



ここでは、事例「HPIP」で、農家研修の講師を務めることとなる農業普及員を対象としたジェンダー啓発研修が、どのようなものとなるのかを見ていきます。

HPIPでは、ジェンダー分析調査を通じて、対象地域における様々なジェンダー課題が明らかにされました。また、C/P機関の職員である普及員も、ジェンダー課題解決のために必要とされる知識やスキルが十分でないことも、調査を通じてわかったかと思えます。

その結果として、HPIPではこのようなジェンダー啓発研修を準備しました。この研修は、普及員自身のジェンダーに係る知識向上を図るためのものであり、かつ、この研修をそのまま農家に対して実施する際に、どのような点に気を付けて、農家研修を実施すればよいかの注意点や留意点を学ぶためのものでもあります。つまり、普及員はこの研修をそのまま農家に対して行うことが出来るようになっています。

# Topic

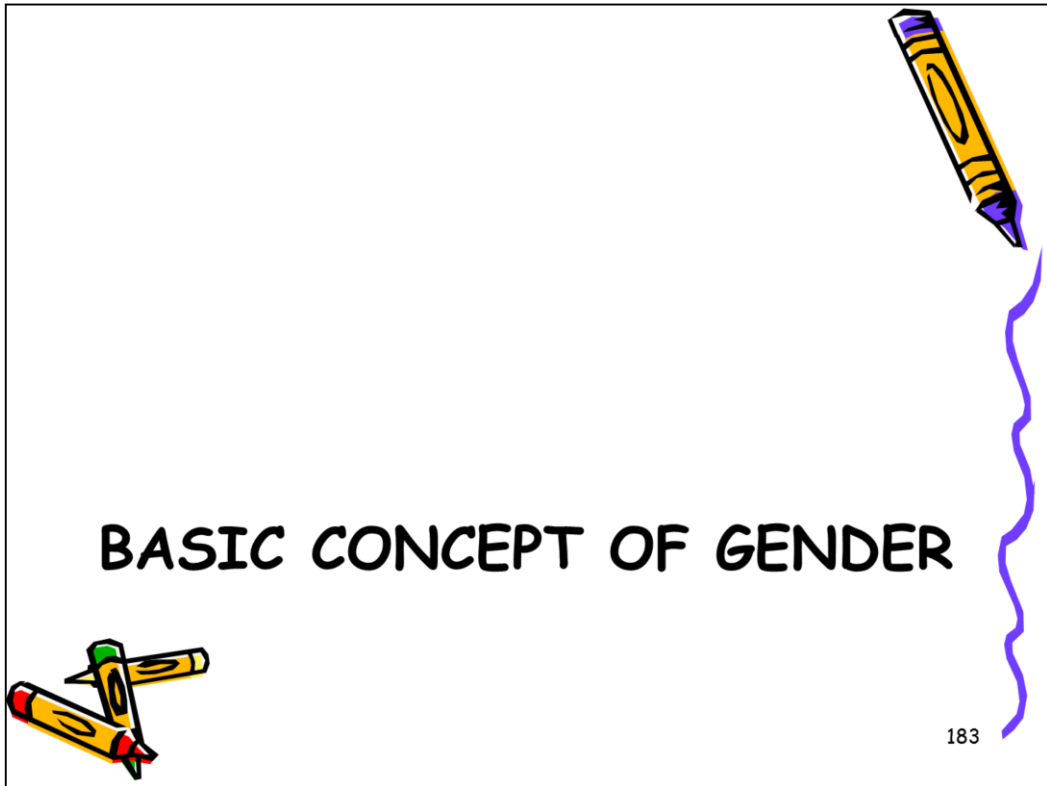
1. Concept on Gender
2. Gender Analysis Tools -  
Group Exercises / Discussion
3. Action Plan Making



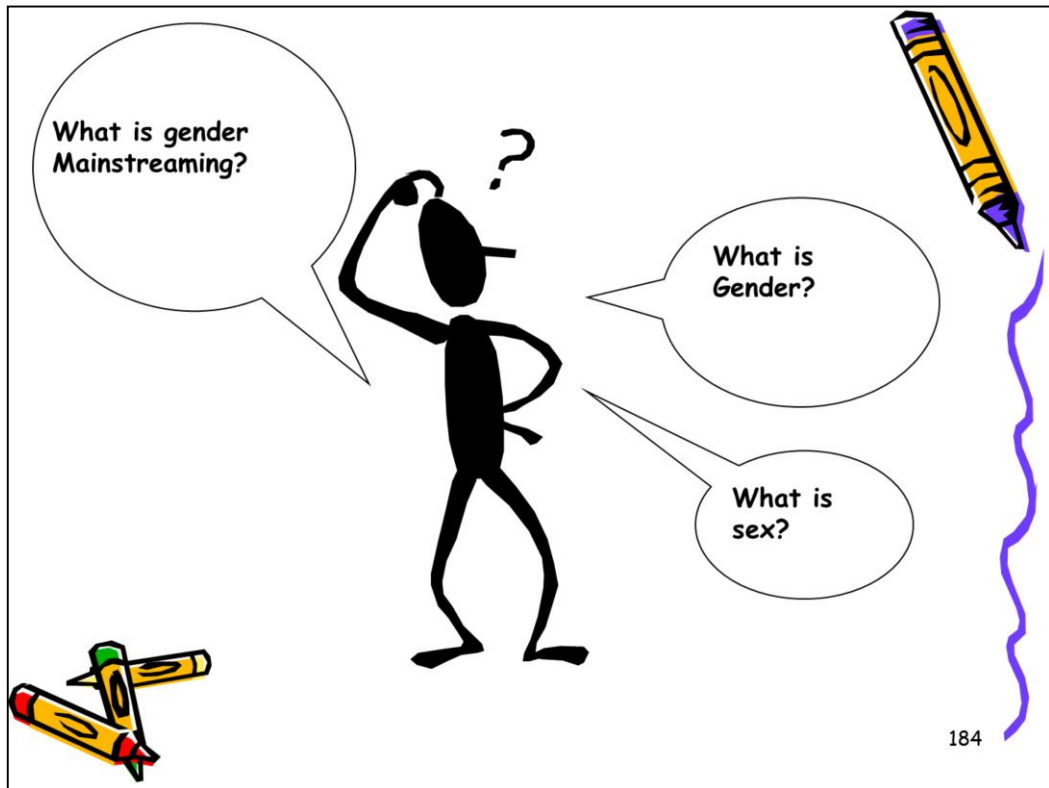
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HPIPでは、ジェンダー分析調査結果に基づいて、ジェンダー課題がどのように農家の生産活動に負の影響を与え、その結果として低収量、低収益を招いているのかを、普及員や農家に分かってもらうことを目的として、本研修を作成しました。

研修は3つのセッションに絞ったものとなっています。まず、セックスとジェンダーの違いを学ぶジェンダー概念の説明セッション、そして、農家の現状を理解してもらい、現状を変えていく必要性を感じてもらうことを目的としたジェンダー分析ツールを使った演習及びそれに係るディスカッションを中心としたセッション、そしてジェンダー分析ツールの結果から浮かび上がってきたジェンダー課題を緩和するためのジェンダ－行動計画作成セッションです。



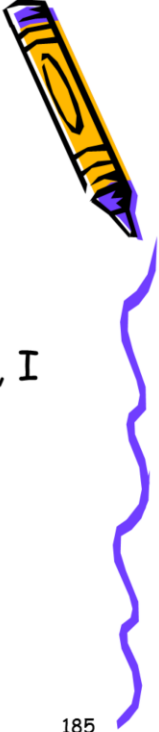
まず、基本的なジェンダー概念です。



農家はもちろんのこと、普及員の中にも、「ジェンダー」と「セックス」の違いを説明できないひとは多くいます。

このスライドを見せながら、参加者に「ジェンダー」と「セックス」の違いを知っているかどうか、聞いてみます。参加者の中に、きちんとその違いを説明できる人もいないかもしれませんし、いないかもしれません。


参加者の中で発言した人がいたら、その発言内容を、模造紙等書き留めて、皆が見えるようにしておきます。発言する人がいなくなるまで、確認してください。



Fill the blank....

"(In my culture) because I am a woman, I must be....."

"(In my culture) because I am a man, I must be....."



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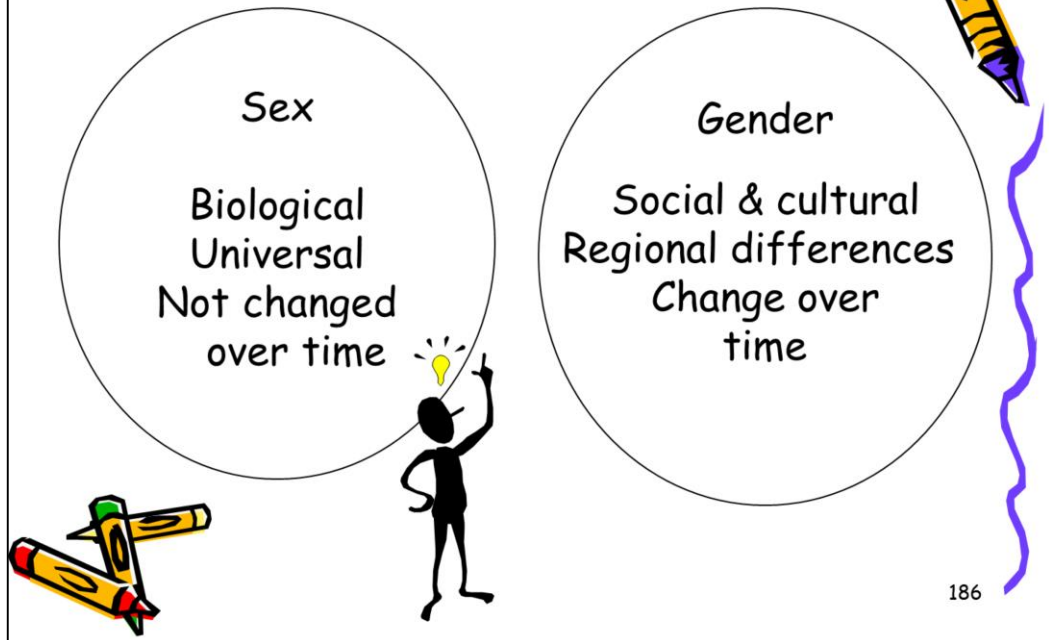
前のスライドで、「ジェンダー」と「セックス」の違いについて、きちんと説明できた参加者がいたかもしれませんが、大部分の参加者は、その違いを理解していないかと思っています。

そこで、その違いをきちんと理解してもらうために、まず、この演習をやってもらいます。「自分は女なので、XXをしなければなりません」あるいは「自分は男なので、XXをしなければなりません」を、参加者男女5人ずつくらいに回答してもらいましょう。男性参加者に男性のことを答えてもらい、女性参加者に女性のことを答えるのも良いですし、逆に男性に女性として、女性のことを答えてもらったり、女性に男性として答えてもらったりしても良いでしょう。

ジェンダー分析調査の結果から見ると、この場合、「女性なので、料理をしなければならない」、「男性なので、家族を養わなければならない」、「男性はリーダーシップを取らなければならない」等の回答が出てくるかと思っています。

それぞれの回答をまた、模造紙等書き留め、参加者皆が見えるようにしましょう。

# What is sex? What is gender?



このスライドで、「ジェンダー」と「セックス」の違いを説明します。セックスが生物学的性別を指すのに対し、ジェンダーは文化的・社会的性差であることを、参加者に理解してもらいましょう。

## Is this sex or gender??

- Men inherit land.
- Women give a birth.
- Women are good at social science while men are good at natural science.
- Men should not cry.
- Any other examples??



