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Learning to work as a farming family team: Farmer responses to a gender-inclusive approach to extension

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break
through

Outline

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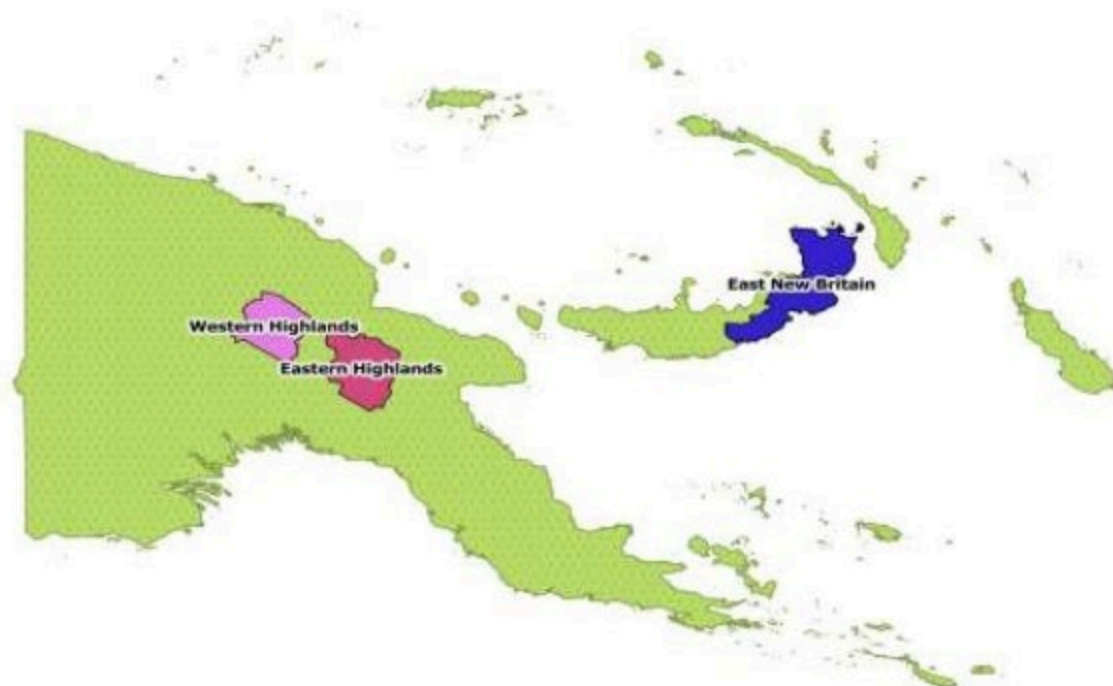


Background

- The FFT action research (evaluation) project in PNG commenced in July 2016 and ended December 2018. Final research report was published on the UC website in January 2019.
- A partnership project between the University of Canberra and CARE PNG funded by ACIAR
- The FFT model is used by CARE PNG and UC as a means to achieve equitable household and farms roles for women and improve their economic empowerment within the family.
- CARE PNG's Coffee Industry Support Project – Family Business Management Training (FBMT): small-holder coffee farming families (Eastern Highlands Province)
- UC's Family Farm Teams Manual – 4 Modules delivered to food crop and cocoa small- holder farmers by trained adult peer educators called VCEs (East New Britain and Western Highlands Provinces)
- Both respective trainings have many similarities in topics and delivery methods.

Map of Research Sites

Family Farm Teams Project Sites in Papua New Guinea



AIMS and Objectives

- The overall AIM of the project was to identify what is required for the family teams model to become a sustainable and scalable approach to development in PNG.
- The research sought to understand;
 - Barriers and enablers for women
 - Why or why not concepts from the FFT approach resonated with surrounding farming families and how they were influenced



Methodology

- Qualitative data collection methods
- Four research sites; Gazelle district in East New Britain Province, Mul-Baiyer District in Western Highlands Province, Unggai-Bena and Henganofi Districts in Eastern Highlands Province
- Respondents: young men and women, older men and women, community leaders and other members of the community.
- In all sites, more than 70% of farmers involved in the FFT program participated.

- Lead Questions:
 - What language and concepts within the FFT model enable women to negotiate more equitable farm and family roles?
 - To what extent does the FFT model have a ripple effect in farming communities?
- Content analysis was used for data analysis

Major Themes

- Two major themes that emerged were;
- Working as a family team
 - Family members understanding roles and responsibilities, setting family/farm goals, ability to communicate effectively as a family, inclusive decision-making, budgeting income and time, understanding difference between needs and wants.
- Practicing better farming
 - Real learning happens after application, investing in the family through savings, informal discussion assists in understanding new concepts



Discussion

- Women learn more effectively and the success rate of practicing ideas increases when their husbands or families are included in the learning process
- Clearly communicating roles and responsibilities to farmers through contextual targeted training on families rather than isolating genders
- Findings also demonstrated practicing better farming is central to learning. This links to the adult learning theory that learning a new idea happens effectively when it is linked to something concrete in the person's life, in this case farming.

Barriers & Challenges

- Two barriers predominated;
 - Shortage and accessibility of land
 - Climate change (2016 Drought)
- Challenges;
 - Access to bigger/formal markets
 - Performing gender roles
 - Customary obligations



Recommendations

- 'Managing land and organizing farm activities' had not been done before the FFT interventions. The FFT training enabled farmers apply a gender inclusive and structural approach to their farm. Farming families applied *that* structured learning to their daily activities. Therefore, it is safe to say that FFT has become as successful approach that can be taken to scale.
- Applying the principles of adult learning and participatory methods during facilitation enables effective learning and is recommended for trainings in the scope of gender equality or women's empowerment.



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