

Speakers proposed solutions to these issues in many forms: approaches varying, depending on domestic conditions. A change at the national level in terms of policies and resource allocation will have the highest potential for making an impact. Rules and regulations targeted at changing outcomes for women can be useful and data collection should be improved to support enhanced evaluation.

From the private sector perspective, management systems that encourage diverse teams lead to better outcomes, the session heard. In addition there was a consensus that there was scope for multilateral efforts to play a role, particularly in raising awareness.

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Validation of a Measure of Household Hunger for Cross-Cultural Use

http://www.fantaproject.org/downloads/pdfs/HHS_Validation_Report_May2010.pdf

Governments and international and national agencies implementing food and nutrition programs need information on the population's food insecurity to inform decision making, monitor change, and evaluate impact. Often, comparative data on food insecurity are also needed. Whether it is to make comparisons between population groups, diverse cultural settings, or cross-nationally, having comparable information on food insecurity enriches the interpretation and broadens the potential use of the data. Few recognized measures of food insecurity allow for making such cross-cultural comparisons, however, resulting in a dearth of important information needed for geographic targeting, prioritization of interventions, and cross-country evaluation of policies and programs.

The aim of the study was to evaluate the internal, external and cross-cultural validity of the Household Food Insecurity Access Scale (HFIAS), a 9 item 4 frequency measurement scale to assess the access component of household food insecurity in resource-poor areas.

The study shows that a reduced scale comprised of 3 items and 3 frequency categories meets the criteria for internal, external and cross-cultural validity for the seven data sets analyzed and may have validity in broader geographic areas as well. Potential users should note that this reduced 3 item 3 frequency scale does not provide a measure of the access component of food insecurity but provides a measure of *household hunger*. Use of the 3 item 3 frequency scale should not preclude the concurrent use of a culturally-specific measure of food insecurity in those contexts or settings where a valid, culturally-specific measure of food insecurity is available or in the process of being developed.

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Gender and Value Chains

<http://www.um.dk/NR/rdonlyres/38F5DACC-401A-4CDB-B906-F7D1E56E882D/0/GenderandValueChainDevelopmentfinalwww.pdf>

The overall purpose of this evaluation study from Denmark is to examine which gender issues are important when and where in value chains – based on findings of existing evaluations complemented by other relevant studies. The focus in this report is on development interventions that explicitly or implicitly employ a value chain approach. Coverage is not limited to interventions targeting only women, but will also include evaluations and lessons learned from more generic value chain interventions insofar as they address or reflect upon gender issues.

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Food Security and Climate Change

<http://www.cbc.ca/thecurrent/2010/08/august-31-2010.html>

The Canadian Broadcasting Corporation's radio program *The Current* for August 31, 2010 featured several speakers on food security. Listen to Part 1 at the archived link:

- Darryl Wallin farms 5,600 hectares near Margo, Saskatchewan, about 200 kilometers east of Saskatoon.
- Larry Weber is an agricultural commodities analyst in Saskatoon.
- Jane Howard is with the United Nations World Food Program.

- Barry Smit is the Canada Research Chair in Global Environmental Change at the University of Guelph.

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Responding to Climate Change in Vietnam and GE

RESPONDING TO CLIMATE CHANGE IN VIET NAM: Opportunities for improving gender equality
http://www.oxfam.org.uk/resources/policy/climate_change/downloads/climate_change_gender_equality_vietnam.pdf

This discussion paper published by Oxfam and the UN in December 2009 shows how addressing gender inequality will significantly improve the effectiveness of climate change policies and strategies at all levels of Government and civil society. In fact, failing to address social development as part of the response to climate change is likely to increase social and economic inequality between men and women and among other sectors of society.

See the Recommendations section for ideas within the Vietnamese context.

