

# Landscape Governance Training of Trainers

## Women, Land, and Agriculture in Relation to Food Security<sup>1</sup>

<sup>1</sup> This material was presented during the Landscape Governance Training of Trainers held in June and July 2019 in Cagayan de Oro City, Misamis Oriental and Valencia City, Bukidnon in Northern Mindanao, Philippines as part of the project on *Improving Tenure Security of Smallholder Farmers in Select Areas in the Philippines*. This project is implemented by the Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC) in partnership with Xavier Science Foundation, Inc. (XSF), with technical support from Global Land Tool Network (GLTN) as facilitated by the UN-Habitat. The initiative aims to secure the tenure of about 2,500 households of indigenous peoples in two municipalities in Bukidnon, Northern Mindanao. This project is funded by German Federal Ministry of Economic Cooperation and Development/BMZ and UN-Habitat as part of the “Secure Access to Land and Resources (SALaR)” program. The views indicated in this material do not necessarily reflect those of the GLTN and BMZ.



# Women, Land, and Agriculture in Relation to Food Security



## 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

# Gender, Land, and Agriculture in Relation to Food Security



## Outline

- I. Gender concepts
- II. Gender equality, and the Gender Evaluation Criteria
- III. Women in agriculture

“Black or White”  
Michael Jackson  
1991



**HD**

“Iba't iba ang tao sa mundo, iisa ang kulay ng dugo”



Everybody's Different.

Everybody's Human.



# Gender Concepts

# What is *kasarian*?

SEX

GENDER



# What is sex?

- Sex refers to the natural and biological characteristics of men and women
- Defined by in-born physical differences between men and women

*Ex. Women's physical attributes allow them to bear children*





# What is gender?

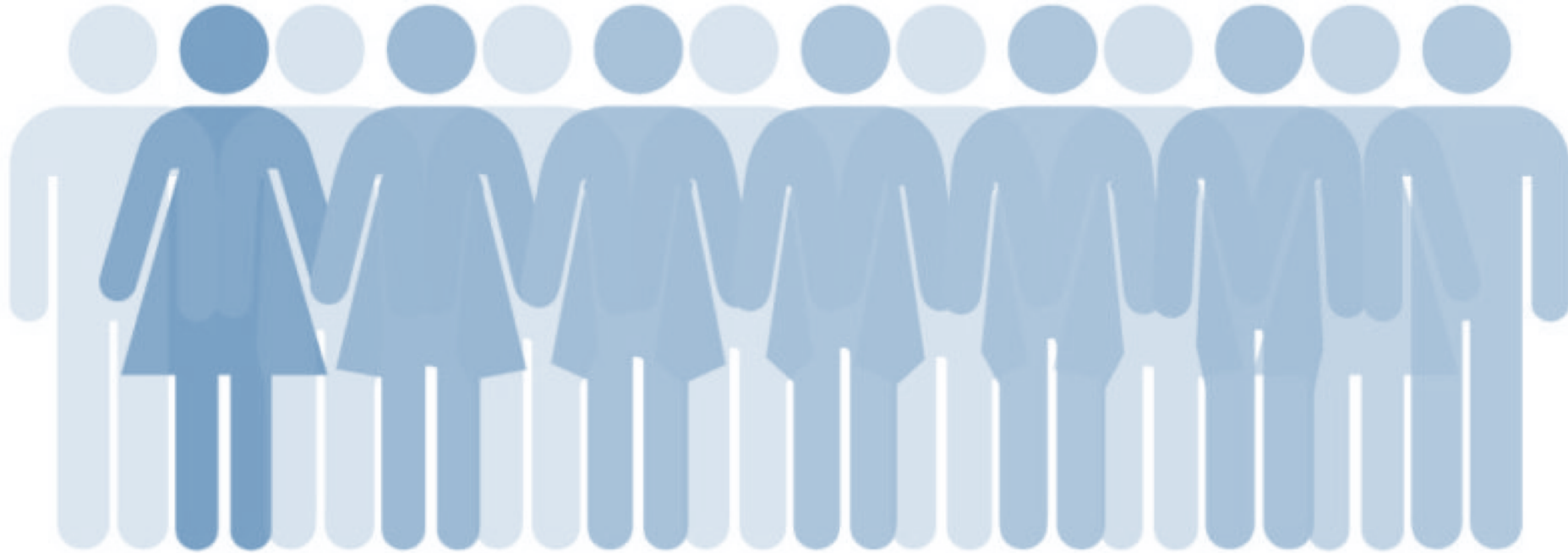
- Socially-constructed roles, activities, behaviors, and characteristics, that are commonly attributed to men/boys and women/girls
- What is considered *masculine* or *feminine* is also dependent on particular places, culture, traditions, etc.

