

Gender aspects of agricultural and rural employment: application for Uzbekistan

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Rural women's status in Uzbekistan

- More than 27 million people live in Uzbekistan
- Women constitute 50% of the population
- 64% of the population live in rural areas
- Women share in economically active population is around 48%
- 53% of employed in agriculture are women
- Only 7% of all leasehold (private) farms run by women
- According to the WB estimations 25,8% of population in Uzbekistan is below poverty line.

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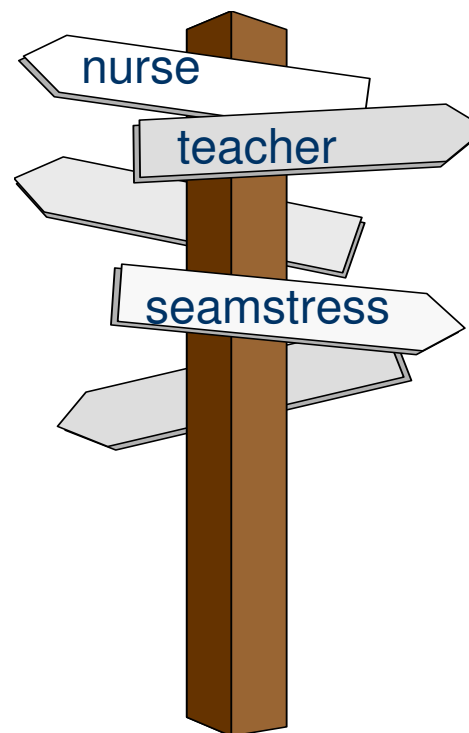
- Women are mostly employed at low paid positions. Women's salary in agriculture sector makes up 82% of the salary of men, this situation increases "disappointed unemployed"
- Only 4.2% of managerial positions in agriculture occupied by women
- Labour market inequalities mostly caused by "preference discrimination" with the motivation that women are not reliable workers.
- Women's visible contribution to the family economy is very low and is around 13%-14% (and the half of this consists of social transfers-old-age pensions, disability pensions and children's benefits).
- Limitation of the access to municipal services (gas, fuel, potable water) increased time spent by rural women for domestic work
- Stereotyped "do's" and "don't's" limit rural women's employment opportunities and preferences in education

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Professional segregation of women in education:

- Gender expertise of Basic education in Uzbekistan findings (1-5 grades):
- Among 56 jobs/professions mentioned in the textbooks only 9 mentioned as “women’s”:
- In education –teacher, tutor, librarian
- In health care – nurse, chemist
- In production – tailor, crafts
- In agriculture –milkmaid, field-worker (hand labour)



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Summary

- Gender stereotypes set household duties as a priority for women and the privilege for extending education is given for the boys
- Current curriculum of education is not adopted to the new requirements of the labour market. The specific training programs preferred for women are not well linked to the demand of labour market
- The quality of education is low and not gender sensitive

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Key issues:

MACRO LEVEL

- Gender blindness of the government employees and mixing the idea of “gender” with women’s issues
- Lack of readiness of government employees to resolve gender issues,
- Lack of a government programs and policies on achieving gender equality due to the lack of specific understanding of the role of women in society and the importance of ensuring gender equality;
- Lack of full financing in implementing measures on gender policy, especially in the area of employment;
- Insufficient use of gender approaches in implementing economic and social policy and in state decision making in general;
- Stereotyped way of thinking and patriarchal way of life at the decision making level

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Key issues

INTERMEDIATE LEVEL

- Lack of institutions responsible for promoting gender equality in the country
- Weakness of the gender analysis methodology and lack of analytical skills for assessing gender equality, and providing strong argumentation based on the analysis of gender-disaggregate statistics;
- Lack of research in the area of gender development with the purpose of identifying the interrelations and interdependences of the gender inequality indicator with the basic socioeconomic indicators;
- Gender asymmetry with regard to the vulnerability of both women and men in the distribution of employment amongst sectors, remuneration, public health and education;

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Key issues

MICROLEVEL

- Shrinking of the social infrastructure and increase of unpaid house work carried out by rural women;
- Lack of entrepreneurial skills, blindness of rural women regarding new laws and regulations in agriculture sector and lack of mobility
- Negative attitude of the community towards women-entrepreneurs based on stereotyped ways of thinking regarding women's role based on patriarchal and religious approaches

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Recommendations

- Promote Socio-economic and gender analysis methodologies with the focus on gender aspects of labour markets at the macro level institutions (and governments)
- Support research initiatives in the area of gender development with the purpose of identifying the interrelations and interdependences of the gender inequality indicator with the basic socioeconomic indicators: ex. Economic growth and gender aspects of education; elimination of gender discrimination at the labour market and GDP; and etc. Gender responsive budget statements , etc.....
- To focus on gender asymmetry with regard to the vulnerability of both women and men in the distribution of employment amongst sectors, remuneration, public health and education;

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