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A Food Program That's Not About Food

http://www.foreignpolicy.com/articles/2010/08/26/a_food_program_thats_not_about_food

Last year, the *New York Times* splashed stark images of child malnutrition in India's hinterland across its front page. More recently, another front-page article in the *Times* reminded the world that India's hunger problem hasn't gone anywhere and told the story of how various social-safety-net programs have failed to help. As the article explains, India still faces endemic problems with chronic malnutrition and hunger -- rates of child nutrition here compare unfavorably with many countries in sub-Saharan Africa -- that government initiatives have failed to address.

The story of why hunger persists in India is long, sometimes depressing, and full of paradoxes, the central one of course being the fact that the country actually has a booming economy and robust food stocks. But really it's a story of poor planning, social exclusion, gender inequality, and above all, a government that's failing to translate new capital into broad prosperity for its people.... Research has shown that empowering women is one of the most effective ways to improve nutrition, especially for children.

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Gender Dimensions of the MDG's in Sri Lanka

http://www.undp.lk/Shared%20Documents/Gender_Dimensions.pdf

In 2005 UNDP Sri Lanka commissioned the Centre for Women's Research (CENWOR) to conduct a study on the gender dimensions of the MDGs. This study was conducted with the explicit intent of going beyond the analysis of the status of women in Sri Lanka through the lens of Goal 3, rather to look at gender issues across all dimensions of human development, including income poverty, environment, health, education and others. The main purpose of the study was to collect gender disaggregated data for assessing progress towards the achievement of the MDGs and to inform policy recommendations promoting gender equality in all dimensions of human development.

The MDGs cannot be achieved in Sri Lanka if gender equity and equality issues are not properly addressed.

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Tackling Poverty and Gender Inequality through Agricultural Commercialization in Rural Sri Lanka: a case study

http://www.fao-ilo.org/fileadmin/user_upload/fao_ilo/pdf/Papers/17_March/Wickramasinghe_final.pdf

Abstract

Agriculture is the basis of the rural economy and household livelihood strategies in Sri Lanka, where gender inequality and poverty is widespread. This paper analyses the impact of a series of IFAD interventions in the period 2001-2007 in the Matale region under the Matale Regional Economic Advancement Project (MREAP). The focus of the project was on poverty reduction through providing expanded options in agriculture. The premises on which the project was founded were twofold.

1. First, encouraging a shift from subsistence farming to agricultural commercialization can be an important way to address poverty in a sustainable manner through capital mobilization, partnership and capacity building.
2. Second, different types of interventions and the linkages between different interventions can expand employment and economic opportunities for the poor, particularly for women, and resolve issues of inequity, deprivation and social exclusion.

For the analysis of the program impact, data were gathered through a household survey and through participatory appraisals. The paper explains the ways by which the women farmers made use of the “family-focused” interventions through their consistent engagement in farming. Five categories of project interventions, namely

1. agro-wells,
2. micro-irrigation,
3. soil and water conservation with cash crop cultivation,
4. enterprise development, and
5. micro credit

are used effectively by women to enhance and expand production, employment, income and to build their own capacities to reduce gender gaps. By comparing the pre-project situation with the survey data the changes in employment, earned income, income distribution and assets are discussed. Fourteen indicators of change selected by women are used to relevant inferences.

Findings reveal that (1) project financing, (2) capacity building and vocational training, and (3) women’s social capital provided a ‘triple lane pathway’ for women to tackle the issues of poverty and gender gaps.

Modern technologies - the agro-wells, conservation measures and irrigation – enable women to expand the area under cultivation and capital investment in agriculture resulting in increased production, reduced risk, increased control over market crop production and increased income. The direct results of the interventions as perceived by women themselves include significant enhancement in solidarity, self-confidence and social recognition; increase in knowledge and awareness regarding technology and markets; increase in financial strength, income and management capacities; and increase in entrepreneurial skills. Findings suggest that the ‘triple lane pathway’ provides a package for reducing poverty and gender gaps in the rural agrarian economies.

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Does Social Capital Build Women’s Assets?