*Ex. In the Philippines, skirts are often attributed to women. Yet in places like Bangladesh, males also often wear sarongs, which look like skirts.*

- *Gender identity* – is the individual's view on what his or her gender is (which may or may not correspond to his/her sex)



# Sexual Orientation



- To whom a person is attracted to (may it be to males, females, or both)
- Some types of sexual orientations are the following:
  - ✓ 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)

# Exercise 1

Form two groups according to *sex*:

- One group for females
- One group for males

**Materials needed:**

metacards, markers, manila papers

Time allotted: 15 minutes (5 minutes for metacards; 10 minutes for discussion)

## Exercise 1

Using your metacards, answer this question:

***What are men and women's roles and contributions in agriculture and livelihood within the community?***

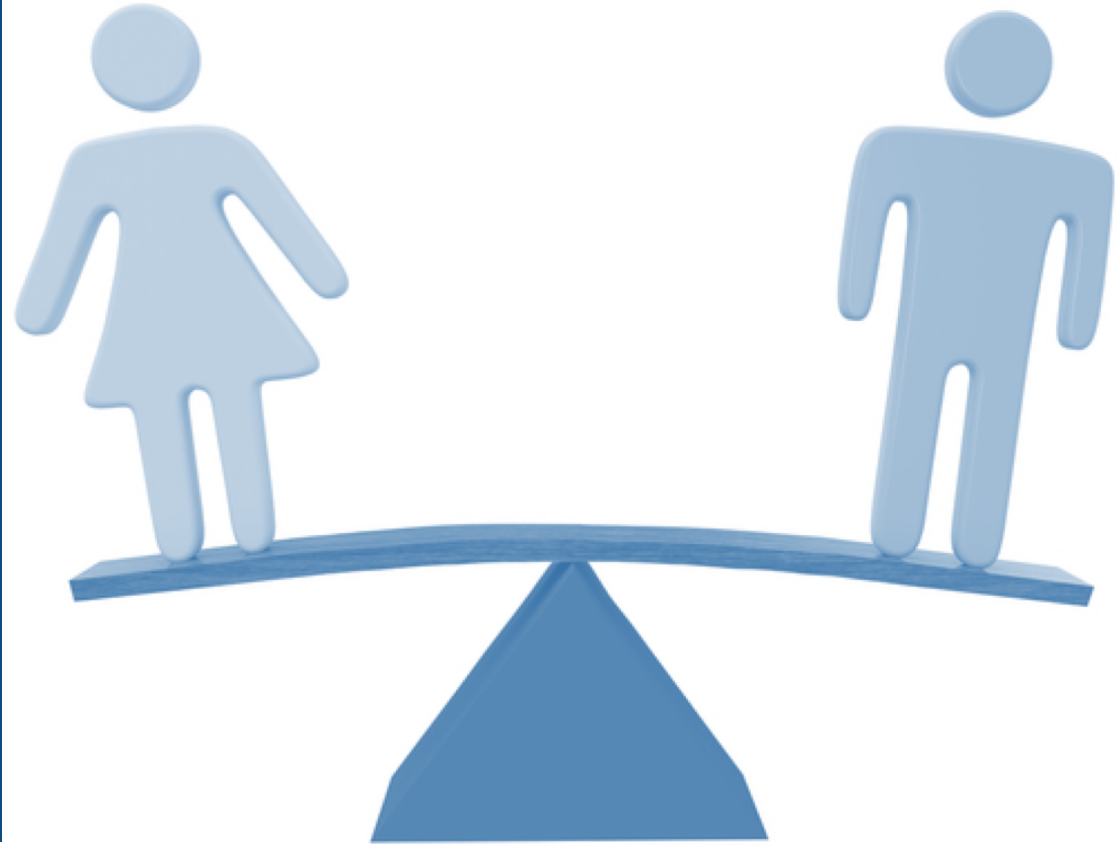
*BUT!! The females must answer for the males, and the males must answer for the females.*

