

Women, Land, and Agriculture in Relation to Food Security¹

Presentation material web link:

https://angoc.org/wp-content/uploads/2019/09/Module-4_Gender_FINAL-PPT_ENGLISH.pdf

INTRODUCTION

Rights to land and resources are human rights, meant to be enjoyed by all persons regardless of their economic standing, race, and gender. In landscape governance, people from all backgrounds must be taken into consideration

in the distribution and management of resources. Women, in particular, play vital roles in landscape governance given their contributions to agriculture. In many Asian countries where agriculture is the main driver of economic growth, women's contributions are equal to or exceeds those of men's (FAO, 2011). However, women's access to land is often coursed through male members of their households, thus, they risk losing such access in cases of widowhood, divorce, and male outmigration from rural areas. According to an FAO report in 2011, the challenges that women face in agriculture hamper their productivity, thus contributing to the underperformance of the agricultural sector in many Asian countries. Provided apt land rights and support, women will be as productive as men. Progress on gender-equal access to land abounds in the laws and policies in the Philippines, yet obstacles such as patriarchal attitudes rooted in culture or religion, lack of information, and lack of political will and resources remain.

Tip 1. *You may begin the discussion with a short video highlighting our common humanity, to set the scene. For example, Michael Jackson's "Black and White" music video exemplifies diversity, and shared humanity: <https://www.youtube.com/watch?v=3lw-vUBo7v4>*

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LEARNING OBJECTIVES

- ❑ Introduce basic gender concepts
- ❑ Discuss equality and introduce the Gender Evaluation Criteria
- ❑ Discuss the status and roles of women in agriculture and food security
- ❑ Reflect on the challenges and opportunities for women in agriculture and food security

INTRODUCTION TO GENDER CONCEPTS

In Filipino, *kasarian* may refer either to sex or to gender. The difference between the latter two concepts are as follows:

Sex refers to the natural and biological characteristics of men and women. It is defined by in-born physical differences between men and women. For example, women's physical attributes (presence of a womb, ovulation, lactation) allow them to bear children.

Gender on the other hand, refers to socially-constructed roles, activities, behaviors, and characteristics, that are commonly attributed to men/boys and women/girls. What is considered to be *masculine* or *feminine* is also dependent



on particular places, culture, traditions, etc. For instance, in the Philippines, skirts are often attributed to women. Yet in places like Bangladesh, males also often wear *sarongs*, which look similar to skirts.

A related concept, *gender-identity* deals with an individual's own view on what his or her gender, which may or may not correspond to his/her sex.

Finally, *sexual orientation* identifies to whom a person is attracted to, may it be to males, females, or both. Some types of sexual orientations include:

- ❑ Heterosexual – *straight*; if a person is attracted to the opposite sex
- ❑ Homosexual – *gay, lesbian, bakla, tomboy*; if a person is attracted to the same sex
- ❑ Bisexual – *bi*; if a person is attracted to both sexes

ACTIVITY 1: Perceptions on gender roles in the community

Objective: Appreciate the contributions of males and females in the community

Question for reflection: What are men and women's roles and contributions in agriculture and livelihood within the community?

Materials needed:

- Metacards
- Markers
- Manila papers
- Masking tape

Methodology:

- Separate the group into males and females – two manila papers per group
- Ask the participants to answer the question above.
- Males will answer on females' roles, and females will answer on males' roles
- Participants will have five minutes to write down into metacards their ideas on the question
- Two males will be asked to comment on the females' answers; two females will be asked to comment on the males' answers.
- Participants must discuss their answers. The facilitator will lead the reflection on the ideas posted.

RECOGNITION OF THE EQUAL RIGHTS OF MEN AND WOMEN

Everybody must have equal recognition of their contributions to land governance, and to society at large. In the community, while males and females contribute differently, everyone deserves the same rights access to opportunities: ex. education, employment, land, etc.