The Long-Term Impacts of Group-Based and Individual Dissemination of Agricultural Technology in Bangladesh

<http://www.ifpri.org/sites/default/files/publications/capriwp97.pdf>

This paper investigates the long-term impact of agricultural technologies, disseminated using different implementation modalities, on men's and women's asset accumulation in rural Bangladesh. Data were collected in 1996–97 to examine the effects of the adoption of new vegetable varieties and polyculture fishpond management technologies on household resource allocation, incomes, and nutrition, and a follow-up survey was conducted ten years later. We make three types of comparisons using nearest neighbour matching, comparing

- (1) early and late adopters of the technology;
- (2) NGO members with access to the technology and those without access to the technology; and
- (3) NGO members vs. non-NGO members.

Our results suggest that implementation modalities are important in determining the impact of new technologies on men's and women's asset accumulation. Women's assets increase more relative to men's when technologies are disseminated through women's groups. These findings are robust to controls for unobserved household-level characteristics. These results suggest that social capital, as embodied through women's groups, not only serves as a substitute for physical assets in the short run, but helps to build up women's asset portfolios in the long run.

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Nepal: Country Gender Profile

<http://www.jica.go.jp/activities/issues/gender/pdf/e06nep.pdf>

This profile report on gender was prepared in 2007. It includes a section on the situation of women in the Agriculture & Forestry sector.

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Gender Mainstreaming Guide for ENERGIA

<http://www.energia.org/knowledge-centre/training-material/gender-mainstreaming-guide-for-africa-biogas-partnership-programme/>

In July 2010, ENERGIA published a Gender Mainstreaming Guide for the Africa Biogas Partnership Programme (ABPP). The Guide targets non-gender specialists in recognising and addressing gender issues in their work, with the intention of demystifying gender, and clarifying the concept and practice of 'gender mainstreaming' within ABPP. Accompanied by a Resource Kit, this Guide uses experiences from Asia as well as Africa. The guide is not only limited to the ABPP and can be easily used by other biogas initiatives as well.

See the Resource Kit at <http://www.energia.org/fileadmin/files/media/pubs/Resource%20kit%20GM%20in%20ABPP.pdf>.

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Pan-African Glossary on Women and Development

http://dsp-psd.pwgsc.gc.ca/collections/collection_2010/tpsgc-pwgsc/S53-43-2009.pdf

The *Lexique panafricain de la femme et du développement* is part of continuing efforts to broaden and diversify the series of multidimensional co operation activities that the Government of Canada's Translation Bureau has initiated and carried out with the *Organisation internationale de la Francophonie* and countries using French as a common language, particularly the Southern countries.

The Translation Bureau, with its 75 years of solid experience and internationally recognized linguistic expertise, particularly in terminology standardization, worked closely with its partners (Democratic Republic of the Congo, Guinea, Mali, Senegal and the Seychelles) to compile this pan-African multilingual glossary (361 pages) that includes French (bridge language), five cross-border African languages (Creole, Fulfulde, Lingala, Mandingue and Swahili) and English (reference language). The teams from each country were able to tackle the significant challenge they faced, which was to further develop their languages in parallel and to adopt the central language, French, to a greater extent by using their own resources, capacities and inherent potential. See Section VII for the English Reference.

For example,

<p>agricultural extension officer <i>fra</i> agent de vulgarisation agricole <i>crs</i> zofisyè ki propaz lenformasyon agrikol [AA - SC] <i>ful</i> jaajnoowo ganndal ndema [AO - ML, SN] <i>ful</i> anndinoowo fii remuru [AO - SN] <i>lin</i> mopalinginyi sango ya bilanga [AC - CD] <i>man</i> sènèkaramoo [AO - GN, ML,SN] <i>swa</i> enyi kueneza maarifa [AC - CD] <i>swa</i> uwakili wa uenezu wa kulima [AC - CD]</p>	<p>woman head of household <i>eng</i> female head of household <i>fra</i> femme chef de famille <i>crs</i> fanm sef lafanmir [AA - SC] <i>ful</i> debbo gardiido galle [AO - GN, ML, SN] <i>ful</i> debbo jom galle [AO - SN] <i>lin</i> mamá mokonzi wa libóta [AC - CD] <i>man</i> muso denbayatii [AO - GN] <i>man</i> muso gatigi [AO - ML] <i>man</i> musu koridaatii [AO - SN] <i>swa</i> msimamizi mke wa jamaa [AC - CD]</p>
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fra: French *crs*: Creole *ful*: Fulfulde *lin*: Lingala *man*: Mandingue *swa*: Swahili *eng*: English

