

Module 12: Gender in Extension and Advisory Services

Issues around gender in rural livelihoods



WORKBOOK

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Module 12: Gender in Extension and Rural Development

Pre-assessment

After reading through the module overview and introduction, complete the following pre-assessment in order to determine how experienced or comfortable you are with the topic of supporting agripreneurship. You will be asked to complete a post-assessment after you have worked through the learning content. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low				High
1	How confident are you in your ability to explain gender to others?	1	2	3	4	5
2	How confident are you in your ability to recognise gender in agricultural activities?	1	2	3	4	5
3	How able are you to analyse gender issues related to the division of labour?	1	2	3	4	5
4	How able are you to analyse gender issues related to technologies?	1	2	3	4	5
5	How capable are you of addressing gender dynamics in groups?	1	2	3	4	5
6	How capable are you of addressing gender in designing and delivering training programmes?	1	2	3	4	5
7	How well can you understand power dynamics in different groups?	1	2	3	4	5
8	How well can you use your role(s) in extension to change power relations?	1	2	3	4	5

Study unit 1: Understanding gender and basic gender analysis

Session 1.1: Basics of gender

Activity 1.1 Individual activity: Basics of gender

Complete the following questions regarding the basics of gender. Write your answer in the space provided.

- 1. The terms masculine and feminine refer to a person's
 - a. Gender
 - b. Sex
 - c. Both

- 2. The terms man and woman refer to a person's
 - a. Gender
 - b. Sex
 - c. Both

- 3. Explain how you determined your answers for questions 1 and 2.

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Session 1.2: Gender roles

Activity 1.2 Individual activity: Gender and the games children play

Complete the activity by performing the following steps.

Write your answer in the space provided.

1. Take a few moments to think about the games you and your friends played as children.
2. Develop a list of the games, activities and toys that girls and boys played with and list them in the correct column in the table below.

Girls	Boys

Girls	Boys

3. Compare the two lists, noting where games, activities, and toys were the same for girls and boys and where they were different.

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4. Where activities were different, ask the question "Is there any physical or biological reason for the differences between the girls' and boys' lists?"

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Session 1.3: Division of labour

Activity 1.3 Individual activity: Daily and seasonal calendars

Complete the following practical activities. Write your answer in the space provided.

1. Daily calendar: Without interviewing any individual farmers, fill out the daily calendar for a typical male farmer and typical female farmer that you work with. Take note of what their days look like. Make sure to reflect on how these activities change for women and men throughout the year. An example of a seasonal calendar is in Table 2.1.

Table 2.1: Example of a daily calendar

Time	Female	Male
Early morning		
Morning		
Midday		
Afternoon		
Evening		
Late night		

2. Seasonal calendar for a crop: Pick a crop that you are most familiar with and describe all the activities from land clearing through to marketing. Take special note of who does what. Reflect on when labour requirements are likely to be highest

2. Access to and control of knowledge and benefits (for example, training, technology, extension and so on): Reflect on your past extension activities in a village and answer the following questions:

a. Who had the final say about which farmers took part in training?

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b. Which farmers were first in line to receive new technology?

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c. Did they use the training appropriately?

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d. Were knowledge and benefits targeted at those most responsible for implementation?

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3. Answer the following questions about variations within your community:

a. Who attends meetings, what meetings, and at what time?
(Refer to the gender checklist in appendix A)

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b. List the various methods you use to transmit knowledge and information to farmers.

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c. How do you share information?

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d. Who is most likely to use each of the methods listed in the table below? (Complete the table)

Ways to share information	Who participates: males	Who participates: females
Face to face meetings: In groups		
Face to face meetings: At home or in the field		
Radio		
SMS or other mobile phone example		
Television		
Training		
Other		

Summative assessment: Unit 1

Theoretical assessment

Answer the following questions in your own words.

Write your answer in the space provided.

Question 1

Take a look at the following and indicate whether sex or gender, or both, plays a role in determining who can/should perform the task. Explain your answer.

1.1 Hairdresser (2)

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1.2 Farmer (2)

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1.3 Construction worker (3)

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1.4 Mechanic (2)

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1.5 Giving birth (2)

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Question 2 (5)

Why is it important for an extensionist to know who is responsible for the access to and control of resources?

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Question 3

Explain the following terms in relation to the study material:

3.1 Gender lens (2)

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3.2 Sex (2)

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3.3 Gender roles (2)

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3.4 Gender analysis (2)

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Study unit 2: Engagement, opportunities and entry points for working with women

Session 2.1: Power, positionality: who wins, who loses?

Activity 2.1 Individual activity: Why is he in charge?

Think about some of the communities where you work and the various forms of power you see every day. Use this information to answer the following questions. Write your answer in the space provided.

1. Who is a chief?

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2. Why is a man considered the head of a household, even when he is not there? What is he really in charge of?

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3. Why do some foreigners suddenly have power in a rural community?

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Working together in a group, act out the expressions of power that you have identified and then answer the following questions.

Write your answer in the space provided.

1. Have you experienced these expressions of power before?

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2. If so, where have you experienced them?