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「セックス」と「ジェンダー」の違いを参加者にきちんと理解してもらうために、このスライドの各文を読み上げ、参加者にこれらが「セックス」を表しているのか、それとも「ジェンダー」を表しているのかを問いかけます。

「女性は出産する」というのは、生物学的性差を表していますので、「セックス」ですが、残りはいずれも「ジェンダー」を表しています。土地の相続は男性でも女性でもできます。また、社会学系が得意な男性もいるでしょうし、自然科学系の分野が得意な女性もいるはずです。

このように確認しながら、参加者が「セックス」と「ジェンダー」の違いをきちんと理解するようにして下さい。


特に、これまで「料理は女の仕事」、「金銭管理は男性の仕事」と思っていたことが地域、文化、時代によって大きく変化する「ジェンダー」であり、自分たちが変えようと思えば、この「ジェンダー」を変えることに全く問題がない、ということが理解されていることを確認しましょう。





It is important to be aware...

- Because almost all tasks/responsibilities are "GENDER", they can be done by both men and women and shared for improvement of household livelihoods.
- HPIP need to implement training program, understanding the "REALITY" not "GENDER STEREOTYPES".

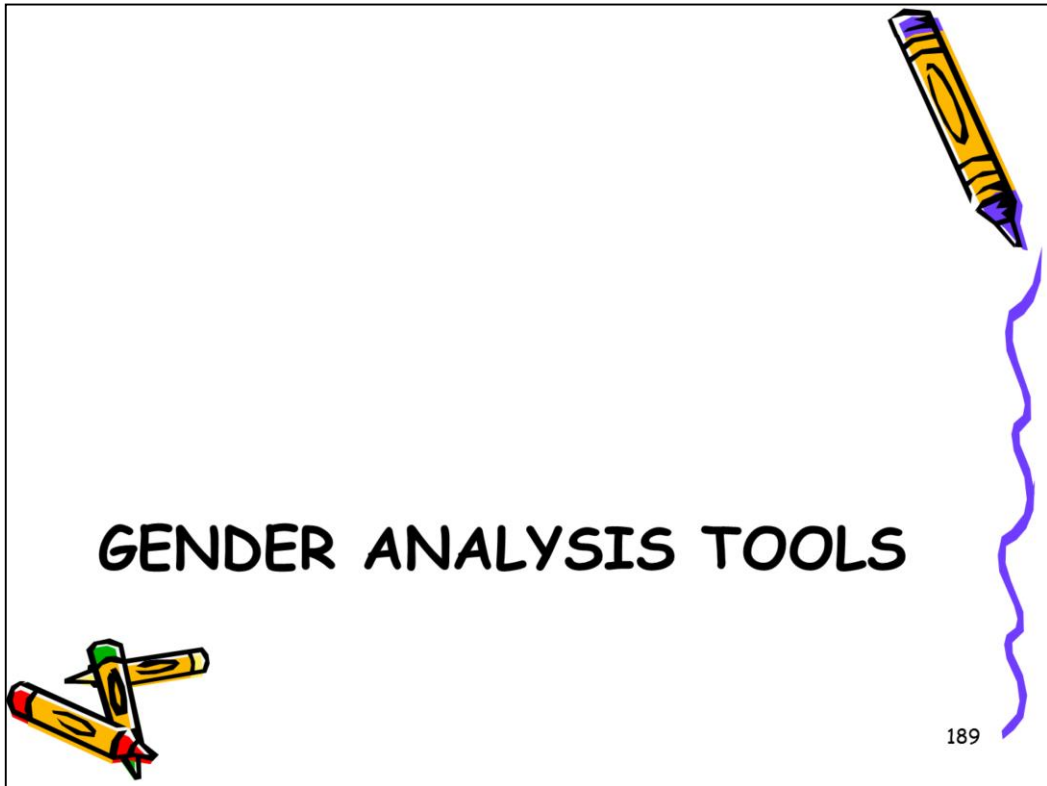


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「セックス」と「ジェンダー」の違いを理解してもらいながら、上記2点を再度、参加者に確認します。

まず、日常生活で従事している作業や役割のほとんどは男性でも女性でも出来ることだという事です。調理したり、部屋を掃除したりといった多くの文化で女性の役割とされている作業は男性でもできます。反対に家族を養うとか、リーダーを務める等も、多くの文化では男性の役割とされていますが、世界各国で多くの女性が自分の家族を養っていますし、世界には女性の首相や大統領ももはや珍しくはありません。従って、男女が同じ役割をこなしたり、同じ作業を分担したりすることに何らの問題がないことをここでは強調しましょう。

また、HPIPでは、地域の行動規範に則って、「男性」を研修に招くのではなく、研修で推奨する技術を実践してくれる「男性」も「女性」も参加してほしいと思っていることを参加者に伝えましょう。



次のトピックは、ジェンダー分析ツールについてです。

# Gender Analysis Tools

## Tools to analyze the situation of Gender:

1. Activity Profile
  - A. Productive Roles
  - B. Re-productive Roles
2. Daily Activity Calendar
3. Access to and Control of Resources



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対象地域のジェンダー状況を確認するためのツールとして、これら3つのツールを取り上げます。

# Activity Profile

## Objective:

- To understand the roles and responsibilities of men and women in the household



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まずは、「Activity Profile」です。このツールの目的について、説明します。

# Activity Profile

## Definitions

- ❑ **Productive Roles:** any farm & off-farm production activities which lead farmers to financial benefits
- ❑ **Re-Productive Roles:** any household activities which do not lead farmers to financial benefits



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次に、生産活動と再生産活動の定義を説明してください。

# Activity Profile



## Procedures

- Discuss and agree on** the most important horticultural crop in your area
- Identify** who either men or women does the listed activities, using ticks



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次は、「Activity Profile」のやり方を説明します。

生産活動で取り上げる作物の特定やそのための作業のリストアップを、男女双方がいる場で行う事。また、その後、男女別のグループに分かれて、それぞれの作業を男女がどのように分担しあいながら従事しているのかをグループの皆で話し合いながら特定していく事等を説明しましょう。

# Access to & Control of Resources



## Objective:

- To identify who in the household has access to and control of a particular resource



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次は、「Access & Control Profile」です。

ここでも、「Activity Profile」の時と同様に、ツールの目的について説明します。

# Access to & Control of Resources



## Definitions

- **Resource:** Anything that can be owned and used such as land, tools, crops, animals to obtain a benefit from it
- **Access:** Opportunity to make use of a resource
- **Control:** Power to decide how a resource is used



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そして、「Access & Control Profile」ツールを使うときの重要な概念である「リソース」、「アクセス」、「コントロール」について、説明しましょう。



# Access to & Control of Resources



## Procedures

- Identify** who either men or women has access to / control of each resources listed, using ticks



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そして、やり方の説明をします。

リストアップされているリソースを男女のいずれがアクセスし、そしてコントロールしているのかを✓を使いながら、検討してもらいましょう。

# Daily Activity Calendar



## Objective:

- To illustrate the roles of man and woman at the household over a 24-hour period
- To appreciate the different workloads of different gender groups in the household



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次は、「Daily Activity Calendar」の目的について説明します。

# Daily Activity Calendar



## Procedures

- illustrate household activities of a typical day for a man (by men group) or woman (by women group) in a 24-hour period



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次は、「Daily Activity Calendar」のやり方を説明します。

## Group Exercises

- ❑ Form a men & a women group
- ❑ Complete the three tools in a convenient place where you can discuss freely.
- ❑ After two hours converge in the class for presentation in a plenary session



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それぞれのツールの目的及びやり方についての説明が一通り終わったら、男女別グループに分かれて、演習するよう指示してください。

農家研修の場合は、この3つのツールを完成するのに約2時間程度かかりますが、普及員を対象とした講師向け研修であれば、1時間程度で、3つのツールを完成させることが出来るかと思えます。


# Plenary Session

## Roles & Responsibilities

What are problems? What are negative effects?



Activity	Men	Women
Planting	✓	✓
Weeding	✓	✓✓
Spraying	✓✓	
Harvesting		✓✓
Marketing	✓✓	✓
Income Control	✓✓	✓



Activity	Men	Women
Cooking		✓✓
Cleaning	✓	✓✓
Fetching water		✓✓
Fetching firewood		✓✓
Caring for children		✓✓
Caring for sick	✓	✓✓

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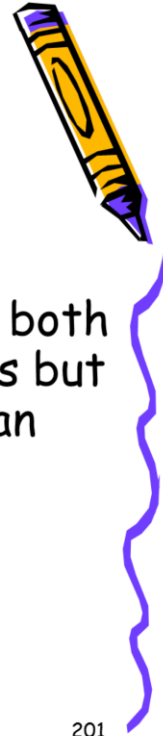
男女別のグループ演習が終了したら、集ってもらって、各グループに演習結果を  
発表してもらいます。ツールごとに各グループに発表してもらっても良いですし、各  
グループに3つのツール結果を一度の発表してもらっても良いと思います。一度に発表し  
てもらう方が時間はかかりません。3つのツールを合わせて、グループ発表の時間は  
10分程度で行うよう、発表者に指示してください。このような発表に慣れていない人、  
特に農家は、非常に細かい点にまで言及して、時間がかかるので注意してください。

本来であれば、ツール結果を分析するときは参加者の発表結果を参照することにな  
りますが、ここでは仮に上記スライドのような結果が出てきたものとして、話を進めます。

ツール結果を参照しながら、参加者全員に何が結果からわかるのかを聞きます。「男  
女が双方が農作業に従事している」「男性がやる作業と女性がやる作業がある」「男  
性は家事を手伝っていない」等、「基礎編」や「実践編」で学んだ分析ツール結果分  
析の視点を思い出しながら、参加者のディスカッションをファシリテーションする  
ことが肝心です。

# Plenary Session

## Roles & Responsibilities



### □ Problems

- Women are overburdened with both productive & reproductive roles but men's workload is much less than that of women
- Women are limited in income control



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参加者から、「Activity Profile」の結果から導き出せれる課題や問題点が出てきたら、このスライドを見せ、ディスカッションのまとめをするようにして下さい。この2点は、ジェンダー分析調査で明らかにされたジェンダー課題であり、農家の生産性や収益に負の影響を与えていると考えられるポイントです。

ディスカッションでは、もっと多くの課題が出てくるかと思いますが、上記2点が参加者から出されるよう、ディスカッションをうまくファシリテーションするようにして下さい。

これらの課題・問題点が確認出来たら、そのような状況が、自分たちの生活、農作業、収量、収益にどのように影響を与えているのかを、参加者に考えてもらいます。

# Plenary Session

## Roles & Responsibilities

### ❑ Negative effects

- Heavy workload on women reduces their time for farm activities, leisure/or rest
- Women's lack of income control limits their active involvement in decision making on household expenditure
- Women's limitation in income control demotivates them from engaging in farming activities



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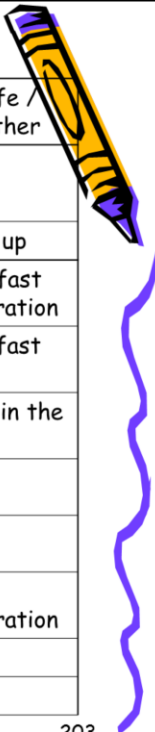
参加者のディスカッションを通じて、「Activity Profile」の結果から読み取れるジェンダー課題が、自分たちの生活や農業生産に与える負の影響が、明らかになってきたところで、このスライドに移ります。

ディスカッションでは、もっと多くの点が出てくるかもしれませんが、上記3点は、この分析ツールから導き出されるべき、最も重要な負の影響となりますので、これらの点が参加者から出てくるよう、うまくファシリテーションするようにして下さい。

# Plenary Session

## Daily Activity Calendar

What are problems?  
What are negative effects?



