

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

**Katharina Zangerle¹, Lorenz Probst¹, Romana Roschinsky¹, Maria Wurzinger¹,
Manindra Malla², Chintan Manandhar²**

¹ University of Natural Resources and Life Sciences (BOKU),
Centre for Development Research (CDR), Austria

² Caritas Nepal, Nepal

Picture: Study site Bardiya/Nepal
Source: Katharina Zangerle



SAF-BIN key facts:

Strengthening Adaptive Farming
in Bangladesh, India & Nepal

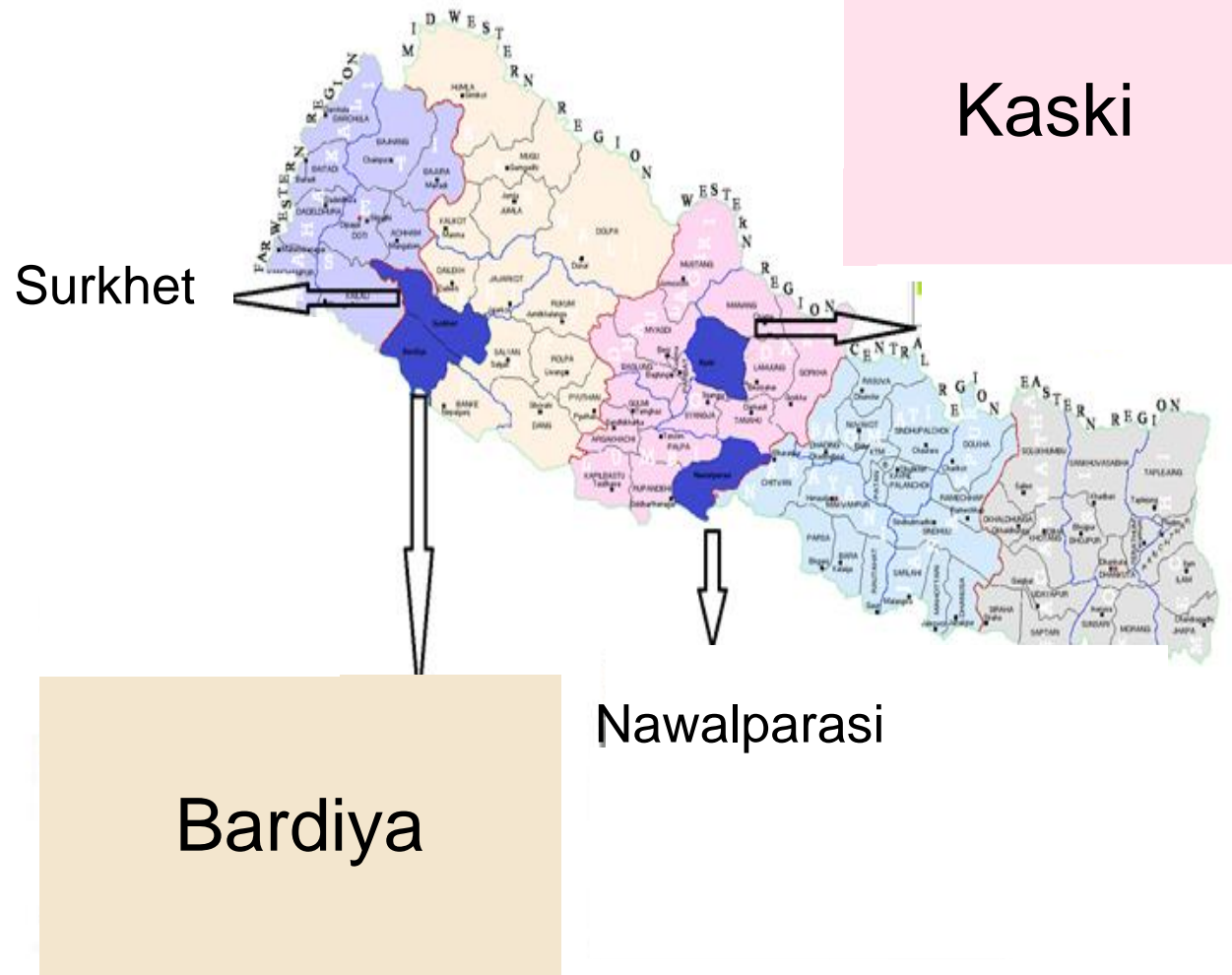
- Research and development program
- Duration: 5 years; since 2011
- Objective: Promote local food and nutritional security through adaptive small scale farming in the context of climate change (SAF-BIN 2011)



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



- **SAF-BIN in Nepal:**
4 districts, 28 villages,
3-4 farmers groups/
village, about 15
persons/ group
- **Study Sites:**
 - Mixed farming systems,
subsistence- oriented
 - **Bardiya:** Mid western
plains
 - **Kaski:** Mid- hills

Research Questions

- 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

- **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

- **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

	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

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

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**
- **Chances** for learning and empowerment: e.g. addressing issues like postharvest handling of crops, animal husbandry, management of crisis, women in higher positions, motivating women for technical topics
- Further research: **Which processes lead to inequalities?**

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

Katharina Zangerle¹, Lorenz Probst¹, Romana Roschinsky¹, Maria Wurzinger¹, Manindra Malla², Chintan Manandhar²

¹ University of Natural Resources and Life Sciences (BOKU),
Centre for Development Research (CDR), Austria

² Caritas Nepal, Nepal

Picture: Study site Bardiya/Nepal
Source: Katharina Zangerle



European
Commission

This research has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of Caritas Austria and its partners and can under no circumstances be regarded as reflecting the position of the European Union.

References

Crenshaw, K. (2004): Intersectionality: The Double Bind of Race and Gender. Perspectives Magazine. (online): http://www.americanbar.org/content/dam/aba/publishing/perspectives_magazine/women_perspectives_Spring2004CrenshawPSP.authcheckdam.pdf. [Abgerufen: 13.06.2015].

Duggan, L., Nisonoff, L., Visvanathan, N., Wiegiersma, N. (2006): The Women, Gender and Development Reader. Sixth impression. Malaysia: Forum.

Farming First (2013): The female facts of farming. (online) <http://www.farmingfirst.org/portal/gender/>. [Abgerufen: 25.01.2013].

Giro (2009):

Food and Agriculture Organization of the United Nations (FAO) (2014): Fact Sheet Nepal. Women in Agriculture, Environment and Rural Production. (online) <ftp://ftp.fao.org/sd/sdw/sdww/Nep.pdf> [25.07.2014].

Lueger, M. (2010): Interpretative Sozialforschung: die Methoden. Wien : Facultas.WUV.

Mezirow, J., Taylor, E.W. & Associates (2009): Transformative Learning in Practice. Insights from Community, Workplace and Higher Education. San Francisco: Jossey-Bass.

SAF-BIN (2011): Strengthening Adaptive Farming in Bangladesh, India & Nepal (online) <http://www.safbin.org/home>. [Abgerufen: 30.10.2013].