Module-1 **Introduction to Gender Inclusivity**

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| Session-1 | What is gender? key gender concepts and  definitions, key gender inclusivity? |
| Session-2 | Definition and importance of gender inclusivity |
| Session-3 | Gender roles and stereotypes in coffee farming |
| Session- 4 | Benefits of gender inclusivity (increased productivity, improved decision- making) |

**About the module**

A quick guide on key gender concepts and definitions, as well as key

gender inclusion, and its benefits over the productivity and improved in decision making of coffee farmers.

**Training material required**:

* Coloured cards
* Flip charts
* Markers

**Session’s duration:**

2 hours

Session 1

What is Gender & Sex

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| **Gender** refers to the **social differences** and relations between men and women, girls and boys, that are learned, vary widely within and between cultures, and change over time. Boys and girls learn about gender rules and relations while they are growing up. These rules determine what chances they will have in life.  Gender is an **important variable in society** and is affected by other variables such as age, class or caste, race or ethnicity, or disability, and by the geographical, economic and political environment.  Gender is defined by FAO as ‘ the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men. But socially constructed. | **Gender is different from sex**  **Sex** is about **biological differences**. People  are born male or female. With very few  exceptions they remain male or female  throughout their lives in terms of their  biological make-up. The biological differences between men and women are universal and are generally difficult to change.  Unlike gender, sex differences are not affected by history or culture. For  example, at all times in history and in all societies, it remains true that only  women can give birth and breastfeed and only men can produce sperm and grow a beard |

**Key concepts of Gender**

**Gender roles** are ascribed and learned behaviours in a given society, community or other

social group which determine what activities, tasks and responsibilities are perceived as

‘male’ or ‘female’. Gender roles are affected by age, class, race, ethnicity and/or religion and also by the broader social, economic and political environment.

**Productive activities** refer to the production of goods and services for consumption and

trade, including home/subsistence production which generates an income.

**Socio-cultural/community activities** refers to the collective organisation of social events

and services, including ceremonies and celebrations, community improvement activities,

participation in groups and organisation, local political activities.

Reproductive activities refer to childbearing and child rearing responsibilities which are

essential to the economy and reproduction of the workforce. These include care and

maintenance of the household and its members, food preparation water and fuel collection,

shopping, housekeeping and family health care.

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**Gender roles and the ‘triple-burden’**

Gender roles are ascribed and learned behaviours in a given society, community or other

social group which determine what activities, tasks and responsibilities are perceived as

‘male’ or ‘female’. Gender roles are affected by age, class, race, ethnicity and/or religion and also by the broader social, economic and political environment. Many women carry the triple burden of economic productivity, community managing work and reproductive responsibility. The practical outcome of this reality means women’s actual working hours tend to outnumber those of men whose work remains primarily in the economically productive sector.

**Economic productivity**

This refers to the market production and home/subsistence production which generates an

income (whether financial or in-kind). Women’s productive roles can include cash and

subsistence farming (whether or not they control any income from their labour), fishing,

foraging in forests, care of livestock, marketing and transporting, food processing for sale,

cottage or home based industries (micro-enterprises), and waged/formal sector

employment.

**Community managing work**

This refers to the role women have in both urban and rural contexts to make sure that

limited resources are allocated throughout their communities, especially in conditions

where the state or non-governmental organisations are not fulfilling their own duties to provide basic services such as food, sanitation, water, healthcare and education. This can

mean taking primary responsibility for organising and mobilising groups to bring

about needed change for communities.

**Reproductive responsibility**

This refers to the childbearing and child rearing responsibilities – usually borne by women –

which are essential to the economy and reproduction of the workforce. This also includes

activities to ensure the provision of resources at the community level. The work is not considered productive.

