

## Module 12: Gender in Extension and Advisory Services

Issues around gender in rural livelihoods



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In 2012 GFRAS developed the “New Extensionist” document, which details the role that extension plays in an agricultural innovation system, and the strategies and capacities needed (at individual, organisational, and system level) <http://www.g-fras.org/en/activities/the-new-extensionist.html>. Based on this document the GFRAS Consortium on Extension Education and Training emerged to promote the New Extensionist, mainly through training, curricula review, and research on extension.

The Gender in Extension and Advisory Services module is developed as part of the New Extensionist Learning Kit <http://www.g-fras.org/fr/652-the-new-extensionist-core-competencies-for-individuals.html>.

The Learning Kit contains 13 modules designed for self-directed, face-to-face, or blended learning and can be useful resource for individual extension field staff, managers, and lecturers.

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# 1. Before you begin

## 1.1 General instruction

This module should be used in conjunction with the workbook provided. As you read through the module, you will find different visual features that are designed to help you navigate the document.



Figure 1: Icons used to highlight important information throughout the manual

The module makes use of keywords (difficult or technical words that are important for you to understand). To ensure that you receive the full benefit from the module, keywords will be marked the first time they occur and defined in a box containing the keywords symbol. Make sure that you read the definition of any words that you are unsure about.

## 1.2 Activities

Each session in the module will contain various types of activities to help you become knowledgeable and competent. The module contains three types of activities:

A **pre-assessment** is to be completed before reading through the module overview and introduction, and a **post-assessment** is to be completed once the entire module has been covered. This will measure the degree to which your knowledge has improved by completing the module.

Each session contains one or more **session activities** to be completed, in the workbook, where indicated in the module. These activities measure your ability to recall and apply theoretical knowledge.

At the end of each study unit a **summative assessment** needs to be completed. These assessments are longer than the session activities and will test your knowledge on all the work within the study unit.

### 1.3 Assessment instructions

Keep the following in mind before doing any of the assessments:

- All assessments are to be completed in the provided workbook.
- The manual contains all relevant information you will need to complete the questions, if additional information is needed, such as the use of online sources, facilities will be made available.
- Work through the activities in a study unit and make sure that you can answer all the questions before attempting the summative assessment. If you find that you are not certain of any part of the training material, repeat that section until you feel confident.
- The summative assessment must be done under the supervision of your trainer at the end of your learning period.

# Module 12: Gender in Extension and Advisory Services

## Module outcomes

After completing this module, you will be able to:

1. Discuss the basics of gender for extension:
  - Explain what gender means where you live and work
  - Elaborate on gender differences in rural livelihoods
  - Use a gender lens to examine the situation where you work.
2. Identify engagement, opportunities, and entry points for addressing gender:
  - Demonstrate how you could engage different clients in new ways through extension and rural advisory services by identifying entry points and opportunities.

## Module overview

**Gender:** How society refers to relations between and among males and females.

**Assumptions:** The act of taking something for granted or something that is taken for granted.



In order to deliver on their mandates and contribute to positive change, extensionists need a well developed understanding of, and the skills necessary to address critical issues around **gender** in rural livelihoods. Men and women, young and old, all play vital roles in rural livelihoods, but **assumptions** are often made about who does what and who makes the decisions. These details of gender and decision making are critical to

targeting efforts and helping everyone involved in rural livelihoods and agriculture benefit from innovations and improved technologies.

This module on gender is designed to help you understand why these concepts are important in extension. You will learn how to identify why different community members have different needs from extension, and how you can begin addressing them. By understanding these different needs, you will be able to better match the best technologies to opportunities, deliver successful programmes, and avoid making anyone's situation worse. This module will also help you improve in your role(s) in extension to better meet critical needs in rural livelihoods.

## Module introduction

Assumptions have long been made about the different roles of men and women, young and old, within rural livelihood systems and agriculture. The most common assumption has always been that the male head of the household is the farmer and everyone else either helps him or benefits equally from his labours. Little attention is given to the responsibilities, activities, assets and power of women within the household. As a result, new technologies are often not directed at the person who is actually going to use them or make decisions about them. Many times, therefore, the new technologies sit unused or are not used according to recommendations. This is especially the case when technologies target women. Because the men

The following study units and activities will illustrate the above mentioned issues and require you to use your existing knowledge to more carefully examine your clients and communities.

Dividing crops and livestock as belonging to men or women, commercial or subsistence, leaves many people out of the extension network.

do not understand the importance or see the benefit of these technologies, they do not lend their support to the women in their households when it comes to adopting these technologies.

As an extensionist, it is very important to make sure that you keep up with the changing world. One of the best ways to do this is to increase your understanding about issues such as gender and power, as well as how addressing these issues will improve agriculture and rural livelihoods. In order to help achieve this goal, you need to move beyond old ideas and assumptions about who is considered a farmer and who is a helper. You should focus on new ways to understand and address the challenges that you will face in engaging your clients in new and better ways to improve service delivery.



 Complete the pre-assessment in your workbook.