Tip 2. *You may play a short video to spark reflections on inequality between males and females, and initiate discussion. This video by the European Commission may be a good conversation starter: <https://www.youtube.com/watch?v=TWvJ3Dd2Y9M>*

According to the survey by Pulse Asia in 2017, 41 percent of Filipinos believe that women in the Philippines are not disadvantaged against 33 percent of respondents who believe otherwise. However, a significant portion (33 percent) still

believe that men and women are of unequal footing in Philippine society. As will be discussed further later, while there have been massive improvements in gender equality, there is still a lot of room for women's opportunities to improve.

INTRODUCTION TO GLTN'S GENDER EVALUATION CRITERIA (GEC)

At the global level, the GLTN has adopted the gender agenda during the World Urban Forum in 2006. GLTN has committed to ensure gender-responsiveness in all stages of its development and implementation of tools. The Gender Evaluation Criteria (GEC) was thus devised to evaluate whether land tools are gender-inclusive in both urban and rural settings. The GEC is being used to assess whether a land tool, plan, policy, or instrument considers the rights and needs of both men and women. At present, it has been introduced and implemented in more than 40 countries including Brazil, Uganda, Ghana, and the Philippines. There following briefly discuss the six criteria:

1. *Participation* – refers to the extent to which women and men were involved in the identification of issues to be addressed by the land tool and in the development and implementation of the tool, as well as to the extent to which the needs and concerns of both women and men were considered in the designing of the tool. Is not limited to the number of males or females that participated in the discussions, but also the level

Tip 3. *Some of the criteria in the GLTN may directly or indirectly link to the participants' views on how they assessed gender equality in the previous activity.*

ACTIVITY 2: *Parameters of Equality in Landscape Governance*

Objective: Engage in a healthy discussion on how the community and governance over land may be more inclusive to women, by reflecting on the present situation

Question for reflection: Is there equal treatment of men and women in your community and in terms of (land) governance? How can you say so?

Materials needed:

- Metacards
- Markers/pens
- Small items to be passed around

Methodology:

- Participants will be given two minutes to reflect on the question, and to write down their individual answers on small metacards
- After two minutes, participants will then be asked to form a large circle
- Facilitator/s will give two or three small items to random people in the circle (items may be microphones, pens, cups, etc.)
- Music will be played. Participants holding the small items should then pass them on to the next person on the right – this continue until the music stops.
- Persons holding the small items when the music stops should share to the group their answer to the question.
- Repeat the game 3 or 4 times.

of their participation (ex. Whether females are able to speak up; whether suggestions from females are being considered equally as suggestions from males).

2. *Capacity-building* – refers to the provision of mechanisms, including allocation of resources, to inform and educate both women and men on how to use, access, and benefit from the land tool.
3. *Legal and institutional considerations* – refer to the outcome or impact of the land tool on the protection and promotion of equal rights of women and men to land use, land access and land tenure security, and whether it complements existing gender-inclusive policies.
4. *Social and cultural impact* – refer to the contributions of the land tool to the elimination of prejudices and discriminating practices against women in land use, land access and land tenure, and therefore to the enhancement or strengthening of the status of women in families, communities and society.

5. *Economic impact* – refers to the contributions of the land tool to the increase in women’s access to economic resources, such as income, credit, land market, land production technologies, and other support services.
6. *Scale and sustainability* – refer to a tool reaching a wider set of beneficiaries, and ways to sustain this impact.

The GEC also has practical applications. These criteria may be used, among other purposes, for multi-stakeholder discussions on:

- Analysis of pending policies or laws;
- Amendment, revocation, or improvement of implementation of existing policies;
- Analysis of CSO projects; and,
- Formulating and updating plans such as the Comprehensive Land Use Plan (CLUP), Ancestral Domain Sustainable Development and Protection Plan (ADSDPP), livelihood plans, and other community plans.

