

# Gender-transformative Farmer Field Schools in Honduras

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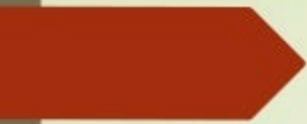


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# Brief Overview of the WAgN-Honduras Project





# WAgN-Honduras Project Components

## ➤ Baseline data collection

- Qualitative – focus groups, key informant interviews
- Quantitative – household survey

## ➤ Workshops

- Bringing producer organizations together to share experiences
- Gender training for NGOs and Resesearchers

## ➤ Farmer Field Schools

- Integrating gender into horticulture production training



# Key Research Findings

- Food insecurity is prevalent in the area
- Dietary Diversity inadequacies even for those who are “food secure”
- Women are worse off in food security, particularly single female-headed households
- Women’s empowerment: limited access to resources and control over income
- Women’s access to credit is associated with greater food security and dietary diversity, and control of income with dietary diversity

# Gender Transformative FFS

## ➤ Farmer Field School model

- Integrated technical training (biointensive gardens) with gender
- Partnered with local women's empowerment group





## FFS Design

- ▶ Two cohorts – one all women and one mixed
- ▶ Ensured women's participation by:
  - ▶ Accommodating schedule
  - ▶ Childcare
  - ▶ Lunch
  - ▶ Transportation expenses

# Sessions and topics

| Session | Production Topic                                 | Gender Topic                           |
|---------|--|--|
| 1       | Introduction to the FFS                          | Pre-assessment                         |
| 2       | Agroecosystem analysis                           | Gender roles                           |
| 3       | Seed selection & biointensive bed design         | Crop preferences by gender             |
| 4       | Soil preparation & double digging                | Power inequities                       |
| 5       | Organic vs conventional, compost & live barriers | Decision-making in the household       |
| 6       | Seedling establishment, soil preparation         | Skills and abilities                   |
| 7       | Pest Management in the home                      | Division of labor in the household     |
| 8       | Drip irrigation installation                     | N/A                                    |
| 9       | Small animal management                          | Animal care responsibilities in the HH |
| 10      | Spacing of planting                              | Leadership characteristics             |
| 11      | Integrated Pest Management                       | N/A                                    |
| 12      | Review of content and follow-up                  | Self-esteem                            |
| 13      | Preparing nutritious food                        | Equity                                 |
| 14      | Field Day with other community members           | Gender content presented               |





# ¡Graduación!



# Farmer Field Schools: Lessons Learned

- Gender norms are deeply entrenched including division of labor
- Participatory methods are essential to discuss complex knowledge with the target group
- Content needs to be tailored to target group and agro-ecological context
- Social value of FFS and gardens
- Notable change in self-confidence, male understanding