## Study unit 1: Understanding gender and basic gender analysis

### Study unit outcomes

After completing this study unit, you should be able to:

- Explain what gender means where you live and work;
- Elaborate on the gender differences in rural livelihoods; and
- Use a gender lens to examine gender issues relevant to extension.

### Study unit overview

It is important to realise that there are gender differences among the clients you work with. In order to recognise these differences, you will need to learn to “see” people in new ways. This is called using a **gender lens**. A gender lens, like a magnifying glass or a pair of glasses, is used to understand what has previously been hidden. Often, women’s roles as farmers are underestimated or, at best, **undercounted**. This is because women usually produce **subsistence crops**, leading to the assumption that they do not work on **commercial crops**. Similarly, men may play a significant role in crop production for household consumption but their roles and knowledge regarding subsistence crops are ignored.

In this study unit you will learn about the basics of gender, the **gendered** division of labour and **gender analysis**. You will also learn about the access to and control of resources, and the **gender gap** in agriculture and extension. This will allow you to recognise why gender is important in extension as well as how to recognise and solve gender related problems. It will also help you as an extensionist to make recommendations to clients regarding changing their agriculture practices.



**Gender lens:** A tool used to identify problems and obtain information related to gender.

**Undercounted:** To count less than the full number or amount of something.

**Subsistence crops:** Crops grown by a farmer with the aim to feed themselves and their families. These crops are not sold commercially. These crops are not sold in commercial markets, but will occasionally be sold whenever the farmer is financially stranded, regardless of the crop yield.

**Commercial crops:** Crops grown by the farmer with the aim of selling the crops for financial gain.

**Gendered:** Related to situations involving gender differences or stereotypical gender roles.

**Gender gap:** The gender gap refers to differences in opportunities and challenges based on gender.

**Gender analysis:** The gathering and critical examination and understanding of information on gender roles and differences.

## Study unit introduction

Gender analysis is an important tool for you to understand the roles and activities of men and women in rural livelihoods and agricultural systems. It provides information regarding the different roles, divisions of labour, resources, constraints, needs, opportunities and interests of the various groups. It also helps to clarify how gender roles and relations create opportunities or obstacles to improve agricultural productivity and rural livelihoods.

Gender analysis is a very important part of extension. It helps you to identify gender roles in each of the cultures that you will be working with. This is important as it will ensure that information and technology is provided where necessary.



You as an extensionist can use gender analysis to find the best way of providing information to both men and women regarding agricultural tasks that are shared between them, as well as tasks that are specific to each gender. You can also use gender analysis to help form women farmers' groups or to present new technologies to the appropriate individuals.

## Session 1.1: Basics of gender

### Session outcomes

After completing this session, you should be able to:

- Explain the concept of gender; and
- Explain the difference between sex and gender.

### Introduction



In rural livelihoods gender reflects local **power** relations that may keep groups of people, usually women and youth, from fulfilling their potential. Addressing these gender-related issues through **mainstreaming**, integration, or transformation, may help you recognise the contributions of both men and women to households, communities, and institutions.

The term gender plays a very important role in all cultures. It describes or refers to the different expectations and beliefs people have about men and women, what they do and how they interact. It should be noted that because the expectations and beliefs differ between cultures, the concept of gender also changes. Understanding that the concept of gender changes between cultures is very important for you as it will help you see through the complex and changing rural livelihoods to recognise exactly who does what, with what, where and why.

Looking at gender categories includes looking at the expectations that a community or culture has for men and women. However, it can also look at how these gender assumptions affect children, the youth and the elderly. Stereotypes and biases are also common regarding the roles of children and the youth within a community. In order to help a community address inequality, you will also have to understand how gender

affects children, the youth and the elderly and how you can include them in various initiatives.

**Power:** For the purposes of this module, power rests in those people who have easy or dominant access to resources. Power is also defined as a possibility to influence or control others.



**Mainstreaming:** A strategy for making the concerns and experiences of women and men an integral part of designing, implementing, monitoring and evaluating policies and programmes in all political, economic and societal spheres.

**Sex:** The biological differences between and characteristics of males and females.

## Difference between sex and gender

The difference between gender and **sex** is often confused, with gender frequently seen as being “about women”. This assumption has resulted in some extension professionals thinking that in order to “address gender” in their work they should simply include women in trainings and trials. However, this is not the only approach and in many cases may not be enough to address the problem. In such cases, a clear understanding of both sex and gender is necessary for extension professionals to adequately address the problems regarding gender in extension.

Sex refers to the biological differences between males and females of the species. These biological characteristics remain the same across cultures and do not change over time. On the other hand, gender refers to the roles, responsibilities, and characteristics societies expect of women and men, girls and boys. Gender describes how women and men, boys and girls are expected or are assumed to act and therefore will vary from culture to culture

A clear understanding of gender and the ability to use a gender lens can shed light on assumptions made by extensionists.





and can change over time. As an extensionist, it is important that you understand the differences between gender and sex in your work. While sex is a fixed, biological difference, gender is influenced by culture.