- AA: Southern Africa
- SC: Seychelles
- AC: Central Africa
- CD: Democratic Republic of the Congo
- AO: West Africa
- GN: Guinea
- ML: Mali
- SN: Senegal

In pictures: Making shea butter

<http://www.bbc.co.uk/news/world-africa-10935094>

This link takes you to a BBC slide show of 12 images. It shows how women in the village of Zoosali in northern Ghana collect the indigenous shea nut, *Vitellara paradoxa*, and make butter from it using traditional methods.

Bright Light Shines over Ghana's Shea-Nut Industry

http://www.business-times-africa.net/bt_subcat_linkdetails.cfm?prodcatID=6&tblNewsCatID=39&tblNewsID=282

Ghana is the leading producer of the nut worldwide, at about 200,000 tonnes annually. At present the nation processes 15,000 tonnes of shea-nut into the butter for export while 70,000 tonnes are processed for domestic use. The problem is that local methods of processing dominate, which are laborious due to lack of mechanisation and proper equipment.

The main industrial use of shea butter outside Africa is in cosmetics, such as moisturizer creams and emulsion, and hair conditioners for dry and brittle hair. In the confectionary industry, shea butter is also used as an ingredient in chocolate fillings.

Currently a price of US\$300 is received per tonne of raw shea-nut while a tonne of shea butter receives some US\$10,000. The price fluctuates depending on market conditions. Unlike Cocoa which is traded on the futures market at the international level and guarantees prices for cocoa farmers, the market of shea nut is not regulated in anyway.

Urgent measures are required to stem the practice of the locals cutting down the shea trees for firewood and for charcoal. Another issue has to do with the advent of vast mango and jatropha plantations in the northern part of the country, in which case shea trees are being cut down and replaced by these plantations. It takes between 25 and 30 years for the shea nut trees to begin bearing fruits. However, the Council for Scientific and Industrial Research (CSIR) recently came up with varieties that cut down on the gestation period to between six and 10 years.

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Natural Resource Management: The Impact of Gender and Social Issues

<http://www.idrc.ca/openebooks/483-3/>

This book reveals how innovation in natural resource management can contribute to rural poverty reduction. Drawing from research throughout eastern and southern Africa, the contributing authors present a synthesis of lesson from both policy and practice. They look at various multi-stakeholder approaches to natural resource management, showing which ones have worked and why. They describe how researchers and development practitioners navigate the dynamics of complex socio-ecological systems. They analyze the outcomes and impacts of development projects, and present comparative insights on methodological, technological, policy, and institutional innovations.

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The Phantom Statistic

<http://genderfoodpolicy.wordpress.com/2010/08/13/video-the-phantom-statistic/>

This 10 minute video (on YouTube) by the FAO addresses the importance of reducing the gender data gap in agricultural statistics. This is a tool that can be used to raise awareness in organizations about the rationale for collecting gender disaggregated data.

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WikiGender

http://wikigender.org/w/index.php/New_Home

Wikigender is a project initiated by the OECD Development Centre to facilitate the exchange and improve the knowledge on gender equality-related issues around the world. A particular focus lies on gathering empirical evidence and identifying adequate statistics to measure gender equality. In this respect, Wikigender serves as a pilot project for the OECD Global Project on Measuring the Progress of Societies. Based on the work of the OECD Gender, Institutions and Development Data Base, Wikigender aims to highlight the importance of social institutions such as norms, traditions and cultural practices that impact on women's empowerment.