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3. What are the advantages and disadvantages of these expressions of power?

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4. Where would you place women in these expressions of power?

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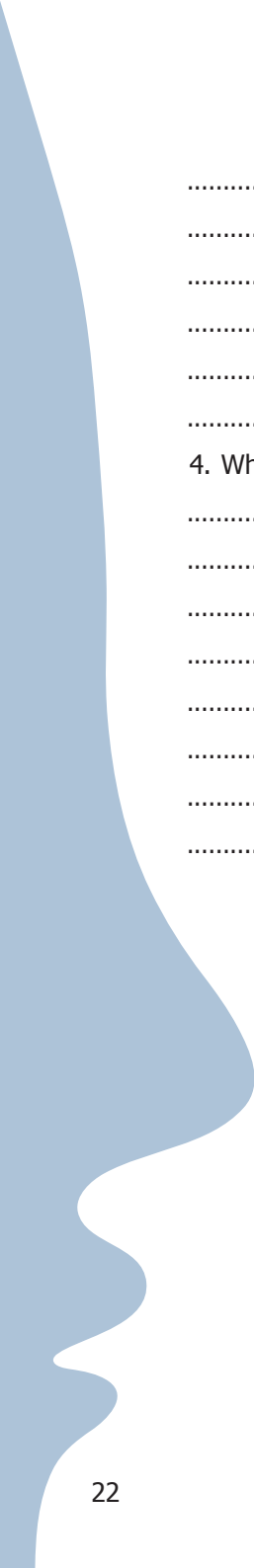
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Session 2.2: Finding entry points: why picking any women's group is not sufficient

Activity 2.3 Individual activity: Identifying groups and opportunities

Complete the following activities. Write your answer in the space provided.

1. Answer the following questions regarding groups:

a. Which groups are in your area?

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b. What is the purpose of the groups?

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c. Who is in charge of the groups?

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d. What makes these groups successful or not?

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e. How well do you know the history and evolution of the various groups?

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2. Pick a group that you have worked with or would like to work with and answer the following questions:

a. Why did you pick the specific group?

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b. Did you take gender into consideration when making this decision? Explain your answer.

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Session 2.3: Working in groups

Activity 2.4 Individual activity: Group participation

Choose one of the groups located in your area and answer the following questions. Write your answer in the space provided.

1. Who participates in the group and who does not?

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2. Who makes the decision about who can participate?

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3. Is the group male or female only?

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Activity 2.5 Individual activity: Group roles and functions

Take a look at the group you chose in the previous activity and answer the following questions. Write your answer in the space provided.

1. Is the secretary a woman or the president a man? Why would this be the case?

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2. What would prevent a woman or man from doing either role? Refer to whether they can fulfil this role, if they are allowed (culturally) to fulfil the role, or if they will be fulfilling the role in the future.

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Session 2.4: Self-awareness or self-reflection

Activity 2.6 Individual activity: Self reflection

Think about what led you to become an extensionist and answer the following questions. Write your answer in the space provided.

1. Was this profession your first choice?

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2. Do you have an agricultural background?

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3. Do you think you are doing a good job?

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4. Who do you work with most often? Refer to age, sex and ethnicity.

8. How does self-awareness on having or lacking power, being literate or illiterate, and on having or lacking worth affect men and women positionally in the household or community?

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Activity 2.7 Individual activity: How to change, who to work with

Some people like to work only with people who are like them. But you do not always have a choice. If you have been asked to work with people you are not comfortable with, for example, women or children or old men, what would you do differently to gain their trust and to build your own confidence?

Taking the above into consideration, complete the following activities. Write your answer in the space provided.

1. Reflect upon your career in extension and list the categories of people that you work with or have worked with in the past. This can be done by completing the table below.

List the type of groups you have worked with.	Which groups are you most comfortable working with?	Which groups were you the most successful with?
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

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2. Rank these groups in terms of how comfortable you are working with that particular type of group.

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3. Add another column to your ranking and re-rank the groups according to how successful your work with them has been. Are there any differences between the groups you are comfortable with and those you are successful with?

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4. Think about the factors that contribute to your successes with certain types of groups. How can you build on those factors or take them into account when working with different types of groups?

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Summative assessment: Unit 2

Theoretical assessment

Answer the following questions in your own words. Write your answer in the space provided.

Question 1

Explain the following terms in relation to the study material:

1.1 Engagement (2)

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1.2 Positionality (2)

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1.3 Power over (2)

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1.4 Visible power (3)

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1.5 Power within (2)

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Question 2 (2)

Why is it not sufficient to target any women's group?

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Question 3

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What are some of the gendered issues that you should take into consideration when engaging a group based on unwritten rules?

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Question 4

Answer the following questions by indicating whether the statement is true or false. Give a reason for your answer.

4.1 Attending a group meeting is the same as fully participating in a group. (2)

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4.2 You should only work with people that are like you. (2)

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Total: 20 marks

Post-assessment

The post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the pre-assessment to identify where knowledge has been gained and where improvements can be made. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

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