Time	Husband / Father	Wife / Mother
3:00 am	Sleep	Sleep
3:30 am		
4:00 am		Wake up
4:30 am		Breakfast preparation
5:00 am	Wake up Breakfast	breakfast
5:30 am	Work in the farm	Work in the farm
7:00 am		
12:00 am		Lunch preparation

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次は、「Daily Activity Calendar」です。

ツール結果を参照しながら、参加者全員に何が結果からわかるのかを確認します。「女性は一日中多忙である」「男性は時間の余裕がある」等、モジュール2や3で学んだ分析ツール結果分析の視点を思い出しながら、参加者のディスカッションをファシリテーションしていきます。



# Plenary Session

## Daily Activity Calendar Cont'



### □ Problems

- Women work throughout the day and spend long time on reproductive activities
- Men have plenty of time for leisure activities and rest



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参加者から、「Daily Activity Calendar」の結果から導き出せれる課題や問題点が出てきたら、このスライドを見せ、ディスカッションのまとめをするようにして下さい。この2点は、ジェンダー分析調査で明らかにされたジェンダー課題であり、農家の生産性や収益に負の影響を与えていると考えられるポイントです。

ディスカッションでは、もっと多くの課題が出てくるかと思いますが、上記2点が参加者から出されるよう、うまくファシリテーションするようにして下さい。

これらの課題・問題点が確認出来たら、そのような状況が、自分たちの生活、農作業、収量、収益にどのように影響を与えているのかを、参加者に考えてもらいます。

# Plenary Session

## Daily Activity Calendar Cont'

### ❑ Negative effects

- Sole responsibility of women for most reproductive activities significantly reduce their engagement in productive activities thus reducing the household income
- Too much leisure/rest time limits men's involvement in productive activities thus reducing household income.



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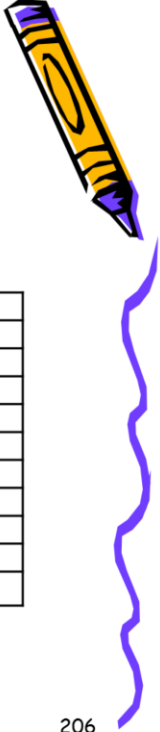
参加者のディスカッションを通じて、「Daily Activity Calendar」の結果から読み取れるジェンダー課題が、自分たちの生活や農業生産に与える負の影響が、明らかになってきたところで、このスライドに進みます。

ディスカッションでは、もっと多くの点が出てくるかもしれませんが、上記2点は、この分析ツールから導き出されるべき、最も重要な負の影響となりますので、これらの点が参加者から出てくるよう、うまくファシリテーションするようにして下さい。

# Plenary Session

## Access to and Control of Resources

What are problems? What are negative effects?



Resources	Who has access to it?		Who has control on it?	
	Men	Women	Men	Women
Land	✓	✓	✓	
Capital	✓✓	✓	✓	
Farming tools	✓	✓	✓✓	✓
Bicycles	✓✓	✓	✓✓	✓
Cows	✓	✓	✓	
Chickens	✓	✓✓	✓	✓✓
Maize	✓	✓	✓	
Tomatoes	✓✓	✓	✓	
Trees	✓✓	✓	✓	



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次は、「Access & Control Profile」です。

ツール結果を参照しながら、参加者全員に何が結果からわかるのかを確認します。「男女双方、同じようにアクセスがある」「リソースのほとんどを男性がコントロールしている」等、「基礎編」や「実践編」で学んだ分析ツール結果分析の視点を思い出しながら、参加者のディスカッションをファシリテーションしていきます。

# Plenary Session

## Access to and Control of Resources

- Problems
  - Women have access to some resources but little control over them, on the other hand men control almost all the resources



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参加者から、「Access & Control Profile」の結果から導き出せれる課題や問題点が出てきたら、このスライドを見せ、ディスカッションのまとめをするようにして下さい。この点は、ジェンダー分析調査で明らかにされたジェンダー課題であり、農家の生産性や収益に負の影響を与えていると考えられるポイントです。

ディスカッションでは、もっと多くの課題が出てくるかと思いますが、上記の点が参加者から出されるよう、うまくファシリテーションするようにして下さい。

この課題・問題点が確認出来たら、そのような状況が、自分たちの生活、農作業、収量、収益にどのように影響を与えているのかを、参加者に考えてもらいます。

# Plenary Session

## Access to and Control of Resources

### Negative effects

- Lack of control of resources excludes women from decision making at the household including the farm management, which negatively affects production.
- Household economy is likely to be negatively affected if the control of critical resources is mostly done by a certain member of the household



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参加者のディスカッションを通じて、「Access & Control Profile」の結果から読み取れるジェンダー課題が、自分たちの生活や農業生産に与える負の影響が、明らかになってきたところで、このスライドに進みます。

ディスカッションでは、もっと多くの点が出てくるかもしれませんが、上記2点は、この分析ツールから導き出されるべき、最も重要な負の影響となりますので、これらの点が参加者から出てくるよう、うまくファシリテーションするようにして下さい。

# Plenary Session

## Problems identified in 3 exercises

- Women are overburdened by both productive and reproductive roles while men have more free time
- Poor time management by some household members and their lack of collaboration reduces the time spent in the farm thus lowering productivity



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このスライドで、3つの分析ツールから導き出された課題・問題点を改めて整理し、参加者に確認します。

# Plenary Session

## Problems identified in 3 exercises

- Lack of control in income and resources discourages women to effectively participate in farming activities



# Plenary Session

## Any Measures?

- What can we do to reduce the negative effects created by the identified problems?
- Something needs to be done to improve the household economy
- Your suggestion can be put in an action plan for effective implementation



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そして、このスライドから、これまでディスカッションを通じて確認してきた、ジェンダー課題と、それが農業生産性や収益に与える負の影響を緩和するための方策を、参加者に検討してもらいます。

外部者に頼ることなく、自分たちの問題を自分たちで解決していく事が重要であり、かつそれが可能であることを強調します。



# Gender Action Plan Making

## Procedure

1. Using the sheet given, draw a Gender Action Plan
2. Make "Heavy workload of women" a problem of Gender Action Plan and "Reduction of heavy workload of women" its objective
3. Select the most tedious and time consuming work in the household



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HPIPとしては、研修参加も難しく、また農作業にも十分な時間をかけることが難しい女性の過重労働を最も重要な問題と捉えたため、この課題を緩和するための方策を、参加者に検討してもらうこととしました。

そして、スライド34を念頭に、行動計画作成作業を行います。

まず、参加者には、女性が行っている作業の中でも、最も時間がかかると思われるものを挙げてもらいます。

## Gender Action Plan Making

4. **Select** one(1) activity to address most tedious work identified in previous slide, which can easily be implemented by the members.
5. Identify resources required to implement this activity
6. Set precise time for implementation
7. Identify who to implement and monitor



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いくつかの「大変な作業」が特定された、その中でも、簡単な対処法で大変さが緩和されそうな作業を一つ、参加者に選んでもらいます。

次にその対処法を実施する際に必要とされるリソースを考えてもらいます。これはお金かもしれませんし、材料かもしれません。また、労働緩和のための道具を作るのであれば、そのための知識かもしれません。

そして、いつまでにやるのか、また誰が責任を持って実施するのかなどを取り決めます。

# Gender Action Plan Making

Problem: Heavy Workload of Women

Objective	Most Tedious Work	Activities	Resources	Schedule	Implementer	Monitoring Indicator	Monitor	Remarks



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行動計画の策定作業を進める時は、この表を別途、模造紙に書き写し、その模造紙に、話し合いで決まった事項を順番に記録していくと、作業が進めやすいかと思えます。

# Gender Action Plan Making

- ❑ Implement the planned activity.
- ❑ Once the planned activity is implemented /completed by more than 70% of group members, identify another activity to further reduce women's workload, **using** the above procedure.
- ❑ Regularly **review** your **Gender Action Plan** to continually improve your situation



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行動計画が完成したら、上記の点を、参加者と確認していきます。

グループメンバーの70%が実施したら、次の行動計画を作成するとありますが、この数値は、もちろん、参加者の意向で、100%、90%等の高い数値を適用することも可能です。但し、グループメンバー全員の結束が固いグループであれば良いのですが、あまり高い数値を目標とすると、次の行動計画に移ることが難しくなる場合もあるので、バランスを考えて、参加者と決めることで良いかと思えます。

## Wrap UP

- ❑ Better time management is required to spend more time in the farm so as to **increase productivity.**
- ❑ Sharing of workload between **men and women** will **improve their relationship** and lead to more unity among the household members
- ❑ Sharing of resources between **men and women** will **improve household economy**



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最後にまとめです。

参加者に理解してほしいポイントをここで強調します。

この研修は、HPIPのジェンダー分析調査を通じて明らかになったジェンダー課題の解決を目指して行うものです。ジェンダー分析調査の結果は、国、地域によって異なってきますので、その結果に基づいて、研修の内容を作成することが肝心です。

対象地域にはどのような問題や課題があり、その結果として、プロジェクトの実施がどのような影響を受けるのか、まず考えてください。そして、ジェンダー課題が何らかの形で、プロジェクトの活動に負の影響を与えるのであれば、その影響を緩和するための方策の一つとして、対象農家のジェンダー意識を啓発するために、このような研修を行うことは意義のあることです。