### **Materials needed:**

metacards, markers, manila papers

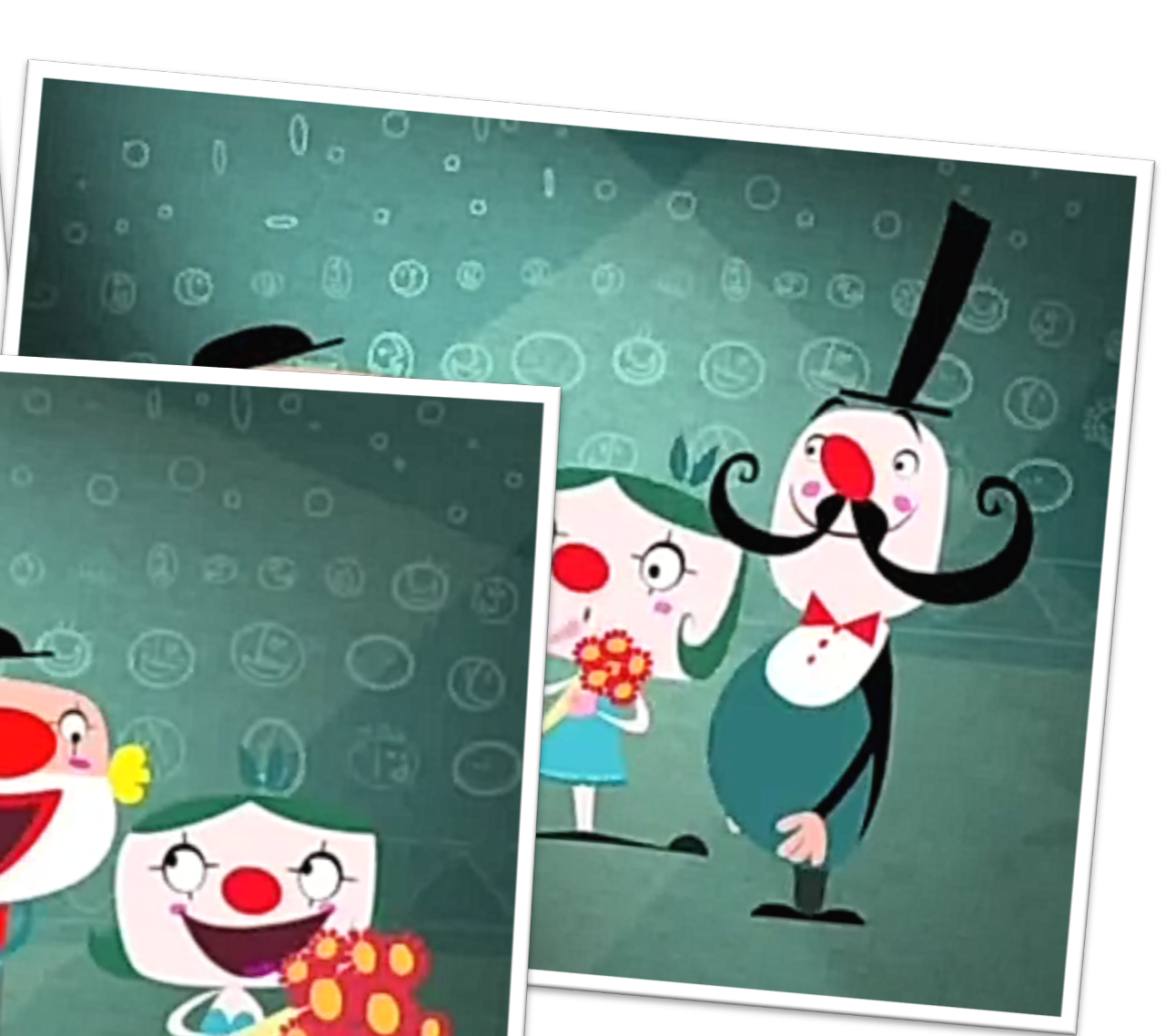
Time allotted: 15 minutes (5 minutes for metacards; 10 minutes for discussion)