These cultural influences and ideas of gender may influence you in your assumptions about the roles that men and women play in agriculture. In order to address the gender gap and your own assumptions about gender roles, you will need to address the cultural ideas formed around gender.

It is important to note that religion also has a major impact on gender roles and the assumptions made about the responsibilities and duties of men and women in the community. In most cases, religion strictly defines who has the power in a household, which often leaves women and young girls as submissive to the men and leads them to having no voice in the community. As an extensionist, you need to be aware of the role that religion plays in gender so that you can find ways to address these assumptions in order to achieve equality between the genders.



Complete Activity 1.1 in your workbook.

## Session 1.2: Gender roles

### Session outcomes

After completing this session, you should be able to:

- Name gender differences in your own culture.

### Introduction

Assumptions regarding the **gender roles** of people engaging in work or activities are often made based on perceptions of what women and men are supposed to be doing. These assumptions can be based on either physical or non-physical and biological reasons. Physical reasons are usually closely related to the fact that men are physically stronger than women and are better suited to work that needs physical strength, for example construction work. However, non-physical or biological reasons for the differences actually reflect your culture's gender expectations of girls and boys.

Examples of this may include girls reading, playing with computers, playing with dolls, pretending to cook, or being a nurse while boys may play with guns, climb trees, ride bicycles or pretend to be firemen. None of the examples above have a physical or biological reason to be restricted to one group or

The roles of each gender are different between cultures. It is very important to not make assumptions about who is suppose to do what, where and when. Make sure to take a close look using a "gender lens" in order to determine the role of each gender.



another. Both boys and girls could do any of the listed activities but local gender norms dictate who plays with what.

You will be able to better understand the gender roles in a community by visiting, observing and staying in these communities for an extended period of time, since some gender issues may not really come out through discussions with members of the community.

## Gender roles in agriculture

Gender roles play a very important role in agricultural systems. An example of this is that men are usually responsible for producing commercial crops, while women are responsible for producing subsistence crops. However, this does not mean that women do not work on commercial crops and men do not work on subsistence crops. In rural livelihoods, women and men do tasks that vary across space and time. Neighbours of the same sex and age may perform very different jobs on their farms, depending on what resources are available to them, their goals, who is making the decisions, and how those decisions are made.

### Gender roles:



How your society defines tasks, responsibilities, and behaviours considered appropriate for men and women. These depend on context and can also change over time.

The assumptions people make about what women and men should do in the home and on the farm can lead to **stereotypes** and **bias**, which may reduce the effectiveness of extension. Not recognising the entire range of activities and decisions made by women and men can prevent extension from reaching critical audiences.



**Stereotypes:** A set idea that people have about what someone or something is like.



**Bias:** The action of supporting or opposing a particular person or thing in an unfair way by allowing personal opinions to influence your judgment.



Complete Activity 1.2 in your workbook.

## Session 1.3: Division of labour

### Session outcomes

After completing this session, you should be able to:

- Identify how and when men and women do the same agricultural tasks and when they do different tasks; and
- Explain why men and women can produce different crops, manage different types of livestock, and take part in production at different parts of the value chains.

### Introduction

Understanding the gendered nature of rural livelihoods gives extensionists a much clearer picture of two aspects, the first being who does what and when. This aspect is determined by looking at the daily and seasonal activities of farmers using a gender lens. This is very important in making sure that the right information and technologies are given to those who will be able to use them at a time and place where they will do the most good. The second aspect is to understand the gendered nature of daily and seasonal workloads in rural livelihoods. The gendered division of labour in rural areas is a critical factor that will affect your decisions about how best to meet the needs of the people responsible for each step of the production, storage and marketing chains.

### Division of labour in agriculture and rural livelihoods

Men and women in rural communities mainly spend their time performing activities that can be placed in one of the following three categories:

- Production: those activities that focus on producing goods, often for sale or for wages;
- Reproduction: those activities related to having children, as well as all the activities that contribute to the family's growth and survival, including building a house or a fence, feeding

the children, or managing a vegetable garden for home consumption; and

- Political or community: those activities that most often take place in public or at meetings, and may involve being publically active, well-known, taking leadership roles, or simply being respected.

When you look at the activities in each of these categories in more detail, you can see that many of them are “gendered”. This is because society determines who does what for almost all of those activities. You can see an example of this if you do the following: make a list of all the tasks that are done by women and all the tasks that are done by men around your household or your parents’ household. When you look at this list, you will see that many of the tasks are done by the person who society says must do the task. However, this may not always be the case.



Using the example above, can you make a similar list for agricultural activities?



The following exercises will help you detangle the “who does what and when?” for production and crops common in your area. The exercise also highlights who may or may not have time to participate in meetings, devote more time to field work, or otherwise engage in additional or different activities.

Do not forget about those activities that may be done early in the morning or late in the evening, such as servicing equipment, preparing seeds, or post-harvest activities.



Complete Activity 1.3 in your workbook.