その地域がどのような課題を抱え、それをどのように緩和するのか、そのためには研修にどのようなセッションを盛り込んでいく必要があるのか、HPIPジェンダー啓発研修を参考に、検討してみてください。

## 参考資料

- ❑ Implementation Guideline: Gender Sensitization Subject Matter Training, Technical Cooperation in Supporting Service Delivery Systems of Irrigated Agriculture (2009)
- ❑ Farmer Training Manual (Gender Sensitization Training), Project on Enhancing Gender Responsive Extension Services in Kenya (2016)



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参考資料として、2つのJICA技術協力プロジェクトで作成したジェンダー啓発研修マニュアルを添付しますので、参考にしてみてください。このマニュアルは、農家研修を行う普及員が、研修を実施の際に参照するためのものです。

**IMPLEMENTATION GUIDELINE  
SUBJECT MATTER TRAINING  
GENDER SENSITIZATION**

**December 2009**

**TANRICE**

### Objectives

- To raise awareness on gender and rice farming

### Target group

- Male and female farmers engaged in paddy production

### Time Schedule (1 Day)

Time	Activities
9:00 - 10:00	Opening
10:00 - 10:30	Understanding Gender and Sex
10:30 - 13:00	Practical Exercises <ul style="list-style-type: none"><li>- Division of Labor</li><li>- Access and Control</li><li>- Daily Activity Calendar</li><li>- Presentation / Discussion</li></ul>
13:00 - 14:00	Lunch
14:00 - 15:15	Gender Action Plan Making
15:15 - 15:30	Wrap - up
15:30 -	Closing



## Understanding Gender and Sex (30 minutes)

- Objectives

This topic will help the participants to understand the differences between sex and gender.

- Exercise

Step 1	Ask the participants to complete the following: “(In my culture) because I am a woman, I must ....” “(In my culture) because I am a man, I must....” Write down the answers on the flipchart.
Step 2	Explain what sex means and what gender means. ☆ Sex: biologically determined, not change over the time. ☆ Gender: socially and culturally determined, differ from one culture to another and change over the time.
Step 3	Discuss if the answers given by the participants to above question are either sex or gender.
Step 4	Ask the group if there is any job in the community which used to be done exclusively by men, but now done by both men and women or which used to be done exclusively by women, but now done by both men and women.



Participants now understand  
**Gender changes over the time even in the community of the participants.**

### **Further exercises**

To facilitate the further understanding of participants, read the following statements one by one and ask the participants if they are sex or gender.

- (1) Women give a birth. Men don't. (S)
- (2) Boys are tough. Girls are soft. (G)
- (3) Women can breastfeed. Men feed babies with milking bottles. (S)
- (4) Women are responsible for household chores. (G)
- (5) Men are breadwinners. (G)
- (6) Women should not speak in public. (G)

### **Information: Tanzania**

- ✧ *Women constitute 86% of agriculture labor force.*
- ✧ *Women in agriculture work an average of 10 -14 hours a day while men work 7 - 8 hours a day.*
- ✧ *Mean monthly income from agriculture activities for women is about half of that for men.*

*(Source: Country Gender Profile, African Development Bank, 2005)*

## Practical Exercise (2.5 hours)

- **Division of Labor in Rice Farming (Productive / Reproductive)**
- **Access and Control**
- **Daily Activity Calendar**

### ● Objective

The three exercises aim to understand the followings:

- Roles and responsibilities of women and men in the farming household.
- Heavy workload of women
- Access to and control of household resources by men and women
- Women's little control over resources

### ● Exercise

Step 1	Divide the participants into two groups; one for men and the other for women.
Step 2	<p>Explain how to do each exercise as follows</p> <p><b>(Division of labor)</b>            Show the participants the flipchart A (Productive activity) and the flipchart B (Reproductive activity). Explain them that the exercise is to identify which activities are done by men or women. If more than one person is involved in the activity, tick two in the column of a main contributor and tick one for those involved in the activity.</p> <p><b>(Access and control)</b>            Clarify the participants what is resource, access and control.</p> <ul style="list-style-type: none"> <li>✧ Resource: anything can be owned and used by farmers, such as land, tools, crops, animals, etc.</li> <li>✧ Access: the opportunity to make a use of resources</li> <li>✧ Control: the power to decide how a resource is used, who has access to it, when it can be sold, etc.</li> </ul> <p>Show the participants the flipchart C (Access) and the flipchart D (Control). Ask if there is any important resource for the income-earning purpose of household, which are not listed in the flipcharts, and, then, write them down in the blank columns. Explain them that the exercise is to identify who, either men or women, has an access to and control of each resource listed. If both of them have an access/control, tick two in the column of the one with more access/control and tick one in the column of the one with less access/control. In case both have an equal access/control, tick one in both columns.</p> <p><b>(Daily Activity Calendar)</b>            Explain the participants that the exercise is to illustrate a typical day for a man and a woman in the community; a typical day as the examples in the page 8.</p>

Step 3	Ask both groups to do the exercises as explained, and assist them if necessary.
Step 4	Go back to the plenary session. Ask each group to present the results and discuss.



#### Discussion Points:

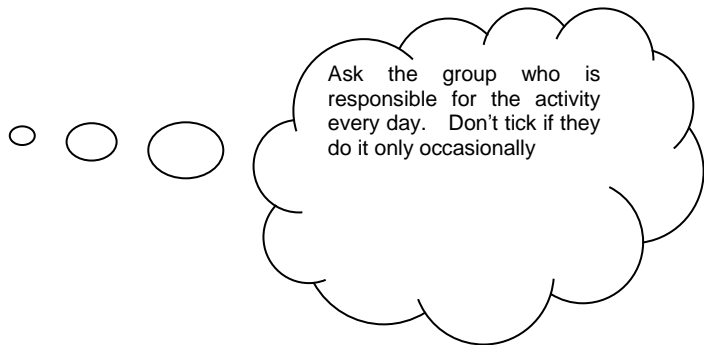
- ☆ Unlike sex, gender changes over the time and differs from one place to another.
- ☆ The workload of women is much heavier than that of men.
  - Women work throughout a day unlike men.
  - Women are responsible for almost all reproductive activities.
- ☆ Women have access to some resources but little control over them. On the other hand, men control almost all the resources.
  - Women have little control over the income accrued from rice farming, which discourages them to be actively engaged in the farming.
  - Nobody can make any decision on the issues related to the resources of which he/she does not have control.

Flipchart A (Productive Activity)

Activities	Men	Women
Canal cleaning	✓	✓
Land clearing	✓	
Ploughing	✓✓	✓
Leveling	✓	✓
Preparing bunds		
Paddling		
Seeds preparation		
Sowing seeds		
Uprooting seedlings		
Transplanting		
Weeding		
Fertilizer		
Insecticide		
Bird scaring		
Harvesting		
Packing and sewing bags		
Drying		
Storing		
Milling		
Selling		
Keeping money		

Flipchart B (Reproductive Activity)

Activity	Men	Women
Cooking		✓
Washing	✓	✓
Fetching water	✓	✓✓
Fetching firewood		
Caring for children		
Caring for sick		
Grinding		
House Construction / Repair		
Security		

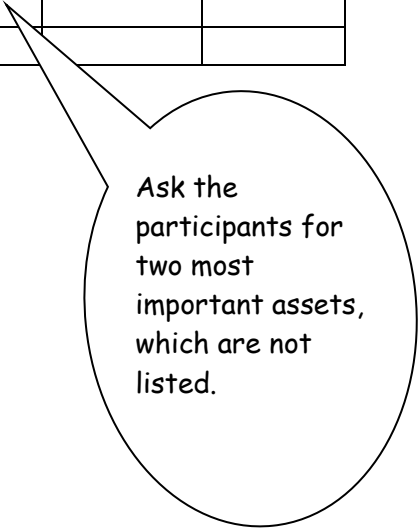


Flipchart C (Access)

Resources	Men	Women
Farm Land		
House		
Farming tools		
Cattles		
Poultry		
Radio		
Bicycle		
Training opportunities		

Flipchart D (Control)

Resources	Men	Women
Farm Land		
House		
Farming tools		
Cattles		
Poultry		
Radio		
Bicycle		



Ask the participants for two most important assets, which are not listed.

### Men's day

Time	Activities
6:00 am	Wake -up / Home survey
7:30 am	Breakfast
8:00 am	Allocating duties
9:00 am	Working at farm
1:00 pm	Lunch Resting
4:00 pm	Meeting friends
7:00 pm	Supper Resting
10:00pm	Retire to bed

### Women's day

Time	Activities
5:00 am	Wake up / Milking
7:00 am	Prepare breakfast
8:00 am	Washing
9:00 am	Work at Farm
12:00	Prepare lunch
1:00 pm 	Washing utensils / Feeding livestock / Fetching water / firewood / Milking / Merry go round
5:00 pm	Prepare supper
6:00 pm	Assembling livestock / Washing children
8:00 pm	Supper
9:00 pm	Washing utensils
10:00pm	Bathing
11:00pm	Retire to bed

## Gender Action Plan Making (75 minutes)

- Objective

This exercise aims to devise an action plan to reduce gender gap in the community and at the household.

- Exercise

Step 1	Through the exercises of the day, the participants should be clearly aware of the problems caused by the unequal sharing of roles and responsibilities between men and women before this exercise. Ask the participants to list the problems learnt through the today's exercises.
Step 2	Prioritize the problems and assist the participants to select one problem, which <u>should be solved by using mainly own disposal resources</u> , not entirely from outsiders such as governments or donors.
Step 3	Fill out the exercise material "Action Plan", referring to below.

Problems	Causes	Activity	Until when	Resource	Implementer	Monitor



After an action-plan making, confirm

- ☆ They can device the plan which will actually reduce the women's workload.
- ☆ It requires only a small input to bring about a big change.
- ☆ Those who were appointed as "Monitors" should encourage and facilitate the people to implement the plan.

"You may like to urge the participants to fix the date for a next meeting to facilitate the process for implementation"



## Wrap-up (15 minutes)

- Objective

This exercise aims to confirm if the participants understand the today's session and to reiterate the importance of the implementation of the action plan.

- Exercise

Step 1	Ask the participants what they learned in the training. Confirm the following points of the training. <ul style="list-style-type: none"><li>☆ Unlike sex, gender changes over the time and differs from one place to another.</li><li>☆ The workload of women is much heavier than that of men.</li><li>☆ Women are substantially involved in the farming but they have little control over the assets including the farming income. Since it discourages women to be actively engaged in the farming, it will negatively affect the agricultural production of household.</li></ul>
Step 2	To reduce the women's workload and to increase the productivity, reiterate an importance to implement the action plan.

To facilitate the understanding of participants, you may like to introduce the small story of Alice.

(1)

One day Alice was at home while her husband went to the town. One buyer came to the house and asked Alice if he could buy the tomatoes in the shamba. Alice knew that her husband had been looking for a buyer. But Alice told the buyer, "My husband is not at home. You need to come back tomorrow." At night the hailstone destroyed all tomatoes in shamba.

