Developing capacities
in gender-sensitive rural advisory services

A training of trainers manual
Developing capacities
in gender-sensitive rural advisory services

A training of trainers manual

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
Rome, 2017
Contents

Acknowledgements v
Acronyms vi
Preface vii

Section 1. Introduction 1

1.1 What is the purpose of this manual? 1
1.2 Why are gender relations important for rural advisory services? 2
1.3 Content and structure of the manual 3
1.4 Who is the manual intended for and how can it be used? 3

Section 2. Preparation and planning 5

2.1 What do you need to know? 5
2.2 Designing the training 9
   2.2.1 Defining the learning objectives and expected learning outcomes 9
   2.2.2 Training approach and methodology 10
   2.2.3 Deciding what to include 11
   2.2.4 What exercises and materials to use 13
2.3 Planning the workshop 14
   2.3.1 Location 14
   2.3.2 Participant identification 14
   2.3.3 Logistics 16

Section 3. The training workshop 21

Day 1 Facilitation programme 23
Day 2 Facilitation programme 39
Day 3 Facilitation programme 48
Day 4 Facilitation programme 56

Annex 1. Day 1 Exercise materials and slide presentations 65
Annex 2. Day 2 Exercise materials and slide presentations 78
Annex 3. Day 3 Exercise materials and slide presentations 83
Annex 4. Day 4 Exercise materials and slide presentations 87
Annex 5. Evaluation forms 89
Annex 6. Sample workshop programme 95
Annex 7. Bibliography and resource materials 97
Annex 8. Glossary of gender-related concepts and terms 100
Boxes

Box 1: Pre-training assessment, Azerbaijan 5
Box 2: Pre-training assessment, Azerbaijan 6
Box 3: Questions about the rural advisory services context 7
Box 4: A needs assessment with rural women, Samukh region, Azerbaijan 9
Box 5: Objectives and learning outcomes 9
Box 6: Points to consider in selecting the training content 12
Box 7: Participant issues to consider when designing the training workshop 15
Box 8: Participant information 15
Box 9: Materials to be made available in local language for participants 17
Box 10: Equipment and materials checklist 18
Box 11: Reporting checklist 19
Box 12: General tips 22

Figures

Figure 1: Participants in the pilot workshop in Turkey, December 2014 1
Figure 2: Participant giving group feedback during the workshop in Turkey 4
Figure 3: Use of images in a social mapping exercise 11
Figure 4: Workshop participants engaged in social mapping 14
Figure 5: Groups seated around small tables can work well 16
Figure 6: Use of different materials for workshop activities 18
Figure 7: Expectations from the workshop in Turkey 27
Figure 8: Example of seasonal calendar feedback, Turkey workshop 34
Figure 9: Feedback on women’s daily activities, workshop in Turkey 36
Figure 10: Working on an institutional map during the pilot workshop in Turkey 43
Acknowledgements

This manual was developed by Fiona Meehan, International Development Specialist, with contributions and technical guidance from Hajnalka Petrics, Gender and development officer, ESP, FAO.

The authors wish to thank Ilaria Sisto, Gender and capacity development officer, ESP, FAO, Soniia David, Agricultural extension officer, AGDR, FAO, and Aroa Santiago Bautista, Gender and social protection specialist, FAO, for the technical review of the manual.

Valuable inputs and feedback have also been provided by the project’s national consultants, Nese Cakir and Elcin Berber. The manual has additionally benefited from the lessons learned during its pilot implementation. The authors are very grateful for the feedback provided by the pilot training participants in Turkey and Azerbaijan; all of their inputs and observations have been incorporated into the manual.
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERAS</td>
<td>Agricultural extension and rural advisory services</td>
</tr>
<tr>
<td>CD</td>
<td>Capacity development</td>
</tr>
<tr>
<td>ESP</td>
<td>Social Policies and Rural Institutions Division</td>
</tr>
<tr>
<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
</tr>
<tr>
<td>GFRAS</td>
<td>Global Forum for Rural Advisory Services</td>
</tr>
<tr>
<td>MFAL</td>
<td>Ministry of Food, Agriculture and Livestock (Turkey)</td>
</tr>
<tr>
<td>MoA</td>
<td>Ministry of Agriculture (Azerbaijan)</td>
</tr>
<tr>
<td>RAS</td>
<td>Rural advisory services</td>
</tr>
<tr>
<td>RASIAC</td>
<td>Regional Agrarian Science and Information Advisory Centres</td>
</tr>
<tr>
<td>SEC</td>
<td>Subregional Office for Central Asia</td>
</tr>
</tbody>
</table>
Preface

