

A Gender Focused Analysis of Learning Processes of Smallholders within a Development Program in Nepal

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Picture: Study site Bardiya/Nepal
Source: Katharina Zangerle



SAF-BIN key facts:

Strengthening Adaptive Farming
in Bangladesh, India & Nepal

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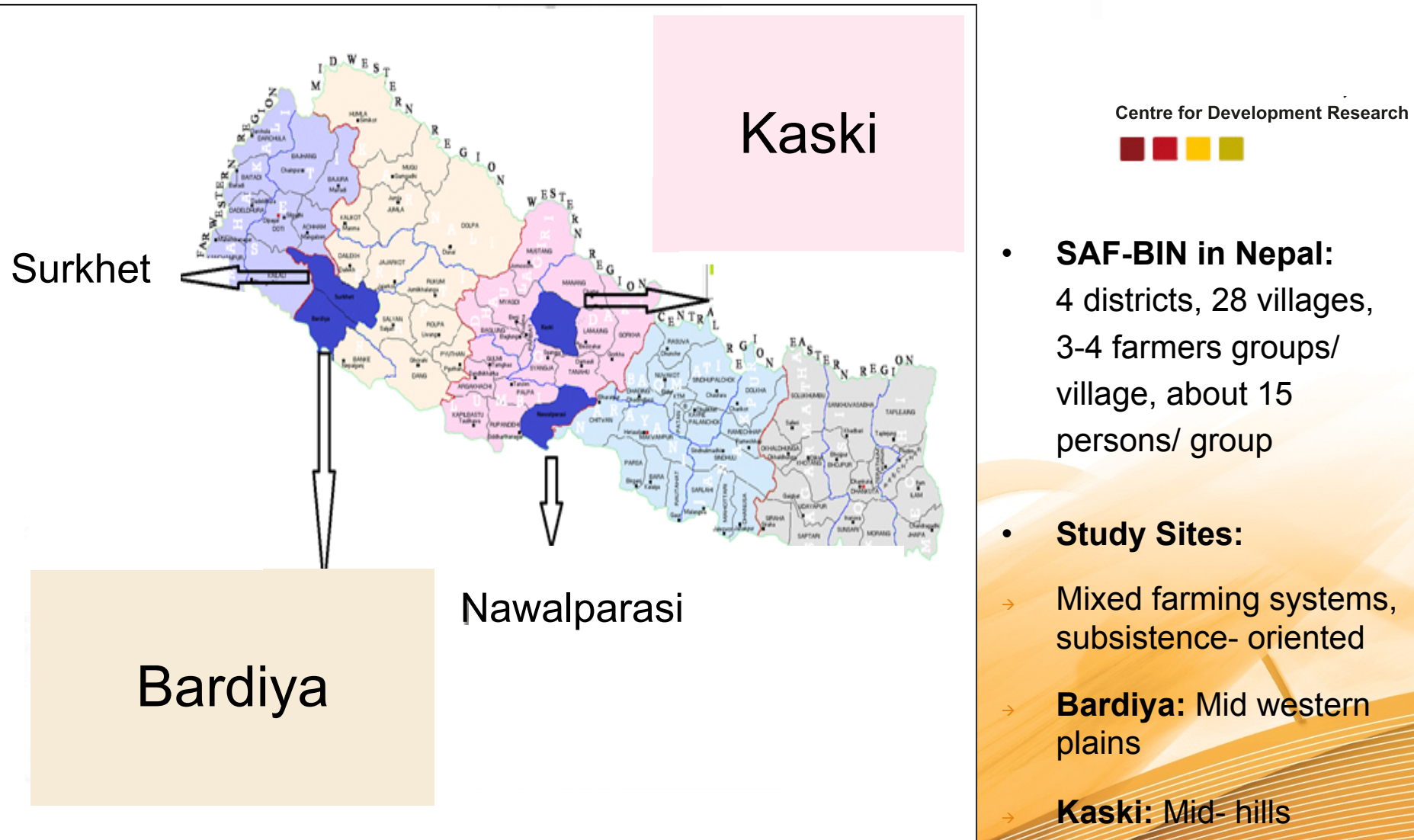
- Research and development program
- Duration: 5 years; since 2011
- Objective: Promote local food and nutritional security through adaptive small scale farming in the context of climate change (SAF-BIN 2011)



SAF-Bin project is funded by the Global Programme on Agricultural Research for Development (ARD) of the European Union



SAF-BIN in Nepal & Study Sites



Research Questions

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- In which ways do the activities within SAF-BIN allow learning?
- Which learning outcomes are realized?
- In which way do these learning outcomes differ between men and women?

Theoretical approach

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- **Transformative Learning Theory**

- Critical reflection, Dialogue, Individual experience are essential for learning
- Instrumental learning gaining technical skills and knowledge
- Communicative learning ... communication skills

(Mezirow et al. 2009)

- **Gender perspectives**

- Theory of practical and strategic gender needs (Moser 1993)
- Intersectionalities (Crenshaw 2004)

Methodology – Qualitative design

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- **2-months field study**

- Problem-centered interviews with SHFs (#22) and project staff (#11)
- Observation: living context and learning activities (group meetings, field trials)
- Field-work diary, records, photographs, transcription with software f5

- **Analysis**

- Descriptive statistics
- Content Analysis and Comprehensive Structural Analysis (Lueger 2010)
with software Atlas.ti

Results I: Gender distribution & learning activities

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	Bardiya		Kaski	
	Female	Male	Female	Male
Group 1	13	2	14	1
Group 2	8	7	13	2
Group 3	13	2	13	3

→ Different age classes, ethnicities,
marital status

- Group meetings
- Design of plots
- Monitoring of field trials
- Interpretation of results

→ These activities allow
transformative learning through the
participative character
and supportive project staff

Results II:

Instrumental learning outcomes

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Topic	Learning outcomes	Notable gender outcome
Climate Change	Knowledge about global and regional Climate Change (CC), CC adaption, links between CC and farming	-
Cultivation practices/ Inputs	Use of different crop varieties/ Line sowing instead of broadcasting/ Application of organic fertilizers/ mulching	Especially men
Management	IPM/ Water management/ Farm management	Especially men
Health	Nutrients (application: cooking, kitchen gardening), Potential impacts of chemical pesticides and fertilizers on health	Especially women learned about health issues
Farming as business	Sell vegetables at market, diversification and professionalization	

Results III:

Communicative learning outcomes

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Topic	Learning outcomes	Notable gender outcome
Planning	Defining problems and short-term and long-term objectives	Especially women
Management	Organization skills e.g. assign functions of group members	-
Communication	Presentation skills and techniques, networking, decision making, self-confidence	Especially women (except for decision making!)
Analytical capacities	Analytical and methodological awareness	-
Concepts	Concepts e.g. sustainability, empowerment, leadership, gender equality, capacity building	Especially women



Conclusions

- **Participative and regular activities & skilled facilitators** support learning
- SAF-BIN can be a **platform** for **transformative learning**
- **Men** are more likely to achieve **technical learning outcomes** and **women** are more likely to achieve **communicative learning outcomes**
- **Topics for further research**
 - Results indicated that mixed smallholder farmers' collectives regarding different socioeconomic factors facilitated elements of transformative learning
 - Project activities facilitated elements of transformative learning also for project staff and non-participating farmers.

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