Problems

- Alice did not have a control over produce, thus she was not supposed to sell tomatoes to the buyer.

Ask participants what should be done to avoid the same situation to happen.

(2)

Traditionally the insecticide application was a responsibility of men in the community where Alice lived. In May Alice knew it was a time for tomatoes to be sprayed. But she never suggested her husband to do so. Tomatoes did not grow well in that year because it was too late when her husband started spraying.

Problems

- Alice did not have a control over produce and could not make any decision on how the shamba was managed, thus she did not suggest anything to her husband.

Next year Alice participated in both the agricultural training and the gender sensitization training. She learned how to apply insecticide to tomatoes and the importance to work together with her husband. After coming back from the training, she told her husband about what she had learned. Alice started applying insecticide herself. At the end of the season Alice and husband enjoyed a good harvest.

# **Gender Awareness for Farm Enterprise**

**Farmer Training manual Ver. 1.1**

**January, 2016**

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## **1.0 Preparation of Training**

It is important for facilitators to come together and discuss thoroughly about the implementation of training. The proposed time schedule is indicated in Table 1. The training design needs to be developed carefully taking into account the programme.

Facilitators need to understand situations of expected participants so as to guide in designing venue, schedule and duration of training; and make necessary arrangements to create a conducive environment for learning. In making a decision on schedule, it is recommended that facilitators take note of some farming seasons and activities, which are time specific. Some participants may find it difficult to fully participate in the training if training schedule conflicts with these activities.

It is also important to start as soon as possible preparation of training materials and flip charts to be used during the training as indicated in the following pages. The training should be as practical, participatory, active and drawing from participants' experiences and case studies to capture and maintain the interest of the participants.

Once necessary arrangements are made, adequate time should be given between the invitations and date of training for the participants to organise their schedules so that participants will be able to make necessary arrangements on who will perform their tasks while they are away.

When inviting the participants, a deliberate effort should be made to invite representatives of all gender groups in the community, and, if possible, to invite spouses or two household members who work together in a particular farm enterprise. Facilitators are strongly recommended to invite opinion leaders because they will assist in community mobilization and can champion integration of gender aspects in rural development.

A checklist is provided below to assist facilitators in preparation of the Gender Awareness Training.

**Table 1: Proposed Time Schedule for Gender Awareness Training****Day 1**

Time	Topic	Duration
9:00 – 9:30 am	Introduction: Climate Setting	30 mins
9:30 – 10:15 am	Understanding Gender and Sex	45 mins
10:15 – 11:00 am	Procedure of Exercises using Gender Analysis Tools	45mins
11:00 – 01:00 pm	Group Exercises	2 hours
01:00 – 01:15pm	Wrap up	15 mins

**Day 2**

Time	Topic	Duration
8:45-9:00 am	Recap	15 mins
9:00-9:30 am	Presentation of results of group exercises	30 mins
9:30 – 10:30am	Identification of issues arising from the results of the exercises and the Negative effects of those issues on productivity and family relationship (gender groups/plenary)	1 hour
10:30-10:50 am	Case study/Discussion	20 mins
10:50-11:50 am	Gender Action Plan Making	1 hour
11:50 – 12:10 pm	Discussion / Wrap-up	20 mins

## Checklist for Preparation

	Points to be considered	Achievement
<b>1 Designing of Training</b>		
Trainees	<ul style="list-style-type: none"> <li>- Farmer Group to be invited</li> <li>- All gender groups to be represented</li> <li>- Spouses of group members to be invited</li> </ul>	
Training venue	<ul style="list-style-type: none"> <li>- Convenience (Location)</li> <li>- Affordability</li> <li>- Venue to accommodate all expected participants</li> <li>- Furniture (chairs, desks, etc.)</li> </ul>	
Training duration	<ul style="list-style-type: none"> <li>- 3 days; is it going to be conducted for three consecutive days or in intervals?</li> </ul>	
Training dates	<ul style="list-style-type: none"> <li>- Availability/schedule of group members (consider participation of all gender groups)</li> <li>- Availability of venue</li> <li>- Availability of facilitators</li> </ul>	
Opinion Leaders	<ul style="list-style-type: none"> <li>- Seek support for facilitation of training organization</li> </ul>	
Farmer group	Prior consultation to ensure their participation <ul style="list-style-type: none"> <li>- Date / Duration</li> <li>- Venue</li> </ul>	
<b>2. Invitations</b>		
Farmer group	<ul style="list-style-type: none"> <li>- Send invitation in advance (at least 14 days)</li> </ul>	
Spouses of Farmer Group members	<ul style="list-style-type: none"> <li>- Through farmer group members</li> </ul>	
Opinion Leaders	<ul style="list-style-type: none"> <li>- Send invitation in advance</li> </ul>	
<b>3. Preparation of Training</b>		
Co-facilitator	<ul style="list-style-type: none"> <li>- Select someone who can do preparation together</li> </ul>	
Training Contents	<ul style="list-style-type: none"> <li>- Read this manual thoroughly</li> <li>- Discuss with co-facilitator on training procedures</li> </ul>	
Training Materials:	<ul style="list-style-type: none"> <li>- Source materials necessary for training</li> <li>- Prepare Gender Analysis Tools</li> <li>✓ Daily Activity Calendar (4 copies)</li> <li>✓ Reproductive Activity Profile (4 copies)</li> <li>✓ Dairy Activity Profile (4 copies)</li> <li>✓ Access to and Control over Resources (4 copies)</li> <li>✓ Access to and Control over Benefits (4 copies)</li> <li>✓ Action Plan (1 copy)</li> </ul>	

**Flip Charts to be Prepared before Training**

**Daily Activity Calendar: 24 hours Schedule (Four Copies)**

**Gender Group.....**

<b>Time</b>	<b>Activities</b>

**Reproductive Activity Profile (Four Copies)**

**Gender Group.....**

<b>Activities</b>	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>



**Productive Activity Profile (Four Copies)**

**Gender Group.....**

<b>Activities</b>	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>

**Access to and Control over Resources Profile (Four Copies)**

**Gender Group.....**

<b>Resources</b>	<b>Access to Resources</b>				<b>Control over Resources</b>			
	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>

**Access to and Control over Benefits Profile (Four Copies)**

**Gender Group.....**

<b>Benefits</b>	<b>Access to Benefits</b>				<b>Control over Benefit</b>			
	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>

**Gender Action Plan (One Copy)**

<b>Issue:</b>								
<b>Objective</b>	<b>Activities</b>	<b>Resources Required</b>	<b>When to start</b>	<b>When to be completed</b>	<b>By Who</b>	<b>Monitoring Indicator</b>	<b>Who to Monitor</b>	<b>Remarks</b>
								-

## **2.0 Gender Awareness Training (Day 1)**

### **Module 1: Climate setting**

**Objective:** The purpose of this module is to enable the participants to know each other, share their knowledge and experiences, bring out personal perceptions, create a conducive learning environment, create sense of belonging and build a team spirit.

**Methodology:** Mosaic of discussions, questions and answers.

**Duration:** 30 mins

#### **Training Materials:**

- ❖ Flip chart
- ❖ Marker pens

#### **Procedure**

**Step 1:** Welcomes the group and appreciates their turning up for the training. Give them in brief the objectives of training, which is "To create gender awareness and come up with measures to mitigate negative effects of gender issues in household farm enterprise".

**Step 2:** Ask the participants to introduce themselves by name, what they do for a living and something other participants do not know about him or her.

**Step 3:** Ask the participants one thing they know about being a man / woman in their community. Then, list down on the flip chart what the participants say about being a man or woman; and ask if they all agree.

This will form the basis of their understanding of sex and gender in Module 2 below.

**Step 4:** Ask the participants to elect/select their team leader and time keeper to provide leadership during the training.

## Module 2: Understanding the Meaning of Sex and Gender

**Objective:** To help the participants understand the differences between Sex and Gender.

**Methodology:** Exercises and Discussions

**Duration:** 45 mins

### Training Materials:

- ❖ Flip chart
- ❖ Marker pens

### Procedure

**Step 1:** Ask the participants what they understand by term "Sex and Gender" (they can explain in their local language and the facilitator translates to English / Kiswahili) and co-facilitator to list down as they mention.

### Step 2: Explain the differences quickly and simply

Explain to participants that ***Sex is being male or female***. It is biological, natural / inborn, God-given, universal and cannot be changed.

**Gender is characteristics and behaviours of being man, woman, male youth, female youth or elderly in a given society and change over time.**

### Give the following examples to illustrate the differences between Sex and Gender for easy understanding of farmers:-

*Three boys born in Kwale hospital to an Asian couple, Luo couple and Kikuyu couple. The Asian boy is taken and raised by Luo couple in Siaya County, Luo boy taken and raised by Rendille couple in Marsabit County; and Kikuyu boy is taken and raised by Pokot couple in West Pokot County. After 20 years bring the three boys (men) together and compare. Will any one of them have changed to a girl; and/or will their roles and responsibilities be the same or different?*

**Answer** - *will be boys /men but their roles and responsibilities, needs, aspirations and values will be different because they reflect the couple raising them and not biological parents. Same sex but different Gender roles.*

**Points: Sex is unchangeable while Gender is changeable**

**Step 3:** Go through the list developed in **module 1** about being a man / woman in their community and check if they refer to Sex or Gender. Tabulate the responses.

**Step 4:** Confirm the participants' understanding of the differences between Sex and Gender. Ask the participants to give you two or three roles / responsibilities / activities that were culturally assigned to men in their community but currently done by both men and women; and two or three roles / responsibilities / activities that were culturally assigned to women in their community but currently done by both men and women. This will facilitate the participants' understanding that gender in their community changes over time.

**Important!!**

**By the end of module 2, participants will understand differences between Sex and Gender ~ Sex cannot be changed but gender changes from time to time and from place to place.**

### Module 3: Explaining Gender Analysis tools

During this Module, five gender analysis tools; “Daily Activity Calendar”, “Reproductive Activity Profile” “Productive Activity Profile”, “Access to and Control over Resources Profile” and “Access to and Control over Benefits Profile” **will be explained to make participants understand how to carry out the group exercises** using the five tools during the Module 4.

**Duration:** 45 mins

#### Training Materials

- ❖ Flip chart “Daily Activity Calendar”
- ❖ Marker Pens for Flip chart

#### (i) Daily Activity Calendar

##### Objective of Tool:

To enable participants/farmers to identify the activities/roles of men, women, male youth and female youth in a 24-hour day and at what time they are done.

To make participants understand and discuss effects of different workloads for the members of a typical household in their community.

##### Procedure

**Step 1:** Display the flip chart “Daily Activity Calendar” on the wall or on a visible position.

**Step 2:** Explain to participants that they are to list down how they spend 24 hours in a typical day (explain time period from waking up in the morning today to waking up in the morning the following day). The time can be divided into 1 hour blocks, but can vary depending on the activity. Participants can use words or symbols to represent the activities.