This manual has been developed as part of the FAO project “Capacity Development Support to Rural Women on the Socio-economic and Gender Aspects of Sustainable Rural Development”, which was implemented in Turkey and Azerbaijan, between 2014 and 2016. The project was developed under the FAO-Turkey Partnership Programme and financed by the Government of Turkey.

The initiative reflects the two project countries’ and FAO’s ongoing commitment to gender equality both as a basic human right, and as an essential requirement for achieving high level developmental objectives to eradicate hunger and poverty worldwide, by raising levels of nutrition, increasing agricultural productivity, and improving natural resource management and the lives of the rural population.

The main project partners were the Ministry of Food, Agriculture and Livestock of Turkey (MFAL) and the Ministry of Agriculture of Azerbaijan (MoA). The project was implemented by the FAO Subregional Office for Central Asia (SEC), the FAO Partnership and Liaison Office of Azerbaijan and the FAO Social Policies and Rural Institutions Division (ESP).

The project successfully combined different capacity development (CD) modalities, including capacity needs assessment, development of training of trainers’ material, gap analysis, pilot training of trainers, pilot training of rural women, a field visit and a study tour.

A central component of the CD activities was the development and piloting of this training of trainers’ manual, which is expected to become a powerful resource for future capacity development activities by the Ministries of Agriculture in the two project countries and elsewhere.

The manual was first piloted in Turkey between 08 and 11 December 2014 in Antalya. Thirty extension staff (ten from each pilot province, namely Antalya, Kars and Kastamonu) and three representatives from the Ministry’s central office attended the training (22 women and 11 men). The second training workshop took place in Azerbaijan from 05 to 08 April 2016 in Baku. Thirty-three advisors attended the training (48 percent women and 52 percent men): twelve from the Guba-Khachmaz Regional Agrarian Science and Information Advisory Centres (RASIAC), nine from the Salyan RASIAC, nine from the Samukh-Ganja RASIAC, and three representatives from the central office of the Ministry of Agriculture.

The valuable feedback received from training participants, and the trainers’ observations on the application of the manual, have been integrated into this final version.
Section 1. Introduction

1.1 What is the purpose of this manual?

The overall aim of the manual is to develop capacities to address gender issues in rural advisory services (RAS). It has been developed for use during a four-day long workshop with the objective of enhancing the capacity of the participants to design and deliver gender-responsive advisory services in their respective operational areas, and to train others. The content and exercises can, however, easily be adapted for shorter or longer training workshops.

By the end of the workshop, participants are expected to have an increased capacity to design and deliver gender-sensitive RAS to both female and male farmers. More specifically, they are expected to:

- Have a clearer understanding of what gender relations are about and how they relate to and influence socio-economic conditions and activities in rural areas;
- Have a greater awareness of gender differences in economic roles and access to services, including advisory services, in their own operational areas and at national level;
- Have an increased capacity to recognise the unmet and gender-specific needs of women and men for advisory services and to identify changes in training and advisory practices to more effectively meet these needs;
- Be aware of and able to use participatory tools to conduct gender analysis, for assessment and training purposes.

This manual is based on the pilot training carried out in Turkey and Azerbaijan, drawing on the feedback provided by participants and trainers, and is intended to help meet the need for training guidelines specifically designed for strengthening the gender sensitivity of rural advisory services. The guidelines have been developed for application in different countries, and for easy adaptation and use in strengthening advisory services globally.
1.2 Why are gender relations important for rural advisory services?

Rural advisory services play an important role in rural development, particularly in agricultural production, and increasingly throughout value chain development. They are also an important element of agricultural innovation systems (AIS). Rural advisory services (RAS) can help both women and men farmers to increase their yields, connect with markets, and take advantage of entrepreneurship opportunities. However, globally, women have less access to RAS than men and the information, technologies and services provided tend to be less relevant to the needs of female farmers. An early study carried out by FAO in 97 countries found that only five percent of agricultural extension and rural advisory services (AERAS) directly targeted women.