Once you have completed Activity 1.3, make sure to take a look at your client farmers and their agricultural practices. Can you now use a gender lens to see those farmers, their activities, and their practices that you may have overlooked?



## Session 1.4: Access to, and control of production resources and benefits in extension

### Session outcomes

After completing this session, you should be able to:

- Describe the difference between access to resources and control of resources; and
- Demonstrate why knowing about these differences between men and women's access and control is important for extensionists to know.

### Introduction

Economists (and others) often look at the household as a "black box" and assume that the household is one unit making the same decisions about everything. In reality it is not that simple, as men and women have different roles and responsibilities within the household. When you take a closer look at the "black box" you will notice that men and women in the same household often make very different decisions and that those decisions may contradict each other.

Taking the above into consideration, you can ask the following questions about the access to and control of resources:

- Who decides which crops to plant, when to harvest and when to sell?
- Who gets the income and from which crops?
- Who gets to go to training workshops and who stays to work on the farm?
- Who has access to technology, which technology, and why?

In this section, you will begin to look at some of these basic questions about access to, and control of resources. You will also

begin to distinguish between men and women's access and control over factors of production, knowledge, technology, and even extension services.

## Access to, and control of resources in agriculture and rural livelihoods

It is very important that you, as an extensionist, understand the concept of access to, and control of resources. Access refers to the permission to use a specific resource. An example of this is when you have access to a particular plot on which to grow lowland rice. However, just because you have access to the particular plot does not mean you can do with the land as you please. For example, you may not decide to swap **parcels** with another farmer. On the other hand, control refers to the ability to decide who the land is allocated to, what is produced on it, and who can sell or trade the land.

In order to distinguish between access to, and control of resources, the following questions may be helpful:

- Who allocates parcels to the farmers (women or men) in the village?
- Are there any conditions for the use of the land? If so, who sets the conditions and who enforces them?
- How would a farmer go about switching plots or obtaining additional plots?

## Who is responsible for the access to, and control of resources

As an extensionist, it is very important that you have a clear understanding of the gendered access to, and control of resources. This will help you identify who should be the target of new technologies and approaches. If you fail to clarify these aspects, you may **unintentionally** put information and



**Parcel:** A part of something (land) that has been divided.

**Unintentionally:** Not done on purpose, accidentally.

**Deprive:** To prevent someone from having or using something.

technologies into the minds and hands of people who will never use them. This will limit the effectiveness of extension and **deprive** others of game changing opportunities.

The following activity will help you better understand the gendered access to, and control of resources.

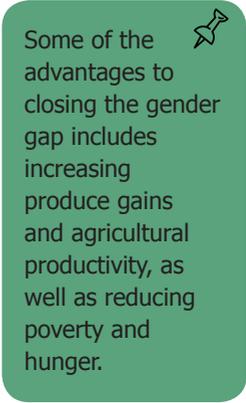
Misunderstanding who has access to, and control of resources puts obstacles in the way of successful adoption, uptake and adaptation.



Complete Activity 1.4 in your workbook.

## Concluding remarks

Both men and women play a very important role in agriculture, but because there are variations in power regarding access to, and control of resources, there is a gender gap that negatively affects female farmers. This gender gap tends to cause female farmers to be less productive when compared to male farmers. The low level of productivity not only leads to smaller crop yields, but also to potential environmental problems such as over-cultivation, soil erosion and land degradation.



Some of the advantages to closing the gender gap includes increasing produce gains and agricultural productivity, as well as reducing poverty and hunger.

In order to solve these problems, you need to take an active role in using a gender lens to examine who should be included in extension activities. It is also extremely important to make sure the correct people are included in extension programmes and that the correct technologies are given to people that will use them.

[Ref] The cost of the gender gap in agricultural productivity

[Ref] The state of food and agriculture: Women in agriculture-closing the gender gap for development



Complete the summative assessment in your workbook.

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

### Study unit outcomes

After completing this study unit, you should be able to:

- Demonstrate how you can engage women through extension and rural advisory services by identifying entry points and opportunities for meeting their goals and objectives.

### Study unit overview

You now clearly understand the differences between old and young, male and female and how making assumptions about their roles, responsibilities and abilities can lead to unintended results. In this study unit you will look at how to use new ways in order to engage your clients. You may be thinking, “I already work with clients and know how to engage them” and this is true. However, how do you build on your current knowledge? How do you find new entry points and opportunities for **engagement** with existing and new clients?

In order to answer these questions you will learn about the different tools that can be used to engage clients, for example, the various communication channels such as radio, mobile phones, and meetings. This module will also help you understand how you may be able to reach those audiences and clients that you had not reached before, as well as how to successfully interact with them. Finally, you will reflect on how your identity affects the work you do and how to change whom you work with.