**Daily Activity Calendar: Example**

Time	Activity
	Wake up
	Breakfast

Start with the time when they wake up.

## (ii) Reproductive Activities profile

### Objective of the Tool

To enable participants to identify those activities towards care and maintenance of household / family; and who does them.

To make participants understand and discuss effects of different workloads for the members of a typical household in their community.

### Procedure

- Step 1:** Display the flip chart "Reproductive Activities Profile" on the wall or on a visible position.
- Step 2:** Ask participants to mention **7 – 8 major activities** for care and maintenance of household and write them on the flip chart.
- Step 3:** Explain to participants how to indicate against each activity who performs these roles at household level; inserting three tick for one who solely does the activity and if activity is carried out more than one, two ticks for main player and one tick for the one helping against each activity.
- Step 4:** Confirm with participants if they understand how they carry out "Reproductive Activity Profile" exercise. If it's necessary to assist the participants on how to fill in, show them how with one or two activities.

### Reproductive Activities Profile: Example

Reproductive Activities	Men	Women	Male Youth	Female Youth
Cooking	√√			√
Cleaning		√√√		
⋮				
⋮	For main player		For one helping	
		For sole player		

**(iii) Productive Activities profile:**

**Objective of the Tool:**

To enable participants to identify those activities carried out in household farm enterprise in their locality; and who in the household does them.

To make participants understand and discuss effects of different workloads for the members of a typical household in their community.

**Procedure**

- Step 1:** Display the flip chart "Productive Activity Profile" on the wall or on a visible position.
- Step 2:** Ask participants to mention **7 – 8 major activities** carried out in household farm enterprise in their locality and write them on the flip chart.
- Step 3:** Explain to participants how to indicate against each activity who performs these roles at household level; inserting three tick for one who solely does the activity and if activity is carried out more than one, two ticks for main player and one tick for the one helping against each activity.
- Step 4:** Confirm with participants if they understand how they carry out "Productive Activity Profile" exercise. If it is necessary to assist the participants on how to fill in, show them how with one or two activities.

**Productive Activity Profile: Example**

<b>Productive Activity</b>	<b>Men</b>	<b>Women</b>	<b>Male Youth</b>	<b>Female Youth</b>
Land preparation			√	√√
Transplanting	√√√		↗	
⋮	↖	For one helping		↗
⋮				
⋮	For sole player		For main player	



#### (iv) Access to and Control over Resources Profile

##### Objective of Tool:

To enable participants understand meaning of Resource and identify “What resources are required for them to engage in household farm enterprise in their locality” and how they relate to one another as each member of the household participates in the enterprise. Participants will understand “What Resources, Who has Access to, and who has Control over these Resources” in household farm enterprise in their locality.

##### Procedure

- Step 1:** Display the flip chart “Access to and Control over Resources Profile” on the wall or on a visible position.
- Step 2:** Ask participants what they understand by the words “Resource, Access and Control”.
- Step 3:** Co-facilitator or volunteer participant can write down on flip chart three answers for each term given by participants.
- Step 4:** Explain to the participants meaning of a Resource, having Access to and Control over Resources in reference to the Box below

**Resource:** Anything owned, borrowed or hired by the farmer for use on the farm to get some benefits out of it.

**Access to:** refers to the ability / opportunity to make use of a resource. Use of resource may mean the following;

- (a) Having knowledge and skills pertaining to use of resource
- (b) Has permission to use
- (c) Ability to do the tasks with the resource

**Control Over:** refers to ability to make decisions about how to use or dispose resources; and in most cases the use of resources(s) is given by owner or person responsible who may give conditions for use.

Controller of resource(s) often owns the resource, can use the resource and/or allow or stop others from using, decides what to do with resource; and is regarded as the one with powers over the resource.

*Access to a resource can be denied by the controller and may be limited to specific tasks e.g Controller of land can give dependent youth land to plant short season crops but not permanent investments.*

To facilitate the understanding of the participants, give them the following examples:

☆ Carrying out operations on the land such as grazing, cultivation etc. is the access

but the decision on how it is used is the control.

☆ One can milk and utilize the milk in the household if he/she has an access to the animal. But one cannot sell the animal if he/she has no control of the animal.

**Step 5:** Ask participants to brainstorm on **5 critical resources** they require to practice household farm enterprise in their locality. List the inputs mentioned on a flip chart. Rank these inputs on flip chart on the basis of importance.

**Facilitator needs to ensure training opportunities and acquired skills from training are included in the list of resources.**

**Step 6:** Explain to participants how to indicate against each resources who has access to and control over; three ticks for one who has exclusive access to / control over the resource and if more than one have access to / control over the resource, two ticks to one who has more access to /more control over each resource; and one tick to who has less access to and less control over the resource.

**Step 7:** Confirm with participants if they understand how they carry out “Access to and Control over Resources Profile” exercise. If it is necessary to assist the participants on how to fill in, show the how with one or two resources.

**Access to and Control over Resources Profile: Example**

Resources	Access to Resources				Control over Resources			
	M	W	FY	MY	M	W	FY	MY
Land	√	√√				√	√√	
Training					√√√			
	For one with less access	For one with more access		One with exclusive control		For one with less control	For one with more control	

## (v) Access to and Control over Benefits Profile

### Objective of Tool:

To enable participants understand meaning of benefits and identify “What benefits they get by engaging in household farm enterprise in their locality” and to what extent each member of the household benefits from the activity. Participants will understand “What Benefits, Who has Access to, and who has Control over these Benefits” in household farm enterprise in their locality.

### Procedures

- Step 1:** Display the flip chart “Access to and Control over Benefits Profile” on the wall or on a visible position.
- Step 2:** Ask participants what they understand by the words “Benefits”.
- Step 3:** Co-facilitator or volunteer participant can write down on flip chart three answers given by participants.
- Step 4:** Explain to the participants ***“Benefits are gains they get from household farm enterprise; and may include what the benefits are used for (food, income, prestige).”***
- Step 5:** Ask participants to brainstorm on **5 important benefits** from household farm enterprise in their locality. List the benefits mentioned on a flip chart. Rank these benefits on flip chart on the basis of importance.
- Step 6:** Explain to participants how to indicate against each benefit who has access to and control over; three ticks for one who has exclusive access to / control over the benefit and if more than one have access to / control over the benefit, two ticks to one who has more access to /more control over the benefit; and one tick to who has less access to and less control over the benefit.
- Step 7:** Confirm with participants if they understand how they carry out “Access to and Control over Benefits Profile” exercise. If it is necessary to assist the participants on how to fill in, show the how with one or two resources.

### Access to and Control over Benefits Profile: Example

Benefits	Access to Benefits				Control over Benefits			
	M	W	FY	MY	M	W	FY	MY
Income	√	√√				√	√√	
Cassava								
	For one with less access	For one with more access				For one with less control	For one with more control	

## Module 4: Group Exercises

**Objective:** By using the five Gender Analysis tools, to enable participants to identify how household members spend their time, on what activities and activities that can be done concurrently; and establish how household members relate to each other in activities and, use and control over resources and benefits of household farm enterprise.

**Methodology:** group discussions

**Duration:** 2 hours

### Training Materials

- ❖ Flip charts generated through Module 3.
- ❖ Marker Pens

### Procedure

- Step 1:** Confirm if participants are clear on how to carry out the exercises and divide the participants into four gender groups namely:- Men, Women, Male youth and Female Youth (explain that the youth refer to those who are between 18 and 35 years).
- Step 2:** Facilitator and Co-facilitator **ensure each gender group copies** Activities, Resources and Benefits identified in the participatory discussions during plenary session.
- Step 3:** Ask the gender groups to move to a specific area ***far from each other***, elect their team leader and secretary to record and present their discussions during plenary.
- Step 4:** Facilitator and co-facilitator keep checking on the gender groups to ensure they are on track and assist as and when required by any of the groups. Once the exercises are completed, recall the groups to plenary.

## Module 5: Presentations and Discussions on Group Exercises (Day 2)

**Objective:** To enable participants understand the gender differences in workload, access to and control over resources and benefits; and effects of identified gender issues on household economy.

**Methodology:** Presentations and Discussions

**Duration:** 1 hour 30 mins

### Procedure

**Step 1:** Welcome participants to the gender awareness training. Briefly remind them of what was discussed and done in the previous day training.

**Step 2:** Let the gender analysis exercise results be displayed and have a representative from each group present their exercise results within 10 minutes each.

**Step 3:** Allow 10 minutes for questions and clarifications

**Step 4:** *Ask the participants gender issues they can identify from each tool one by one* and request a volunteer from participants or co-facilitator to record in table below.

Gender Group.....

Type of Profile	Identified Gender Issues*	Effects of these Gender Issues on Farm Productivity/Production
Daily Activity Calendar		
Reproductive Activity Profile		
Productive Activity Profile		
Access to and Control over Resources Profile		
Access to and Control over Benefits Profile		

### **Important!!**

Confirm the following points are identified in the discussions, if not, raise attention of participants and direct discussions.

### **Gender Issues**

☆ Is any gender group busier than the others?

- ☆ Does any gender group have less access or less control over resources and benefits?

### **Effects of Gender Issues**

- ☆ If any gender group has heavier workload than the others,
  - What would be the implications on household farm enterprise?
  - Can household farm enterprise be effectively implemented?
  - How would such conditions in the household affect family relationship?
- ☆ If any gender group have less control over resources,
  - What would be the implications on household farm enterprise?
  - Can household farm enterprise be effectively implemented?
  - How would such conditions in the household affect family relationship?
- ☆ If any gender group have less control over benefits,
  - What would be the implications on household farm enterprise?
  - Can household farm enterprise be effectively implemented?
  - How would such conditions in the household affect family relationship?

### **Guide the discussions to ensure**

- **Unequal sharing of workload, unfair use of resources and unequal sharing of benefits are identified by participants and how these affects household farm enterprise negatively**
- **All household members should cooperate to address identified issues.**

## Module 6: Gender Action Plan Making

**Objective:** To design a Gender Action Plan to address gender issues identified by participants in Module 5.

**Methodology:** Participatory Discussions

**Duration:** 40 mins

### Training Materials

- ❖ Flip chart
- ❖ Marker Pens

### Procedures

- Step 1:** Go through the identified gender issues from Activity Profiles (24 hour Activity Profile, Reproductive Activity Profile, Productive Activity Profile) with the participants. Ask them what could be done to share the workload more equitably.
- Step 2:** Discuss with participants what they propose could be done to address the identified gender issues
- Step 3:** List down on the flip chart activities proposed by participants and ask them to pick up a few, which can be done with locally available resources. .
- Step 4:** Display the flip chart "Gender Action Plan" on the wall or on a visible position. Explain to participants what each column means.