There is increasing evidence that where gender relations in agricultural production are not well understood or overlooked during the design and delivery of advisory services, women farmers lose out in terms of access to improved inputs, training and other resources, and the gap in productivity between men and women farmers increases.

According to the FAO State of Food and Agriculture Report 2011-2012, closing the gender gap in access to services would strengthen women farmers’ productivity and therefore increase agricultural output in the developing world by an estimated 2.5 to 4 percent, reducing food insecurity related malnourishment by 12 to 17 percent (FAO, 2015a).

To reduce the gender productivity gap, equal access to rural advisory services by women is crucial. Unequal access to RAS reflects continuing gender inequalities in access to and control over production assets and resources, and unequal power relations, in rural areas. An understanding of these gender differences and the way in which the traditional gender division of labour shapes women’s participation in agricultural production, and awareness of the associated differences in needs and priorities, are the essential basis for increasing gender equality within rural advisory services, acknowledging that to some extent RAS inevitably reflect traditional gender norms in how they are structured and operate.

Gender equality in rural advisory services is defined by the Global Forum for Rural Advisory Services (GFRAS, 2013, p. 2) as, “policies, institutional arrangements, and practices of rural advisory services that increase women’s agency and position with regard to sustainable livelihoods”. GFRAS suggests that three key elements in pursuing this are:

- Strengthening women’s ownership and control
- Increasing the number of women professionals
- Adopting gender-sensitive approaches and practices

This last point reflects the main approach of this manual, which also includes a significant amount of work with participants around gender relations and access and control issues in agricultural production, along with identification and analysis of challenges and organizational change within RAS to increase gender equality and responsiveness. Experiences show that combining participatory or demand-driven approaches with group-based approaches, such as farmer field schools and farmer study circles, are often successful in reaching rural women.

Increasing the gender sensitivity of RAS involves both increasing access to services for women farmers, and changing the nature of the services offered to ensure that they meet the gender differentiated needs of women and men farmers, as well as their common needs.

The challenges of making RAS more accessible and appropriate for women farmers are varied and complex, encompassing national policy frameworks and resource allocation; organizational structures and systems; cultural and traditional norms and gender roles; and levels of awareness and understanding of the way in which gender relations operate within the rural society and affect the agricultural livelihoods of different stakeholders.
FAO has a clear focus on rural advisory services and is committed to improving agricultural productivity as a means of eradicating hunger and poverty worldwide, as well as to promoting gender equality. The programme from which this manual originates reflects FAO’s awareness of the existing challenges in gender mainstreaming in the overall agriculture sector, and the potentially important role that rural advisory and agricultural extension services can play in addressing them and reducing the global gender gap in access to productive resources and services to increase productivity levels, improve rural livelihoods and meet food security and nutrition needs.

The term ‘rural advisory services’ or RAS is used in this manual to denote all services operating in rural areas which offer advice and support to rural dwellers, particularly those engaged in farming activities. In many countries, those working with rural households are still known primarily as agricultural extension agents. Rural advisors or agents refer to all those engaged directly in service provision to rurally-based individuals and households, and may include development officers, micro-credit agents and others, as well as extension agents.

1.3 Content and structure of the manual

The manual’s content is organized into three main sections. Section 1 introduces the manual, explaining why it has been produced and how it can be used and by whom.

Section 2 provides detailed guidelines for all stages of workshop design and preparation, from the initial planning up to the training delivery. It includes needs identification, content selection, delivery approach and methodology, and logistics aspects.

Section 3 is a step-by-step programme for the delivery of a four-day workshop.

A final section of annexes includes sample training materials, sample slide presentations and notes for use in workshop delivery, a glossary of gender-related terminology, and useful references and resource material on gender and agriculture.

1.4 Who is the manual intended for and how can it be used?

This manual is intended for use by anyone engaged in planning or facilitating capacity development for rural advisory agents, with a view to improving gender awareness and sensitivity in designing and delivering agricultural rural advisory services, and ensuring that rural advisory services recognize and meet the needs of rural women as well as men.