# Recognition of the equal rights of men and women



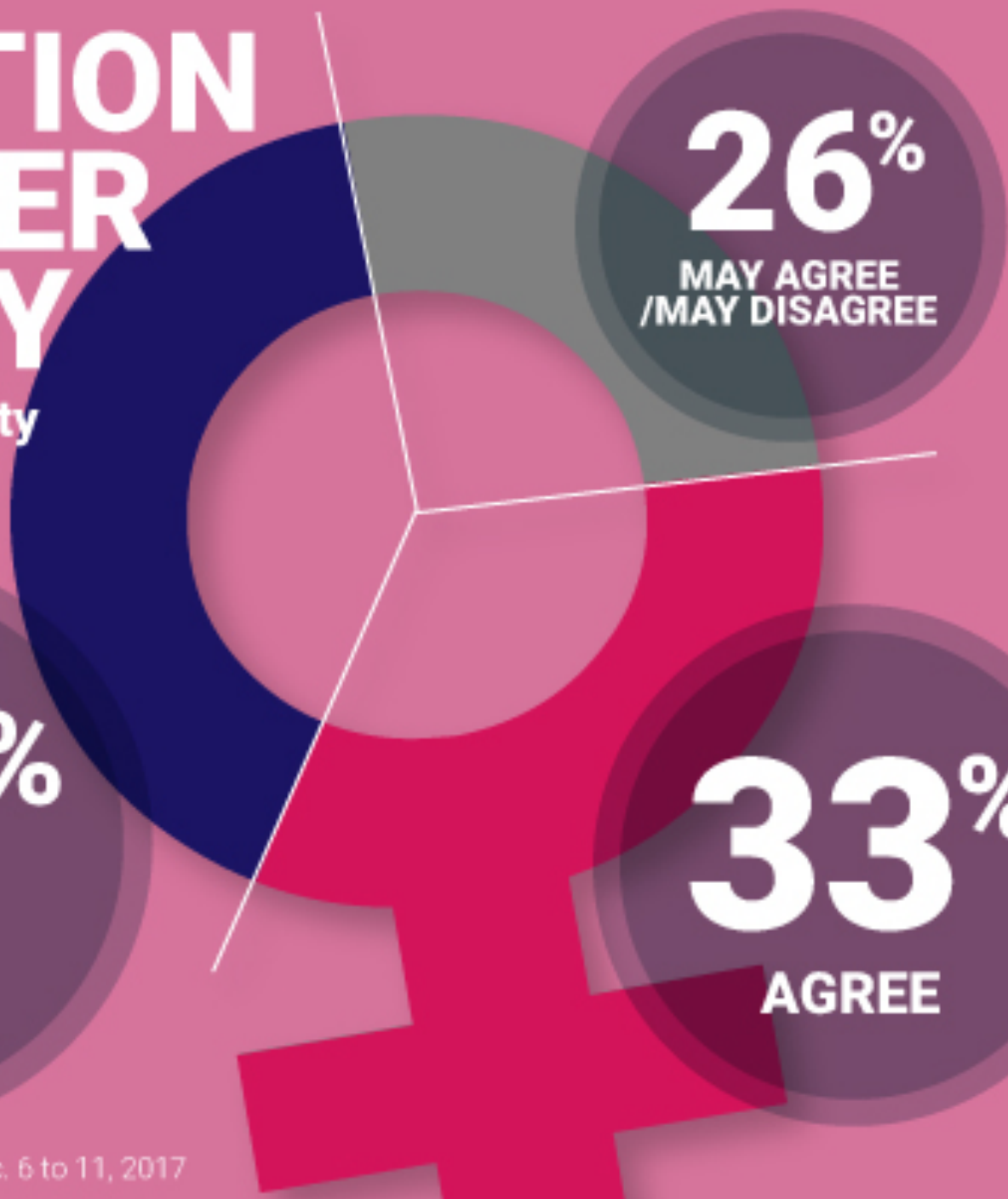
Video source: <https://www.youtube.com/watch?v=TWvJ3Dd2Y9M>





# PERCEPTION OF GENDER EQUALITY

"Most women in our society  
are at a disadvantage."





## Exercise 2

On your small pieces of paper, reflect and answer this question:

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

**Materials needed:**  
markers, manila paper

Time allotted: 10 minutes



**GLTN**  
GLOBAL LAND TOOL NETWORK

# GENDER EVALUATION CRITERIA

# Gender Evaluation Criteria (GEC) of GLTN

- The GEC is being used to assess whether a land tool, plan, policy, or instrument, is gender responsive, and considers the rights and needs of both men and women.
- There are 6 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.



## ***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***

refers 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***

refers 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*

refers to a tool reaching a wider set of beneficiaries, and ways to sustain this impact.



# What can the GEC be used for?

- Analysis of pending policies or laws
- Amendment, revocation, or improvement of implementation of existing policies
- Analysis of NGO projects
- Formulating and updating
  - CLUP
  - ADSDPP
  - Community plans





# Women in Agriculture

# Contribution of women to agriculture and food security in the Philippines and in Asia



# Contribution of women to agriculture and food security in the Philippines and in Asia

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.



# Contribution of women to agriculture and food security in the Philippines and in Asia

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 also relatively more equal in the Philippines.
- Yet there has been a decline in the number of women engaged in agriculture.