Issue:								
Objective	Activities	Resources Required	When to start	When to be completed	By Who	Monitoring Indicator	Who to Monitor	Remarks
								-

### Points to be considered in preparing the Gender Action Plan

- ❖ **"Activities"** should be implemented by group members with available resources in their locality
- ❖ For **"Monitoring Indicators"**, decide on how many members should have completed the activity to be determined as "Group has successfully completed the activity"

**Step 5:** Fill in the Gender Action Plan Sheet while reminding participants of points below.

- ❖ Activities can be implemented by individual household or by all members of farmer group together.
- ❖ Activities should be those to increase collaboration among gender groups.
- ❖ Required resources should be affordable to farmers and available in their locality.

**Step 6:** On completion of the sheet, tell participants;

- ❖ As a group, they should monitor regularly the level of implementation of the planned activities by members.
- ❖ If a situation arises where the planned activities are not implemented, establish the reasons behind the failure and take action. If for whatever reason they can't implement the plan, identify new strategies to achieve the objective.

#### Examples of Gender Action Plan

<b>Issue: Unequitable Distribution of Workload among Household Members</b>							
<b>Objective</b>	<b>Activities</b>	<b>Resources Required</b>	<b>When to be done</b>	<b>By Who</b>	<b>Monitoring Indicator</b>	<b>Monitor</b>	<b>Remarks</b>
Time to firewood fetching reduced	Planting trees	Seedlings	By June, 2016	Group members	More than 70% of group members implemented	Family members	Time of short rain
	Assist in splitting firewood	nil	continuous	Men	More than 70% of group members implemented	Family members	
Time for cooking reduced	Installation of improved jikos	Improved jikos, soil, cement, skilled labor	By May 2016	Group facilitator or Group members	More than 70% of group members implemented	SCAO Executive committee	Holiday season People are more available for training



## **Module 7: Wrap-up**

The purpose of this step is to stress to the participants the impact points of the training. Ask the participants what they have learnt in the gender awareness training.

Establish by asking them the gender issues identified and the negative effects they have on participation by household members, agricultural productivity, family welfare and cooperation.

Provoke the thinking of the participants by asking whether they appreciate the training and possibility of them sharing the gained knowledge and skills on gender with the rest of community members.

Appreciate them for turning up for the training despite their busy schedule; and their participation and contribution in the training sessions which made the training enjoyable and fulfilling.

## **Case Studies**

To facilitate the understanding of participants, you may like to introduce the small story of Alice.

(1)

One day Alice was at home while her husband went to the town. One buyer came to the house and asked Alice if he could buy the tomatoes in the shamba. Alice knew that her husband had been looking for a buyer. But Alice told the buyer, "My husband is not at home. You need to come back tomorrow." At night the hailstone destroyed all tomatoes in shamba.

### Problems

- Alice did not have a control over produce, thus she was not supposed to sell tomatoes to the buyer.

Ask participants what should be done to avoid the same situation to happen.

(2)

Traditionally the insecticide application was a responsibility of men in the community where Alice lived. In May Alice knew it was a time for tomatoes to be sprayed. But she never suggested her husband to do so. Tomatoes did not grow well in that year because it was too late when her husband started spraying.

### Problems

- Alice did not have a control over produce and could not make any decision on how the shamba was managed, thus she did not suggest anything to her husband.

Next year Alice participated in both the agricultural training and the gender sensitization training. She learned how to apply insecticide to tomatoes and the importance to work together with her husband. After coming back from the training, she told her husband about what she had learned. Alice started applying insecticide herself. At the end of the season Alice and husband enjoyed a good harvest.

# Family Budgeting Training

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HPIIPのジェンダー分析調査では、女性が農業収益に係る意思決定にかかわることが出来ないことで、女性の農作業に対するモチベーションが高まらないことが、ジェンダー課題の一つとして指摘されたと思います。

「家計管理研修」は、このような課題を踏まえ、対象農家に自分たちの収入がどの程度あり、どのように家計管理していく必要があるのかを学んでもらうためのものです。世帯には、男女がいて、また両親、夫婦、子供、あるいは親戚等が共同で生活を営んでいます。そこには様々なニーズが発生し、個人個人が異なる関心を持っています。限られた収入の中で、誰のニーズや関心がいつ満たされるべきなのか、誰のどのようなニーズに優先的に支出されるべきなのか、このようなことを考えながら、世帯の家計は管理される必要があります。世帯の皆が、これは重要だと思うことに優先的に支出されれば、例え、自分のニーズがすぐに満たされなくても、構成員の不満は減るはずで

す。やりくりの仕方、また皆で話し合う重要性を、農家に学んでもらうことが本研修の狙いです。研修中には参加農家に実際に演習をしてもらうこととなりますが、これは男女混合のグループで行います。農家の収入や支出について、グループで話し合うこととなりますが、収入額や支出額が実態と即してないのではと思われることもあるかと思いますが、心配される必要は特にありません。この演習は、あくまでも、やりくりの仕方や話し合いの重要性を学んでもらうものです。データや情報を取ることが主目的ではないので、その点にご留意ください。

この研修は、農家研修の講師を務めることとなる普及員に「家計管理研修」のやり方を教える内容となっています。それでは、次のスライドに移ります。

# Objective

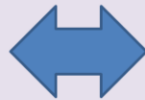
- To learn about family budgeting training
- To understand how to facilitate family budgeting training

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前のスライドでご紹介したように、本研修の目的は、「家計管理研修」について学ぶと共に、そのファシリテーションの方法について学ぶことです。

## Gender Issues in Household Financial Management in HPIP

- Women's Little control over family income
- Little communication btw men and women



Women's low motivation on farming activities

To make participants aware of an importance to share household resources / income to improve household livelihood

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HPIPのジェンダー分析調査を通じて、女性が農業収益の使途に関与できないことが、女性の農作業に対するモチベーションを低め、その結果として、世帯の農業生産性に悪影響を及ぼしていることが明らかにされました。このことをもう一度、研修参加者に確認します。

## Family Budgeting Training for Extension Workers / Farmers

### Objectives

- To raise awareness on an importance to balance annual income and expenditures
- To raise awareness on an importance to decide expenditures to accommodate needs of family members
- To raise awareness on an importance to make both men and women participate in decision-making process to get them actively engaged in farming activities

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全スライドの課題を踏まえて、「家計管理研修」を実施する目的はこれらとなることを、参加者と共に確認します。

**GROUP WORK:  
FAMILY BUDGETING TRAINING**

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それでは、参加者によるグループ演習のやり方の説明に移ります。

## Group Work

- Let's practice Family Budgeting Training

	7	8	9	10	11	12	1	2	3	4	5	6	Total
Balance from previous month													
<b>Income</b>													
Paddy													
Maize													
Wage Labor													
Small business													
<b>Total</b>													
<b>Expenditure</b>													
Food													
Education													
Medication													
Agricultural inputs													
clothing													
<b>Total</b>													
<b>Balance</b>													

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家計管理研修を実施する前に、このスライドにある表を、縦100cm、横160cmくらいの大きさに作成しておいてください。

そして、本スライドと共に、作成した表を参加者皆が見える場所に貼り出して、表の内容を以下のように説明します。

横軸は、月を表します。このスライドでは7月から始まっていますが、参加農家の収穫期、言い換えれば、最も収入のある月から、始めるようにします。そして、縦に収入源、及び支出項目を記載します。

まず、どのように演習を行うかを説明し、その後、グループに分かれて作業してもらうこととなります。1グループの人数の目安は7～8人程度が適当です。



## Exercise Procedure

- In your group, decide on
  - the number of household members (husband, wife, children (level of schools they are attending))
  - Size of farm land



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まず、参加者には、対象地域の一般的な世帯を思い浮かべてもらいます。

そして、その世帯には何人が住んでいて、どのような世帯構成であるかを言ってもらってください。子供は何人くらいで、それぞれの子供、小学生なのか、中学生なのか、あるいは大学生なのかを特定してもらいます。

そして、地域の一般的な世帯が保有している農地の大きさを確認します。

例えば、6人家族で夫婦と子供4人、1人が中学生、2人が小学生、1人が学齢前で、2エーカーの農地を持っている、と言う感じになります。

## Exercise Procedure

### Income

Which months family income comes and how much it is.

#### Crops

- ◆ How many bags to be harvested?
- ◆ How many bags to be sold with how much and in which months?

#### Livestock

- ◆ How many livestock to be sold with how much and in which months?

#### Wage Labor

- ◆ How many days to work with how much and in which months?

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家族構成と、保有農地の大きさが決まったら、次に、その仮想世帯の収入源を考えます。これも、地域の一般的な世帯を思い浮かべながら、決定していきます。

HPIPの場合は、園芸作物プロジェクトですので、収入源の一つとして、園芸作物を一つ、入れることを忘れないようにして下さい。参加農家は、どこからどのように収入を得ているのか、十分にわかっているはずですので、参加者にこれらを特定してもらいます。なお、いくつも収入源があるかもしれませんが、これはあくまでも演習なので、4つ程度に限定するようにして下さい。

## Exercise Procedure

### Expenditure

What are necessities to be purchased & what has priorities.

- Food
- Education
- Medication
- Agricultural inputs
- Others...



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収入源が確定したら、次は支出項目です。どのような農家世帯であっても、絶対に支出しなければならない項目として、食費、医療費、農業資材、教育費、衣料費は、支出項目に加えてください。その他に、参加者がどうしてもこの項目は外せないと思う項目を1つ、乃至2つ付け加えてください。

## Exercise Procedure

### Expenditure

How much to be spent on each item in each month

- Food
- Education
- Medication
- Agricultural inputs
- Others...

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そして、それぞれの支出項目に毎月、いくら支出するのかを考えてもらってください。

## Rule of Exercise

- 1 candy (bean) A is considered XXX
- 1 candy (bean) B & C is considered one bag of crop.
- Start with the month just after the harvest.
- To purchase items, need to exchange candy (bean) B & C with candy (bean) A in accordance with the price of crop per bag.
- Candies in the income columns cannot be moved to the expenditure columns of previous months.
- Balance should be brought forward to the next month and be added to the expected income of the next month.