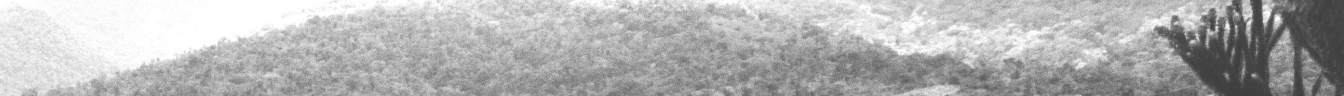
WOMEN IN AGRICULTURE AND FOOD SECURITY

Contribution of women to agriculture and food security in the Philippines and in Asia
Women directly contribute to many agricultural and post-harvest activities, such as:

- Land preparation
- Weeding
- Planting
- Gardening
- Harvesting
- Animal husbandry and taking care of livestock
- Post-processing and selling of products

Tip 4. Refer to participants’ answers in the first exercise when discussing women’s contributions to agriculture and food security

Apart from contributing to agricultural activities, women still are the primary caretakers of the household. Women cook for the household, clean the house, and do other household chores – all these contribute to the productivity of other members of the household. Since these household tasks are already being taken care of, other household members may focus better on school or work.



Providing women with access to and control over land will enable them to have more power over agriculture and household decisions. Women will be able to have a greater say on purchases that benefit the family. Studies have also shown that improving women's land rights have positive effects on household nutrition and children's education.

Women in Agriculture in the Philippines

Compared to other countries in Asia, the status of women in the Philippines is relatively higher. Men and women are more *equal* in the Philippines, relative to other Asian States. In 2018, the Philippines was 8th out of 149 countries in the world, and first in Asia in closing the gender gap, according to the Global Gender Gap Report.

In other countries in Asia, there is what is called the *feminization of agriculture*, wherein more women are engaging in agricultural activities, due to the out-migration of male labor from rural to urban areas. In the Philippines however, women also out-migrate from rural areas to pursue other employment opportunities (in cities or abroad). Thus, there has been a decline in the number of women engaged in agriculture.

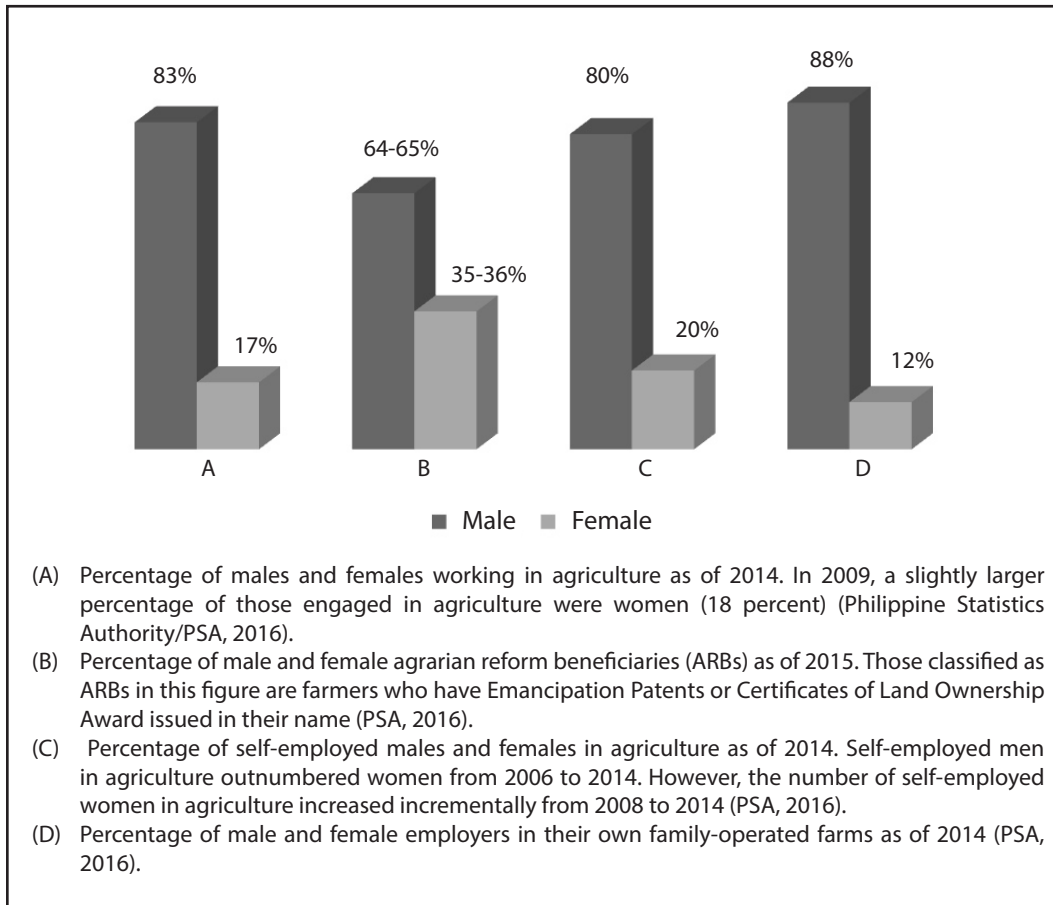
Figure 1 illustrates the status of women in agriculture in the Philippines, compared to men.

