

A systematic review of gender-responsive social learning in agriculture and land management in Africa

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Introduction

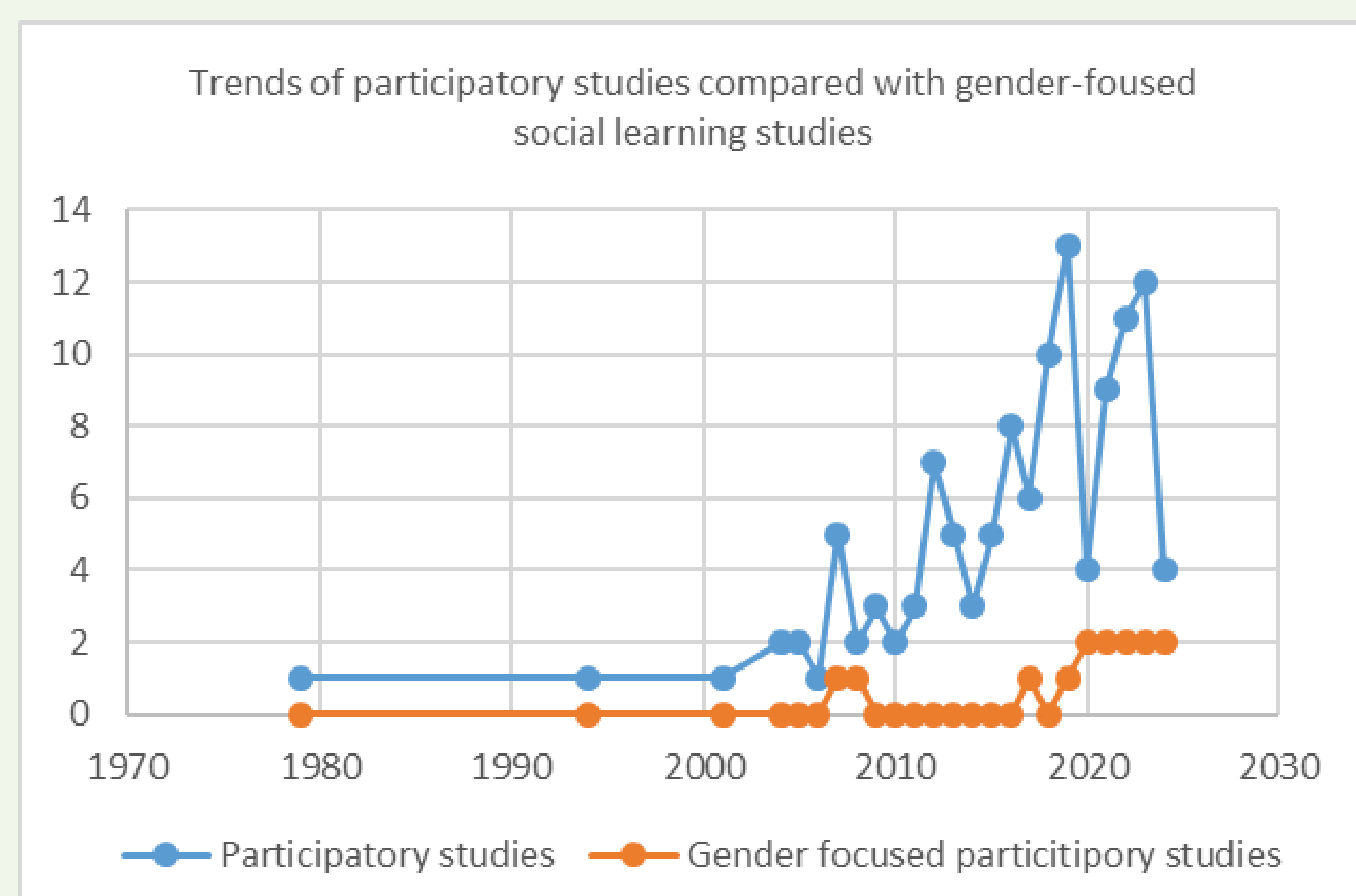
- Social learning and participatory approaches increasingly applied in contemporary research and development projects
- Those approaches are able to address complex challenges and can therefore contribute to addressing gender inequalities in agriculture and land management in Africa
- But to what extent are participatory and social learning research in Africa gender-responsive?
- We explore the state of knowledge on gender-responsive participatory and social learning research in Africa's agriculture and land management

Methodology

- Adopted preferred reporting items for systematic review and meta-analysis (PRISMA)
- Scopus and Web of Science (WoS) databases searched using pre-determined keywords
- 335 and 129 items retrieved from WoS and Scopus
- After application of search criteria: 132 items in total
- Download, merge and removal of duplications
- Detailed review of the remaining 120 items
- Only 14 of the reviewed items were gender-responsive

Results

Trajectory of gender-responsive social learning and participatory research



01.