# Women in Agriculture in the Philippines

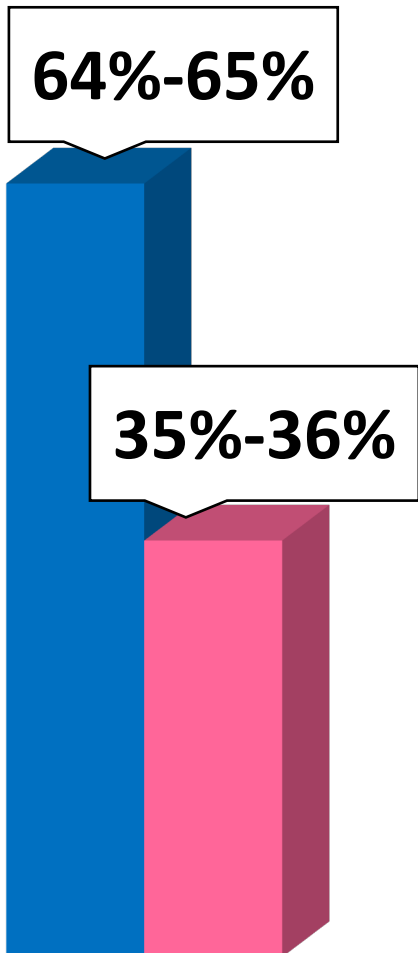


**Males and females working in agriculture (PSA, 2014)**

■ Lalaki ■ Babae



# Women in Agriculture in the Philippines



## Male and female agrarian reform beneficiaries (PSA, 2015)

*(There is no sex-disaggregated data yet on the number of males and females with CADTs or are within CADT-able ancestral domains)*

■ Lalaki ■ Babae

# Women in Agriculture in the Philippines

**Self-employed males and females in agriculture (PSA, 2014)**



■ Lalaki ■ Babae



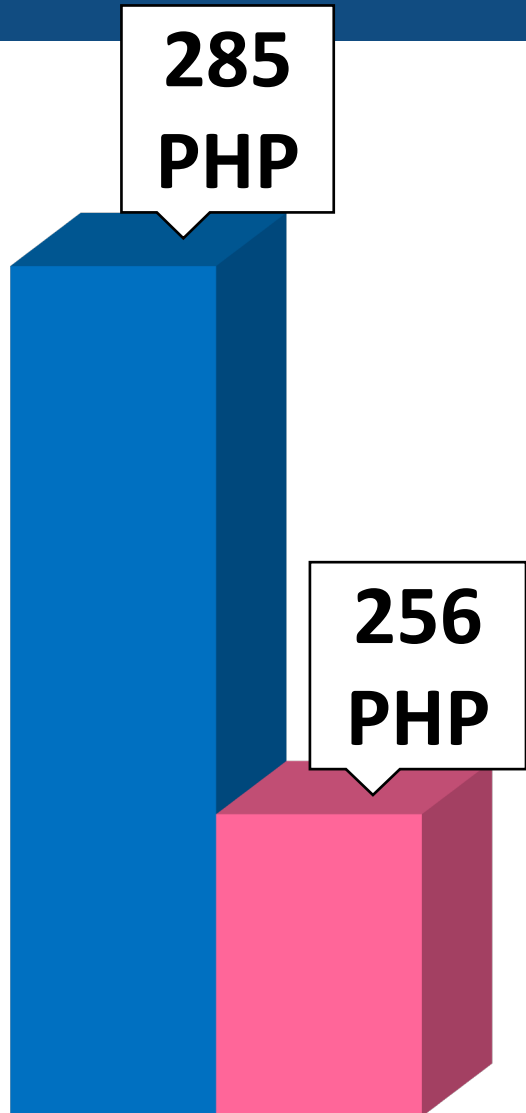
# Women in Agriculture in the Philippines



**Male and female employers in own family-operated farms (PSA, 2014)**

■ Lalaki ■ Babae

# Women in Agriculture in the Philippines



**Daily wage of male and female agricultural workers (2017)**

■ Lalaki ■ Babae



# Challenges to women's rights to land and resources

- Belief that women are less capable than men in terms of managing and governing over land (ex. Male heirs are preferred; some fisherfolk communities believe that female fishers bring bad luck)
- Shallow provisions on women's rights in laws
- Non-implementation of gender-equality safeguards in laws
- Male leaders and decision-makers in communities largely outnumber female leaders
- Some policies are not sensitive to the needs of women

# Common gender stereotypes and their implications 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)

# Opportunities for women abound

- In the Philippines, there are government and CSO initiatives to increase women's access to and control over land (ex. Titling; 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 group give high regard to the *bae*, or the female equivalent of a *datu*.



## Exercise 3

Group yourselves per community, and answer the following questions:

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

### Materials needed:

metacards, markers, manila paper

Time allotted: 30 minutes (15 mins groupwork, 15 minutes presentation)



# References

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**Thank You!**