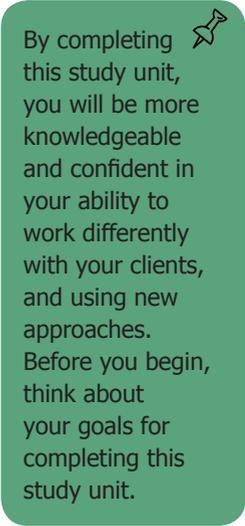
#### Engagement:



Mutual learning around common issues and problems. Multi-stakeholder platforms represent opportunities for engagement across gender and youth constituencies.

## Study unit introduction

It is important to note that not all community members engage in agriculture with the same skills, ability, motivation, access to, and control over resources. Different community and household members do not have equal power when it comes to decision making about land, labour, capital, production decisions and how income is spent. Most of these differences are based on what is accepted as local custom, norm or law rather than on any physical or biological reason. For these reasons, you should pay close attention to how to identify the target of a specific programme and how to engage them.



By completing this study unit, you will be more knowledgeable and confident in your ability to work differently with your clients, and using new approaches. Before you begin, think about your goals for completing this study unit.

In this unit you will learn about the different community engagement methods and strategies that you can use to engage the communities you work with. These methods include identifying the power dynamics in a community, finding entry points, working in groups and reflecting on how your identity informs the work you do. All of these engagement methods need to be handled in a gender sensitive way, meaning that you will have to look at how gender affects the various roles within a community.

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

### Session outcomes

After completing this session, you should be able to:

- Identify the power dynamics at play in your community.

### Power dynamics in the community

You are probably well-aware of who has power in the communities where you work. This could be the most obvious powerful people like the elders, the teacher, the mayor, or the police chief, or it can be the less obvious powerful such as a strong youth leader, the football coach, or a wealthy widow. Learning who has power, who uses it and when, is very important for your work. It may seem to make sense to always work with the most powerful people, as this will make sure that your work is successful. However, this approach has risks associated with it as you may not truly understand how a specific power operates where you work. You may need a different kind of power and thus a different person in order to implement some of your projects.

Finding common ground with your different clients will help build bridges across different interests.



The following are examples of the expression of power:

- Power over: this refers to the power that the strong have over the weak. It includes the power to either include or exclude certain people.
- Power with: this refers to the collective power of a group or organisation. This power allows for the joint action of a group.
- Power to: this refers to the ability to make decisions and carry them out.

- Power within: this refers to self -confidence. It includes culturally acceptable thoughts and actions.

**Positionality** refers to where a person fits into his or her society based on race, gender, class and age. When looking at the positionality of a person, you will notice how the position affects the kind of power that person may have. A rich man is probably more powerful than a poor man. However, it should be noted that many poor men can be more powerful than one rich man. In some countries, because the number of youth is higher than any other age group, the youth can be very powerful. Understanding the many aspects of power can help you design and deliver programmes that address the wide range of needs present in rural communities.

**Positionality:** 

The important aspects of identity such as gender, race, class and age. These are markers of traditional positions. People are defined not in terms of their identities but by their location within relationships and networks.



Complete Activity 2.1 in your workbook.

## Visible power: Observable decision making

Visible power describes the formal rules, structures, authorities, institutions, and procedures of political decision making. It also describes how those in positions of power use these procedures and structures to maintain control (the rules that most people know and follow).

The following are possible responses to visible power:

- Political advocacy; or
- Access to formal decision making.



## Hidden power: Setting the political agenda

Powerful people in an area also maintain their influence by controlling who gets to the decision making table and what gets put on the agenda. These dynamics operate on many levels, often excluding and devaluing the concerns and representation of less powerful groups (decisions often made behind closed doors by the elite).

The following are possible responses to hidden power:

- Strengthen organisations;
- Build collective power and leadership;
- Raise issues; and
- Allow voices to be heard.



## Invisible power: Shaping meaning and what is acceptable

Invisible power influences who and what makes it to the decision making table. Due to invisible power, significant problems and issues are kept out of the decision making process and the minds and consciousness of those who are affected by these issues and problems. This level of power shapes people's beliefs, sense of self and **status quo** by influencing how individuals think about their place in the world. It also affects the process of socialisation. Culture and ideology keep exclusion and equality alive by defining what is normal, acceptable and safe (people excluding themselves from power because they do not believe they can be part of it).

### Status quo:

The current situation, the way things are now.



The following are possible responses to invisible power:

- Reimagine the culture; and
- Raise consciousness to transform the way people look at themselves and those around them.





Complete Activity 2.2 in your workbook.

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

### Session outcomes

After completing this session, you should be able to:

- Identify good entry points for working with different types of clients.

### Identifying entry points for extension

As an extensionist, you already know that it is more efficient to work with groups than with individuals. Sometimes you develop a group yourself in order to meet a particular need in your programme. For example, if a new programme is initiated that focuses on a particular crop, you may form a group that is made up of farmers interested in learning about that crop. Your training events will target this group and you may use this group to share information with other farmers. At other times, you work through existing groups such as a producer association, water user association, a youth group or a saving club. Finally, you may simply use the community and village meetings as your entry points for extension and advisory services.