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この演習は、3種類の飴玉を使って行います。例えば、飴玉Aをお金と考え、仮に1個千円とします。一方、飴玉Bと飴玉Cは収穫物1袋に相当します。例えば、飴玉Bはメイズ1袋、飴玉Cは園芸作物のジャガイモ1袋とします。メイズとジャガイモが収穫される月に収穫量分だけの飴玉Bと飴玉Cを、表の該当コラムに置いていきます。

何かを購入する時は、飴玉Bや飴玉Cを飴玉Aに換金し、購入することになります。このように3つの飴玉を使い分けながら、収入と支出がきちんとバランスするように工夫してください。当然のことですが、8月に収穫されたジャガイモの収益を使って、前月7月の食費を賄うことはできません。

	7	8	9	10	11	12	1	2	3	4	5	6	Total
Balance from previous month		160,000	85,000	15,000	185,000	155,000	255,000	150,000	115,000	135,000	110,000	100,000	
Income													
Paddy	240,000					240,000							480,000
Maize				200,000									200,000
Wage Labor					30,000		15,000	40,000		15,000			100,000
Small business	10,000	5,000		20,000	10,000		20,000		10,000	10,000	10,000	5,000	100,000
Total	250,000	165,000	85,000	235,000	225,000	395,000	290,000	150,000	165,000	145,000	135,000	105,000	880,000
													Total
Expenditure													
Food	30,000	30,000	30,000	30,000	30,000	40,000	40,000	30,000	30,000	30,000	30,000	30,000	380,000
Education	50,000	50,000					100,000						200,000
Medication								5,000		5,000	5,000		15,000
Agricultural inputs			40,000	20,000	40,000							45,000	145,000
clothing	10,000					100,000							110,000
Total	90,000	80,000	70,000	50,000	70,000	140,000	140,000	35,000	30,000	35,000	35,000	75,000	850,000
Balance	160,000	85,000	15,000	185,000	155,000	255,000	150,000	115,000	135,000	110,000	100,000	30,000	Bank 30,000

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最後に、すべての収穫物が換金され、換金された飴玉Aが全て、各支出項目に分配され、収入と支出のバランスが取れたら、飴玉A1個を千円として、数値化してください。

上記スライドのような表が出来上がるはずです。

多くの農家にとって、このように年間を通じて、収入と支出を考えるという作業は新しい試みです。しかし、このような考え方を習慣とすることで、収穫月前に高利でお金を借りなければならなくなったりすることが減るはず。また、生活に必要なお金がどの程度なのか、それらがいつ必要なのかが視覚されることで、前もって予算を立てておくことの意義が明らかになります。さらに、この作業を通じて、世帯構成員皆がどのように世帯収入が使われているのかを理解することが出来ます。

## 参考資料

- ❑ Implementation Guideline: Family Budgeting Subject Matter Training, Technical Cooperation in Supporting Service Delivery Systems of Irrigated Agriculture (2009)
- ❑ Family Budgeting (Training Module), Project for Rice Productivity Increase in Central Highland (2012)

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**IMPLEMENTATION GUIDELINE**  
**SUBJECT MATTER TRAINING**  
**FAMILY BUDGETING**

**December 2009**

**TANRICE**



### Objectives

To help the participants to understand the importance

- to balance the income and the expenditure of the household; and
- to make a joint decision on spending within the household.

### Target group

- Male and female farmers engaged in paddy production

### Time Schedule (1 Day)

Time	Activities
9:00 - 9:30	Opening / Introduction
9:30 - 10:30	Exercise
10:30 - 13:30	Family Budgeting (Theory / Exercise)
13:30 - 14:30	Lunch
14:30 - 15:30	Family Budgeting (Presentation / Discussion)
15:30 -	Closing

## Exercise (60 minutes)

- Objectives

This exercise aims to make the participants aware of the problems caused by lack of communication among the household members on the household accounting.

- Exercise

Step 1	Divide the participants into a men and a women group.
Step 2	Give each group the flipchart A. Ask each group to write down the five major items on which they spend money every month and how much they expend on each item every month. Ask each group to write down the five major items on which they think their spouses spend money every month and how much they think their spouses expend on each item every month.
Step 3	Go back to the plenary and ask each group to present the outcomes.
Step 5	Discuss on the followings: <ul style="list-style-type: none"> <li>- Men and women are not aware of what their counterparts spend money on.</li> <li>- Because they don't know how the other spends money, they may expend money on the same items or may not expend money on the basic necessities with the anticipation that the other would take care of it.</li> </ul>

Flipchart A

Your Expenditure		Spouse's Expenditure	
Items	Expenses	Items	Expenses
1		1	
2		2	
3		3	
4		4	
5		5	

## Family Budgeting (4 hours)

- Objectives

This exercise aims to help the participants to understand the importance

- to balance the income and the expenditure of the household; and
- to make a joint decision on spending within the household.

- Exercise

Step 1	Explain what the family budgeting is and how it is done.
Step 2	Divide the participants into the groups of eight - ten. Each group should be mixed with men and women.
Step 3	Provide the flipchart B and candies for each group.
Step 4	Tell the participants that one candy is considered equivalent to Tsh 10,000.
Step 5	Ask each group to imagine one typical farming household in the community.
Step 6	Ask each group to imagine the income of that household from paddy and one more other source each month and, accordingly to place the candies on the flipchart.
Step 7	Ask each group to prepare the expenditure for each month using candies by considering the priority items listed in the flipchart.
Step 8	Continue the exercise until the income and the expenditure balance.
Step 9	Go back to the plenary and ask each group to present.

### Points to be raised in Wrap-up

- ☆ Importance of budgeting because without budgeting the expenditure tends to exceed the income and spending is likely to be made on some unessential items, which, consequently, squeeze the expenditure for the basic necessity.
- ☆ Importance to identify how the financial situation of family fluctuates throughout a year, which means that a family must set some income aside to prepare themselves for the coming months with high financial obligations.
- ☆ Importance to discuss among the family members (husband, wife and, if possible, elder children who are involved in production in the family) on how to spend the income so that the needs of each household member are properly accommodated and their well-beings are assured.
- ☆ Importance of the benefit sharing among members which would encourage each member to be actively engaged in the farming activities.



**FAMILY BUDGETING**  
**(Training Module)**  
**Ver. 1**

**January 2012**

**Project for Rice Productivity Increase in Central Highland**

## Objectives

To help the participants to understand the importance

- To be aware of the total household income and expenditure throughout a year
- To balance the income and the expenditure of the household; and
- To make a joint decision on planning and spending within the household.

## Target group

- Male and female farmers engaged in paddy production

## Time Schedule (1 Day)

Time	Activities
9:00 – 9:30	Opening / Introduction
9:30 – 12:30	Family Budgeting (Theory / Exercise)
12:30 – 13:30	Lunch
13:30 – 14:30	Family Budgeting (Presentation / Discussion)
14:30 -	Closing

## Family Budgeting (4 hours)

- Materials

- Flipchart A
- Photocopy paper
- Four different types of beans (Bean A, Bean B, C and Bean D)
- Markers
- Pencils
- Erasers
- Rulers
- Calculators

- Exercise

Step 1	Ask the participants how they do household financial management?
Step 2	<p>Referring below, explain what the family budgeting is and the family budgeting is to solve the problems which were raised in the Step 1.</p> <p>Budgeting</p> <ul style="list-style-type: none"> <li>- The budgeting is a proper financial and management plan based on the expected income and expenditure to meet the needs.</li> </ul> <p>Family Budgeting</p> <ul style="list-style-type: none"> <li>- Family budgeting is to plan income and expenditure of a family for a set period of time. It requires the participation of all family members.</li> </ul> <p>Reiterate that the family income <u>should be utilized to accommodate the needs and the priorities of all family members.</u></p>
Step 3	<p>Tell the participants, to effectively practice family budgeting, the followings must be discussed with their spouses and adult family members, taking into consideration the needs of all family members;</p> <ul style="list-style-type: none"> <li>- Which months family income comes and how much it is.</li> <li>- What are necessities to be purchased to accommodate family members' needs.</li> <li>- Which items have more priority to be purchased.</li> <li>- How much to spend each month for what items.</li> <li>- How to set aside money for saving for emergency and purchase of expensive items</li> </ul>



	<div style="border: 3px double black; padding: 5px; margin-bottom: 10px;"> <p>Remind the participants  <i>Need to think about a whole year plan and income and expenditure fluctuate throughout a year</i></p> </div> <p>Tell the participants the family budgeting intends to</p> <ul style="list-style-type: none"> <li>- Solve the financial problems of the household caused by the improper management of income.</li> <li>- Decide the expenditure within the available income</li> <li>- Bring about peace into the household</li> <li>- Make the participants aware of the importance to increase income (diversification of income sources, intensification of existing productive activities, etc.)</li> </ul>
Step 4	Divide the participants into the groups of eight – ten. Each group should be mixed with men and women.
Step 5	Provide the flipchart A, markers, pencils, a sheet of photocopy paper and four types of beans for each group.
Step 6	Ask each group to imagine one typical farming household in their community.
Step 7	<p>Ask each group to discuss the three major income sources of the community. One of them should be paddy. The others can be either crop, livestock, wage labor, etc:</p> <p>(Paddy and Crop)</p> <ul style="list-style-type: none"> <li>- How many bags are harvested in that household in one year.</li> <li>- Generally, how many bags are sold with how much and in which month.</li> </ul> <p>(Livestock)</p> <ul style="list-style-type: none"> <li>- How many livestock is sold with how much and in which month.</li> </ul> <p>(Wage Labor)</p> <ul style="list-style-type: none"> <li>- How many days to work with how much salary and in which month.</li> </ul>
Step 8	<p>After each group decided on above, ask each group to discuss the followings in the group while doing the exercise:</p> <ul style="list-style-type: none"> <li>- What are necessities of the household to be purchased.</li> <li>- How much to be spent on each item in each month</li> </ul>
Step 9	<p>Tell the participants of the grand rules of the exercise.</p> <ul style="list-style-type: none"> <li>- One grain of Bean A is considered as 5,000 Ariary.</li> <li>- One grain of Bean B is considered as one bag of paddy.</li> <li>- One grain of Bean C &amp; D is considered as one bag of crop.</li> <li>- Start with the month just after the harvesting month of paddy.</li> <li>- To purchase items, need to exchange Bean B &amp; C with Bean A in accordance with the price of crop per bag.</li> </ul>

	<ul style="list-style-type: none"> <li>- Beans in the income columns cannot be moved to the expenditure columns of previous months.</li> <li>- The balance should be brought forward to the next month and be added to the expected income of the next month.</li> </ul>
Step 10	<p>Ask each group to first prepare the income, then expenditure for each month by considering the priority items with moving Bean A placed at the income columns. If necessary, the group may add items for expenditure in the flipchart.</p> <div style="border: 3px double black; padding: 5px; margin: 10px 0;"> <p>Remind the participants  <i>Always think of the saving for emergency and purchase of expensive items</i></p> </div>
Step 11	Continue the exercise until the income and the expenditure balance.
Step 12	Go back to the plenary and ask each group to present.

**Points to be raised in the plenary session.**

- ☆ This is the tool to make a better mid & long-term decision on household financial management and productive activities management.
- ☆ This is the tool to make the participants aware of the importance to increase income (diversification of income sources, intensification of existing productive activities, etc.)
- ☆ Importance of budgeting because without budgeting the expenditure tends to exceed the income and spending is likely to be made on some unessential items, which, consequently, would squeeze the expenditure for the basic necessity.
- ☆ Importance to identify how the financial situation of household fluctuates throughout a year, which means that household must set some income aside to prepare themselves for the coming months with high financial obligations.
- ☆ Importance to discuss among the household members (husband, wife and, if possible, elder children and others who are involved in production in the family) on how to spend the income so that the needs of each household member are properly accommodated and their well-beings are assured.
- ☆ Importance of the benefit sharing among members which would encourage each member to be actively engaged in the farming activities.