**Gender Equality Vs Gender Equity**

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| **Gender Equality**  The **state or condition** that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural). | **Gender Equity**  Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting **differential treatment** of women and men (**or specific measures)** in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field. |
| **Example:** A family has limited funds, and both daughter and son need new pair of shoes for the new school year, but only one can get new shoes this year. If the family decides (and who in the family decides?) which child will get the new shoes based on the child’s NEED, and not on the child’s sex, this is an example of  gender equality**.** | **Example:** Provision of leadership training for women or establishing quotas for women in decision-making positions in order to achieve the state of gender equality |
| **IMPORTANT POINT!** Equity leads to equality! Equity means that there is a need to continue taking differential actions to address historical inequality among men and women and achieve gender equality! | |

**Session-2**

**Definition and importance of Gender inclusivity**

The term 'gender inclusive' refers to policies, language, and other societal frameworks that respect and acknowledge all gender identities. Gender inclusive language, for instance, does not favor a particular gender and is sensitive to a person's gender. It is a significant marker of gender equality and aims to reduce gender bias

Gender inclusion is a concept that transcends mere equality. It is the notion that all services, opportunities and establishments are open to all individuals’ men, youth and women stereotypes do not define societal roles and expectations.

Already facing bias and discrimination, women, youth men with diverse sexual orientations and gender identities, and other excluded groups are unfairly impacted by these trends. This prevents them from fully enjoying their human rights and taking or joining action to tackle the root causes of discrimination.

**Social Exclusion:** A process by which individuals, communities, members of a group are relegated to the fringes of society and prevented from participating in and benefiting from economic, social and political life Causes of exclusion Caste, ethnicity, religion, gender, disability, poverty, location etc.

**Social Inclusion:** A process which supports the excluded class of society by removing hurdles, to ensure equal opportunities to all, to create conditions that will enable full and active participation of all individuals without any form of discrimination-meaningful participation

Social inclusion happens through Strengthening capacity of excluded persons and groups and their institutions/organisations. Awareness raising on identity, representation, participation and rights

Amending discriminatory laws, rules, policies and procedures and addressing needs, including applying positive discrimination. Providing equal access and opportunity to resources, such as Agri inputs, information trainings, which results in reducing barriers to meaningful participation.

**Session-3   
Gender roles and stereotypes in coffee farming**

Due to socialization and conditioning of girls from younger age the gender stereotype approach is developed. Defined gender roles and divisions of labour exist at each node of the coffee value chain. These include women’s significant contributions of unpaid labour to coffee production and post-harvesting activities, while men maintain control over decision-making and sales and negotiation. These roles as defined by social norms or perceived gender-specific limitations of natural abilities shaping how men or women could engage in different activities—which can limit women’s efforts to expand and upgrade their roles in coffee value chain activities.

Men are in charge of coffee production activities and making decisions over these activities, women contribute to cleaning and management activities, and are heavily involved in coffee harvesting, which requires hard physical labour to pick and carry baskets of ripened cherries. Still, there is a perception that women cannot participate in other post-harvest activities, such as transporting bags of coffee, because this task is thought too physically demanding. Women are responsible for other time-consuming and laborious coffee processing activities. Men manage most coffee sales and negotiations with the buyer. If sales occur at the household, women can participate, under the direction of their husbands.

Access to resources varies, limits both men and women farmers’ ability to advance in the coffee value chain. For example, men and women both lack access to reasonable credit options, hindering their ability to hire additional coffee farm labour or to purchase equipment that would reduce women’s time burdens. In addition, women’s time use is constrained by expectations and normative tasks in ways that men are not constrained

**Session-4**

Benefits of gender inclusivity (increased productivity, improved decision- making)

As mentioned in the Session 3 the gender stereotypes constraint the productivity of women and participation and decision making.Gender inclusivity is the idea that all privileges and services are available to everyone regardless of sexual disposition (United Nations, Gender-inclusive Language). It is the availability of all resources and opportunities to everybody, irrespective of their biological structure as male or female. Gender inclusivity in employment improves economic growth by increasing labour force and productivity. The indirect effects of gender inclusion in employment can have a positive effect on economic growth. Improved access to credit, trainings and information and participation in decision making have significant implications not only for family wellbeing, enhanced food sovereignty, and livelihood sustainability, but also for the development of more equitable sociocultural gender norms, business models, and agricultural policies and programs.

**Note:** some community level role models can be discussed during the sessions.