It is important to note that not all of these groups are the same. They are composed of different people, have different purposes, are more or less powerful in the community, and operate differently. For example, a group of women who meet to discuss health issues or as a saving club has different reasons for

Women alone  cannot influence the changes that need to happen for rural development to be more equitable. You are the key to engaging them to improve rural livelihoods for all.

meeting. It might be tempting to think, “oh, this is a women’s group so I can meet with them to share information about crop production”. However, the fact is that this group of women may not be interested in your advice. Similarly, existing youth groups focused on sports may or may not be the best group to work with for your purposes. Thus, in order to prevent you from engaging the wrong group, you will have to probe the group’s interests and, if needed, form a different group. Finally, a regular community meeting might be a good starting point to introduce yourself and your work but is not a good permanent spot for your work. You may have to form a subgroup or set aside another meeting time for people who have interests that align with yours.



Complete Activity 2.3 in your workbook.

## Session 2.3: Working in groups

### Session outcomes

After completing this session, you should be able to:

- Explain why working with men or women only or mixed groups may require different approaches in terms of facilitation, timing, and location.

### Gender issues associated with working in groups

As an extensionist, you are very familiar with holding group meetings and with working with groups that have formed for different purposes. This includes working with producer groups that are formed for a specific crop, as well as working with a large community group or a small women's saving group. But, have you given any thought to following?

- Who are the group members?
- How did they join the group?
- Was anyone excluded from the group?
- Are there membership rules?  
If so, do those rules exclude certain people?
  - Where are the meetings held?  
If the meeting is held in town, transportation will be an issue for some members.
- When are the meetings held? If the meeting is at midday, who cannot attend?
- If the meeting is in someone's field,

The new extensionist, working in modern agriculture, must use new approaches to reach additional clients and audiences. 

When you say that there are gender issues associated with working with groups you include class, caste, ethnicity and other definitions. 

how was the meeting announcement made and who was likely to learn about it?

In order to answer the above questions, you should take a closer look at the dynamics of the groups you have worked with in the past. You should notice that sometimes the groups are based on written rules, for example where group membership is based on paying membership fees. Other times the groups are based on unwritten rules, such as when membership is limited so that only the elite or certain castes can participate, when the leaders must be men, or when women are not welcome to participate.

Do you remember group meetings with only men in the front leading and speaking, while the women or youth are sitting quietly at the back? 

Knowing that a variety of factors can influence the composition of the groups you are looking at working with is very important as it will help you identify the correct groups for your needs. 

When recalling the previous sessions, it should be clear that doing community work is important for many people and being allowed to participate in the political process, even at community level, is key to being a good citizen. However, attending a group meeting is not the same as fully participating in a group. This is because certain individuals might not be able to participate or are prevented from participating due to factors such as how their role is defined by their communities and societies.

### Case study: Extract from T. Podkul's dissertation



In Peru, the water user associations have been managed by local elites for centuries. Leadership would be passed from one family to another. The government decided this type of leadership was unfair and began to require that communities elect the leaders of each water user association and further, that half of the leadership would be female. In these communities, however, very strict gender roles dictated that women do not play a public role in community management. Husbands would not allow the women leaders to attend the water user association meetings with the result that water management decisions could not be made because half of the leadership was absent. Community members said they wanted to return to the old ways, with the elite of the community making the management decisions, because at least the rules were known.

When completing this activity, refer to the gender checklist in Appendix A.



Complete Activity 2.4 in your workbook.



Complete Activity 2.5 in your workbook.

## Session 2.4: Self-awareness or self-reflection

### Session outcomes

After completing this session, you should be able to:

- Demonstrate your understanding of how your identity affects the work you do.

### Introduction

Reflecting back on the readings and exercises in this study unit gives you the opportunity to think about your own positionality with regard to your community, co-workers, and others. Are you young, old, male, female, of a different race or ethnic group? Do you have power or not? And with whom? How does this affect the work you do? In this final session, you will explore how understanding yourself helps you to understand others and vice versa.



Complete Activity 2.6 in your workbook.



Complete Activity 2.7 in your workbook.

## Concluding remarks

In this session, you have learnt and reviewed how you can engage women through extension and rural advisory services by identifying entry points and opportunities for meeting their goals and objectives. Through the activities, you demonstrated your understanding of the issues related to working with groups including power relations, how to engage women and other types of audiences. You have also reflected on how you can change your practices to better reach new targets.



Complete the summative assessment in your workbook.

## Glossary

Word	Definition
Assumptions	The act of taking something for granted or something that is taken for granted.
Bias	The action of supporting or opposing a particular person or thing in an unfair way by allowing personal opinions to influence your judgment.
Commercial crops	Crops grown by the farmer with the aim of selling the crops for financial gain.
Deprive	Prevent someone from having or using something.
Engagement	Mutual learning around common issues and problems. Multi-stakeholder platforms represent opportunities for engagement across gender and youth constituencies.
Gender	How society refers to relations between and among males and females.
Gender analysis	Gathering and analysis of information on gender roles and differences.
Gendered	Related to a situation involving gender differences or stereotypical gender roles.
Gender gap	The gender gap refers to differences in job opportunities based on gender.
Gender lens	A tool used to identify problems and obtain information related to gender.
Gender roles	How your society defines tasks, responsibilities, and behaviours considered appropriate for men and women. These depend on context and can also change over time.

