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Nextfood - Educating the next generation of professionals in the agrifood system

Practice Abstract #33: How to include Gender in teaching agriculture and forestry

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The gender dimension is visibly integrated in the teaching of agriculture and forestry-related subjects. This encompasses both the inclusion of the category of gender as teaching content and the institutional integration of gender as criterion of personnel equity. This is important as teaching contents often overlook important gender relations and thereby reproduce patriarchal systems existing in the fields of agriculture and forestry. Female students and staff, particularly in leadership positions, are often underrepresented in departments of agriculture and forestry education institutions. Equality and diversity of students and staff will create higher learning impacts and contribute to achieve the goals of equity and equality in society.

Main Practical Recommendations:

1. Create a Gender Working Group in the department to develop a plan for integrating gender in teaching;
2. Identify gender gaps and opportunities for gender integration in teaching curricula;
3. Develop a plan to integrate gender into teaching curricula based on assessment findings. Ensure top-level buy-in and support for implementing the plan. Define the purpose(s) of this activity, e.g. to increase ratio of female students in these faculties, or support gender-specific research;
4. Raise awareness among staff and train teaching staff on gender through professional gender trainers;
5. Offer courses of varying levels on gender (from introductory to advanced) for various topics in agriculture/ forestry to students;
6. Formally integrate gender as a teaching category in the curricula of agriculture and forestry faculties.