Further, as of 2017, the daily wage of male agricultural workers was at 285 PHP per day, while female agricultural workers received 256 PHP per day. It must be noted though, that the disparity in wages between sexes have started to slowly decline since 2000.

Challenges to women's rights to land and resources and opportunities for women

Equal rights of the sexes are enshrined in the 1987 Philippine Constitution, and are protected by laws such as the Magna Carta for Women. Asset reform laws such as the Comprehensive Agrarian Reform Program also has provisions on gender equality. In the country's legal framework, women have rights to land titling, access to information, share in produce, representation, among others. The Philippines is also a signatory to the UN Convention on the Elimination of All Forms of Discrimination Against Women or CEDAW.

Fig 1. Comparison of males and females in the agriculture sector in the Philippines



However, several challenges to the full realization of women’s rights persist, including:

- ❑ Belief in some communities that women are less capable than men in terms of managing and governing over land (ex. Male heirs are preferred in bequeathing land; some fisherfolk communities believe that females bring bad luck);
- ❑ Shallow provisions on women’s rights in laws or the non-implementation of gender-equality safeguards in existing policies;
- ❑ Some policies’ lack of sensitivity to the needs of women; and,
- ❑ Dominance of male leaders and decision-makers in communities, both in terms of number and influence.

Patriarchal beliefs embedded in culture may also affect women’s everyday lives and the exercise of their rights. The following table exemplifies the effects of gender stereotypes on women’s land rights:

Gender stereotypes	Implications on land access and tenure security
A woman's place is in the home/kitchen; the man is the breadwinner of the family	Men are given more opportunities to use land as a source of income, sons and other male relatives get priority in land inheritance
The man is the head of the family	Land tenure instruments (e.g. land titles, leasehold contracts, usufruct certificates, etc.) are placed in the name of the man
Women are weak, dependent and emotional, whereas men are strong, independent and rational. Thus, men are better leaders than women	Women are not involved in decision-making pertaining to land and other properties of the family; women are not on the or are less represented in community decision-making structures

Source: Rebecca Ochong, Land and GLTN Unit, UN Habitat (2017)

Yet several opportunities for advancing women's land rights await maximization:

- ❑ In the Philippines, there are government and CSO initiatives to increase women's access to and control over land (ex. titling initiatives; joint-titling)
- ❑ There is a recognition that women's ownership of land and ability to decide over land signify an increase in women's status in society.



- ❑ There is no shortage of strong women leaders among farmers and indigenous peoples. Many indigenous groups give high regard to the *bae*, or the female equivalent of a *datu*. ❑

ACTIVITY 3: Challenges and Opportunities for Women (30 minutes)

Objective: Facilitate group-thinking on how challenges within the community may be resolved with, and how opportunities may be maximized.

Questions for reflection:

- What are the challenges in the realization of land rights for women in the community? How can these be resolved?
- What opportunities are available for women in terms of land rights and livelihood?

Materials needed:

- Metacards
- Markers
- Manila papers
- Masking tape

Methodology:

- Group the participants by community. Groups should be mixed, consisting of men, women, and youth
- Participants will have 15 minutes to discuss the guide questions
- Groups will write down their answers on the manila papers provided
- A facilitator and documentor per group from will be assigned per group
- Each group will have to present their outputs in front of everyone else
- The facilitator will lead the reflection on the ideas posted

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