Parts of the content and exercises can also be extracted and used in any workshops about planning and delivery of agricultural rural advisory services, in relation to integrating gender awareness and concerns into all aspects of agricultural sector and rural development.

**Trainer requirements**

The guidelines are deliberately designed to be accessible to people with little formal training experience, and for those who have limited experience of working with gender issues and participatory methodology.

As this is a participatory, training of trainers’ process, the workshop trainers will learn from the participants while, at the same time, they will equip participants with the knowledge and tools to improve their understanding of how gender issues affect their work and rural advisory services overall. It will also provide participants with the skills to design and deliver participatory and gender-sensitive training themselves.
Experienced trainers may find the level of detail unnecessary or excessive. However, this manual is designed to be of practical guidance and use without the need for extensive prior experience or senior level expertise.

The training programme framework is easily adaptable for all levels of competence and experience. National trainers in particular are encouraged to bring their own learning and experience to the workshop and make the training more locally relevant and applicable to the local context.

Figure 2: Participant giving group feedback during the Turkey workshop
Section 2. Preparation and planning

2.1 What do you need to know?

While the manual can be used to design and deliver one-off training workshops for rural advisory agents and others engaged in promoting more gender aware and responsive rural development programmes and initiatives, these guidelines and training workshop are most effective as part of a broader programme to upgrade rural advisory services. On the basis of experience gained during the piloting of this manual, it is strongly advised that, whenever possible, target participants and trainers are engaged in a pre-workshop exercise of field-based situational analysis and needs identification as part of a comprehensive capacity development process.

Box 1: Pre-training assessment, an example from Azerbaijan

In Azerbaijan, before the training workshop, a situational analysis was conducted in the three pilot regions of Samukh, Khachmaz, and Salyan, with the following objectives:

1. Carry out a brief analysis of the national policy (including organizational structure and decision-making process) and legislative framework on the current national agricultural information and advisory system;

2. Carry out a socio-economic analysis from a gender equality perspective of the project locations;

3. Carry out a needs assessment of information and advisory service staff and their institutions’ capacity needs in the project locations;

4. Carry out a needs assessment of rural women in the project regions.

The first objective was addressed through a desk review of relevant materials, followed by field research in the three pilot regions using qualitative methods, including semi-structured interviews and focus group discussions. In total, 17 individual interviews were conducted with respondents from the Ministry of Agriculture and Regional Agrarian Science and Information Advisory Centres, along with three focus group discussions (one in each region) with rural women. The following research questions were explored during the study:

1. What is the gender division of labour in rural households and agricultural work?
2. What kinds of problems do rural women face in their socio-economic lives?
3. What is the involvement of women in rural institutions, associations and cooperatives?
4. What topics for future training are rural women most interested in?
5. What restrictions shape women’s participation in extension services?
6. What is the organizational structure, legislative framework and approach of extension and advisory services in Azerbaijan?
7. What challenges are there that hinder the work of regional advisory centres?
If the pre-workshop analysis is limited by time or resources, it is suggested that when designing the workshop programme, more time be allocated to exercises focusing on analysing participants’ skills and needs identification, to ensure a deeper understanding of their own operational context. When participants have already been involved in field-based analysis, the workshop programme should build upon and use the results of this, rather than replicate what they have already done.

**Contextual or situational analysis**

For an applied, participatory training process to be effective, the answers to the questions included in Boxes 2 and 3 are important in understanding the realities of gender relations in the participants’ operational context. This information, relating to rural advisory services and their context, facilitates the identification of the challenges faced by rural women and men engaged in agricultural livelihoods, as well as the challenges and constraints faced by rural advisory service providers seeking to meet their needs.

This kind of analysis is a valuable input for clarifying training needs and developing the training content and methodology. The questions in Boxes 2 and 3 should be explored to gather information on both:

- The current advisory services, and;
- The context within which these services are provided.

These questions serve two purposes. First, the information gathered helps to ensure that the training is directly relevant and applicable to the context within which the rural advisory agents are working. Second, the questions and answers serve as input into the training, as examples of possible issues which the rural advisory agents themselves need to address as part of designing and delivering gender-sensitive rural advisory activities.