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Women at work: still behind on the bottom line

<http://www.theglobeandmail.com/news/national/women-at-work-still-behind-on-the-bottom-line/article1699176/>

Women in Canada earn less than two-thirds of what men do, a ratio that has scarcely budged in more than a decade and is well below that of other developed countries.

The findings, contained in Education Indicators in Canada, a wide-ranging collection of data released by the Council of Ministers of Education, Canada, are partly the result of women often choosing less lucrative occupations than men – social work, say, as opposed to engineering – as well as entrenched biases in the workplace.

Less clear is why, when compared to the 30 other countries in the Organization for Economic Co-operation and Development (OECD), Canada lags in pay equity. Experts, however, point to Canada’s less generous parental benefits and the fact that a higher percentage of Canadian women hold part-time jobs.

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Education Indicators in Canada: An International Perspective 2010

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/253/indicators-perspective-int-spet2010.pdf>

The Council of Ministers of Education, Canada (CMEC), released extensive data in September 2010 on Canada’s education systems as part of its ongoing commitment to quality education data and research. The second report in a series begun in 2009 expands on the data collected for the Organization for Economic Cooperation and Development (OECD)’s flagship publication, Education at a Glance, which was released today in Paris. CMEC’s report facilitates the comparison of education systems in Canada’s provinces and territories with those of OECD member countries.

Of particular note in the 2010 report:

1. One in two adult Canadians have completed postsecondary education, compared to one in three for OECD countries as a whole.
 2. Across Canada, as in most OECD countries, female students are more likely to graduate from high school than male students, and to continue to postsecondary education and graduate with a college diploma or university degree.
 3. The data in the report show the value of education to individuals and societies: people with postsecondary education, particularly university education, have higher levels of employment and significantly higher earnings. University graduates in Canada, including those with advanced degrees, earned 75 per cent more in 2007 than people with only a high-school diploma. The same pattern is seen across OECD countries.
 4. The participation of adults in ongoing education and training in Canada (42 per cent) is similar to the average across OECD countries (41 per cent). Participation tends to be highest among people who have recently entered the workforce and among those with higher educational attainment.
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Education at a Glance 2010: OECD Indicators

http://www.oecd.org/document/52/0,3343,en_2649_39263238_45897844_1_1_1_1,00.html

Across Organization for Economic Cooperation and Development (OECD) countries, governments are seeking policies to make education more effective while searching for additional resources to meet the increasing demand for education.

The 2010 edition of Education at a Glance: OECD Indicators enables countries to see themselves in the light of other countries' performance. It provides a rich, comparable and up-to-date array of indicators on systems and represents the consensus of professional thinking on how to measure the current state of education internationally.

The indicators show who participates in education, how much is spent on it and how education systems operate. They also illustrate a wide range of educational outcomes, comparing, for example, student performance in key subject areas and the impact of education on earnings and on adults' chances of employment.

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The Institute for International Women's Rights at U of W

<http://www.uwinnipeg.ca/index/gc-iiwr>

The Institute for International Women's Rights provides opportunities for research, learning, dialogue, and action on Women's Rights in collaboration with groups and organizations within the University of Winnipeg, such as the Institute for Women's and Gender Studies, and in the larger community. It is part of the Global College, which is an action-oriented, multi-disciplinary forum for Canadian and international students bringing students and community members into contact with local faculty, visiting scholars, local leaders and notable speakers from around the world to discover their role within the local and global community, our responsibility to protect and responsibility to act.

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How to feed a hungry world

<http://www.nature.com/nature/journal/v466/n7306/full/466531a.html>

Producing enough food for the world's population in 2050 will be easy. But doing it at an acceptable cost to the planet will depend on research into everything from high-tech seeds to low-tech farming practices.

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Food: The growing problem

<http://www.nature.com/news/2010/100728/full/466546a.html>

World hunger remains a major problem, but not for the reasons many suspect. *Nature* analyses the trends and the challenges of feeding 9 billion by 2050.

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