<b>Word</b>	<b>Definition</b>
Mainstreaming	A strategy for making the concerns and experiences of women and men an integral part of designing, implementing, monitoring and evaluating policies and programmes in all political, economic and societal spheres.
Parcels	A part of something (land) that has been divided.
Positionality	The important aspects of identity such as gender, race, class and age. These are markers of traditional positions. People are defined not in terms of their identities but by their location within relationships and networks.
Power	For our purposes, power rests in those people who have easy or dominant access to resources. Power is also defined as a possibility to influence or control others.
Sex	The biological differences between and characteristics of males and females.
Status quo	The current situation, the way things are now.
Stereotypes	A set idea that people have about what someone or something is like.
Subsistence crops	Crops grown by a farmer with the aim to feed themselves and their families. These crops are not sold commercially.
Undercounted	To count less than the full number or amount of something.
Unintentionally	Not done on purpose, accidentally.

## Resources

The following resources were used in writing this manual:

- L. VeneKlasen and V. Miller. 2002. *A New Weave of Power, People, and Politics: the action guide for advocacy and citizen participation.*
- Chambers, R. 1997. *Whose reality counts? Putting the first last.*
- UN Women, the United Nations Development Programme and the World Bank. 2015. *The Cost of Agricultural Productivity in Malawi, Tanzania and Uganda*
- The state of food and agriculture. 2011. *Women in agriculture: Closing the gender gap for development*

# Appendix A : Gender and equality checklist

## Introduction

"We're disaggregating data by gender in all our surveys. Is that enough?"

This Gender and Equity Checklist has been developed in response to that very question.

Gender-aware extension is critical, yet not all officers have readily available gender expertise or experts to call on when developing and revising trainings, activities, technologies or programmes. In their absence, this checklist offers some practical guidance on how you can better identify and address gender. The yes/no questions here can help you more easily identify whether current/planned activities adequately consider gender.

You should be clear when to use "sex" as a category and when to use "gender". Counting the number of male and female farmers attending a training is disaggregating by sex. Identifying which crops are produced by males and females, for example, subsistence versus cash crops, and targeting extension appropriately is acting in a gender sensitive fashion.

Guidance for use:

The checklist can be used for two main purposes:

- Overall "auditing": Apply this checklist to current plans and activities to assess gender sensitivity. Some sections of this checklist will be more or less appropriate to different settings.
- Ongoing monitoring: The questions are divided by types of activities, so that, for instance, each time a training is developed or delivered, you are encouraged to quickly ask yourself the questions in the "training" section.

This checklist can be used in a number of ways once you have completed it, for example informing gender action plans; as a baseline for the extent of gender mainstreaming; training and activities; the basis for updating work plans; an indication of capacity needs, and so on.

Note...

- The checklist is not exhaustive and should be further developed for use in different settings.
- The phrase "social categories" refers to the different categories that a person could fit into, and which often have links to power, incomes, and so on. These "categories" may include: gender, race, ethnicity, nationality, age, education level, health status, sexual orientation, occupation, religious affiliation, income level, class, or caste.

Please read, think about and answer each of the following questions - giving a yes or no answer. If you are not ticking the YES box, you should rethink your design to try to be more gender sensitive and equitable.

<b>Meetings or field visits (with extension staff and rural communities)</b>	<b>YES</b>	<b>NO</b>
<p>1. Are you sure that the season, day, or time of the meeting does not limit participation by any particular group? Have you asked?</p> <ul style="list-style-type: none"> <li>• Women who are primary caregivers (of children or elderly)</li> <li>• People celebrating religious holidays</li> <li>• People with specific occupations</li> <li>• Specific groups involved in planting/weeding/harvesting</li> <li>• Students attending meetings during school time</li> <li>• People collecting water, firewood or preparing meals</li> </ul> <p>Note: This includes scheduled meetings with colleagues</p>		
<p>2. Are the participants given ample notice so that people of different social categories (including those with many responsibilities/burdens) can attend?</p>		
<p>3. Are there measures to support attendees' care-giving responsibilities?</p> <p>For example, daycare or allowance of children's attendance at the meeting</p>		

<b>Meetings or field visits (with extension staff and rural communities)</b>	<b>YES</b>	<b>NO</b>
<p>4. Do participants in attendance reflect the actual gender/age/class balance of the community?</p> <p>If the answer is no, consider whether it should be.</p>		
<p>5. Have you considered whether this meeting should separate men and women for any reason?</p> <p>Is it culturally acceptable for female extensionists to work with male farmers and vice versa? What about questions of age?</p>		
<p>6. Are women's opinions or concerns accurately reflected in the meeting?</p> <ul style="list-style-type: none"> <li>• Either via women vocalising their own opinions or through other socially constructed ways</li> <li>• How do you know?/ How can you be sure?</li> </ul>		
<p>7. If the sex or social category of the extensionist impacts the dynamics of the meeting, are these impacts acceptable?</p> <p>Do you always automatically ask a man to chair and a woman to rapporteur or be the secretary? If so, consider changing this up!</p>		

