Introductions

- Dr. Sarah McKune
- Objectives
  - Build relationships and dialogue
  - Assess needs, harness lessons learned, and advance gender integration
  - Provide a resource
- Dr. Wendy-Lin Bartels
- Audience survey
- Contact information:
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Re-conceptualizing Gender

- Tools from experts ➔ shared approach
<table>
<thead>
<tr>
<th>Gender</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Societal roles of each sex</td>
<td>Biological</td>
</tr>
<tr>
<td>Culturally determined</td>
<td>Universal</td>
</tr>
<tr>
<td>Varies from society to society, generation to generation</td>
<td>Not changed over time</td>
</tr>
<tr>
<td>Changeable</td>
<td>Unchangeable</td>
</tr>
</tbody>
</table>
Gender differences and the categories that they correspond to should *not be assumed* but investigated, as they will vary both from one context to another, as well as one time period to another.
Gender and Agricultural Development: Why it matters

- Women make **significant contributions** to agricultural production and to rural households, but have less access to land, capital, credit, technology, and training than men.

- Gender based **constraints to accessing these resources** significantly reduce the productivity of both the rural sector and the entire national economy. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic).
Gender inequalities often intersect with other social and economic variables, such as: religion, age, ethnicity, race, class, income-level, etc...
Gender Analysis

- Gender Analysis refers to a **systematic** way of examining the different impacts of interventions on women and men.

- Gender analysis explores and highlights the **relationships** of men and women in society, and the inequalities in those relationships.

- Gender analysis looks at how **power** relations within the household interrelate with those at the international, state, market, and community level.
Implementing Gender Analysis

- Collecting sex-disaggregated data
- Investigating, *not assuming*, the social construction of gender in a given context
- Asking some fundamental questions:
  - Who does what? When?
  - Who has what?
  - Who decides? How?
  - Who gains, Who loses?
  - Which men?
  - Which women?
Gender examples in climate information services

- Do women want the same information as men?
- Do they get information through the same channels as men?
- Are there differences in men and women’s access to climate information services?
- Can you think of an example of an institutional gender-based constraint to women accessing climate information?
- Can you identify a cultural gender-based constraint to women accessing climate information?