Gender considerations



03.

Research approaches adopted



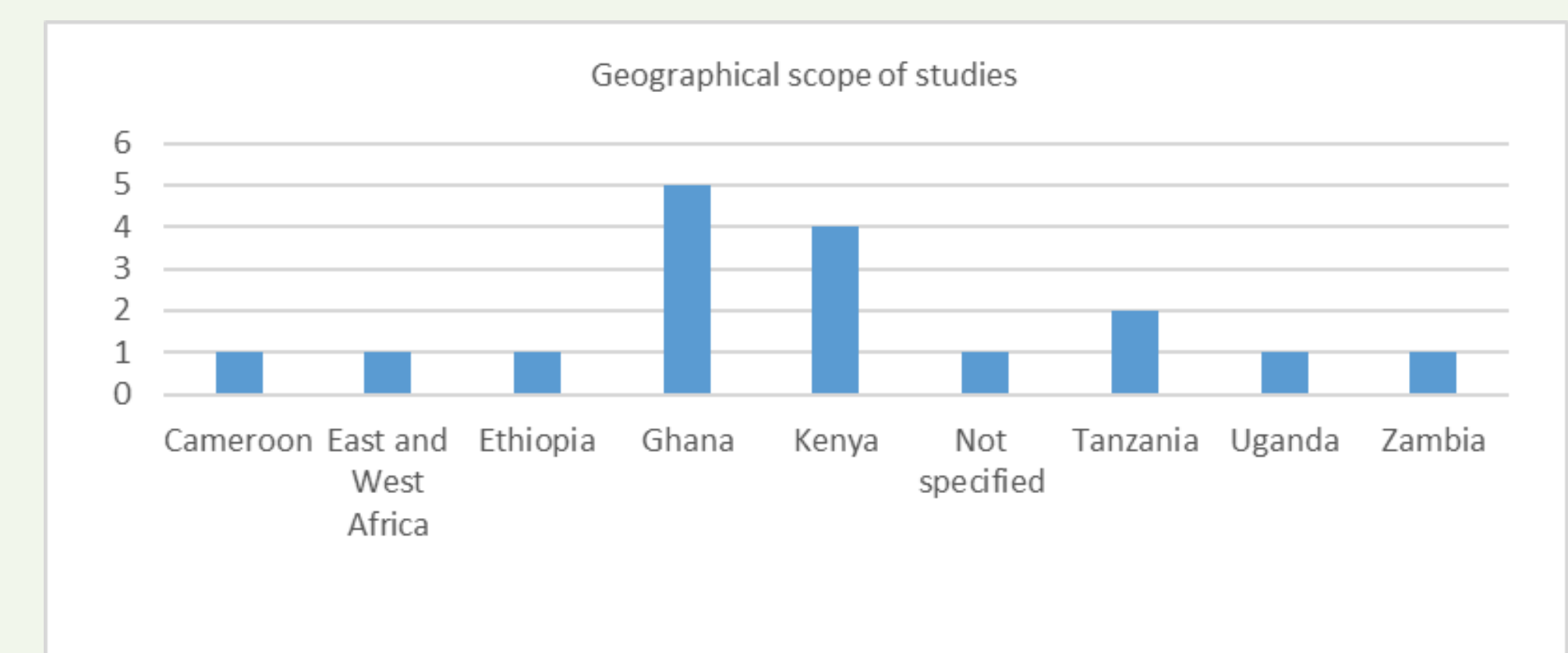
04.

Stakeholders' breadth and depth

- Fair representation and engagement of men and women in social learning
- Both homogenous (similar group of stakeholders such as only farmers) or heterogeneous groups (comprising of farmers, CSOs, government, academia etc.) are engaged but many of the studies favour homogenous group engagement

02.

Geographical scope of studies



05.

Conclusion

Participatory research approaches do not necessarily imply being gender-responsive.

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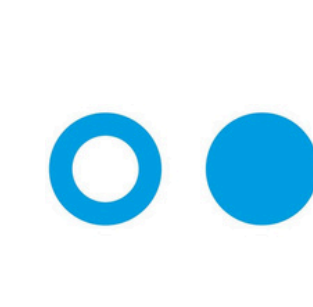


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