Extension surveys	YES	NO
1. Are you disaggregating each survey and response by sex, gender and other social categories?		
2. Are you sure your questions are not accidentally leaving out certain groups? <ul style="list-style-type: none"><li>• No questions distinguishing girls from women, boys from men</li><li>• No questions specifying female-headed households</li><li>• Making assumptions that are not true for all genders, classes, races, and other social categories in the population</li></ul>		
3. Are your questions phrased appropriately, given the cultural context?		

Extension surveys	YES	NO
<p>4. Are you sure that the social categories of the respondent (man, woman, head of household) is not affecting the answer — would you get a different answer if you asked someone else in the household?</p> <ul style="list-style-type: none"> <li>• It is not always the head of household who knows the most about agricultural production and practices.</li> <li>• If it might be, figure out a way to deal with this, for example, asking more than one member and triangulating data, and/or disaggregating data and checking to see if it matters.</li> <li>• If you ask about food/water/resource security, different members of the household might have different perspectives. Perhaps the male head of household eats first and well, followed by the young men in the household, but the wife and children are left hungry.</li> </ul>		
<p>5. Are you addressing your questions to the person most suited to answer them?</p> <ul style="list-style-type: none"> <li>• Certain tasks are culturally determined to be within one's gender roles. So, for example, questions about weeding or household chores might be more suitably presented to women.</li> </ul>		

Extension surveys	YES	NO
<p>6. Are you sure that the social categories (like gender, race, ethnicity and age) of the person asking the question (or others present during the interview) will not affect the answer?</p> <p>If so, consider changing up who is asking the question, or disaggregate for this to check that it is not biasing your results.</p>		

Technology	YES	NO
<p>1. Do you know exactly who is going to be using your technology or intervention, and are you consulting them in the process?</p> <ul style="list-style-type: none"> <li>• Is the process participatory and are the appropriate people included?</li> <li>• Have you done the activity (daily and seasonal) profiles to check if you've got the appropriate audience?</li> </ul>		
<p>2. Does the technology or programme take into account the differences in users and user needs?</p> <p>Such as different literacy levels, age, strength, time and responsibilities and available capital for investments</p>		

Technology	YES	NO
<p>3. Have you ensured that this will not have unintended negative impacts on already vulnerable populations, including women and girls?</p> <ul style="list-style-type: none"> <li>• Is it going to add to the work burden of anyone?</li> <li>• Is it located in an onerous and/or insecure area?</li> <li>• Who will be responsible for maintenance of the technology?</li> <li>• If the technology costs money or labour, will that money mean cutting out other important household expenditures, like education or health care for the children?</li> <li>• Will the user have immediate access to and control of the technology or will it be kept by someone more powerful?</li> </ul>		
<p>4. Is the technology addressing a need expressed by community members?</p> <ul style="list-style-type: none"> <li>• Whose priority is the technology addressing?</li> <li>• To whom do the benefits of the technology accrue?</li> <li>• Does introduction of the technology put anyone in the community at a disadvantage?</li> </ul>		

<b>M&amp;E, analysis, and reporting</b>	<b>YES</b>	<b>NO</b>
<p>1. Are you monitoring your programmes for gender sensitivity?</p> <ul style="list-style-type: none"> <li>• Are you considering what implications it might have for your planning and future implementation?</li> <li>• Could your results feed into better technologies or programme development? Are there differences in needs and responses from different types of farmers?</li> </ul>		
<p>2. Are you considering positive or negative impacts that your extension programme might have on different social groups, including women and girls?</p>		
<p>3. Are you using gender-neutral language in all your reports and communications outputs such as flyers, posters, briefs, radio broadcasts?</p> <ul style="list-style-type: none"> <li>• Not assuming all farmers or farm decision makers are male.</li> <li>• Do you interview only older men about farming activities?</li> </ul>		
<p>4. Are changes in gender outcomes clear targets of your performance?</p>		
<p>5. Are you expected to report sex or gender data regularly?</p>		
<p>6. Are you using any specific gender indicators?</p>		

Other modules of the New Extensionist modules are:

1. Introduction to the New Extensionist
2. Extension Methods and Tools
3. Extension Programme Management
4. Professional Ethics
5. Adult Education for Behavioural Change
6. Knowledge Management for RAS
7. Introduction to Facilitation for Development
8. Community Mobilisation
9. Farmer Organisational Development
10. Value Chain Extension
11. Agricultural Entrepreneurship
- 12. Gender in Extension and Advisory Services**
13. Risk Mitigation and Adaptation

Other related modules developed by GFRAS are on:

- Evaluation of Extension Programmes
- Policy Advocacy for RAS