The answers to these questions can come from a variety of sources, but particularly from any pre-training needs assessment conducted (see next section), discussions with ministry staff and field staff, and a review of any available documentation about the prevailing RAS systems and practices.

As referred to above, when lack of time or resources restricts pre-training research and preparation, these questions can also be addressed through exercises conducted during the workshop, as part of awareness raising and skills development, and as a basis for discussions around what needs to change and how. For example, a 30 to 40 minute situational RAS analysis could be included as groupwork on the first day of the workshop, with each group addressing a different set of the questions listed below, then reporting back to the full group of participants. Alternatively, this exercise could be conducted as part of the shift to a specific focus on RAS on day three of the workshop.

**Box 2: Questions about the current advisory services**

- What kind of access to rural advisory services do women currently have?
- Are RAS currently targeting the work that women and men do separately, as well as together, and if so, what kinds of services are provided for each?
- Is it culturally acceptable for women and men to be trained together, or for women to be trained by men? Does this vary from area to area?
- How many RAS agents are female, and is there any gender division of labour in relation to what they work on, or who they work with?
- What kind of training do RAS agents currently receive?
• Is advice and training provided separately, or is it organized as part of a package given to individuals or households, including, for example, inputs such as seeds, livestock, credit and training?

• What is currently included in RAS advice? For example, is it mainly technical advice in relation to specific agricultural or other productive / income generation activities? Does it include any business planning or small enterprise development advice, for example?

• How are individuals or households targeted for access to the advisory services? Is it demand-led? Who can apply to receive the service, can anyone in the household access services or is it only the perceived or registered head of the household? How is the household head determined, as identified by the household for example, or based on the register of farmers, or of landowners / landholders?

• What is the overall understanding of gender relations and their relevance for agriculture and the rural economy: at department management / decision-making levels; among rural advisory agents; and among female and male farmers?

Box 3: Questions about the rural advisory services context

• What is the gender division of labour in the household regarding agricultural work and other economic activities?

• Do women face any specific constraints in what they can and cannot do in economic production related to their domestic responsibilities and / or traditional / cultural norms?

• What are the usual practices for making decisions at household level regarding socio-economic activities and issues?

• Is there much variation in the gender relations and the gender division of labour within or between different regions or operational districts?

• Do women have equal rights and access to land? Are women recognized, and / or registered as landholders in their own right?

• Are there any farmers’ organizations or cooperatives operating in the pilot areas? Are these used to deliver agricultural inputs, credit, advice and information? Are women involved in these institutions, and if so in what way?

• Do women have any specific organizations or support groups which serve or potentially might serve as entry points for awareness raising and training?

• Is it easy for women to access, in their own right, credit services for agricultural or other enterprise investment?

• Are there households headed by women in the area? Do they face specific challenges in relation to cultural attitudes, and different levels of access to services, including rural advisory or credit services, compared with male-headed households? Are there differences in their livelihood activities and economic engagement which require specifically tailored strategies and support?
Training needs analysis

Designing and delivering effective training for gender-sensitive agricultural rural advisory services requires the identification of the training needs of two distinct groups:

- those working on the design and delivery of agricultural extension and rural advisory services;
- those targeted for the advisory services, in particular rural women, as the main purpose is to identify the unmet needs of rural women and strengthen the capacity of the advisory services to better meet these needs.

The identification of gaps in personal knowledge and skills by the rural advisory agents themselves is central to planning the training agenda.

The work of rural advisory agents is designed to meet the needs of the rural population engaged in agriculture, and so awareness of these needs, and in particular of the specific needs of rural women which are potentially distinct from rural men, is important in shaping the content of the training workshop.

The scope and methodology of the needs assessment depends on the extent to which the training is part of a broader capacity building programme, and what resources are available for this.

The needs of the rural advisory agents can be identified through: face to face interviews, focus group discussions, individual telephone interviews or questionnaires distributed by post or email. The information from the agents can be complemented with perceptions about capacity gaps from other sources, including RAS managers or clients and others engaged in the agricultural and rural development sector.

While RAS agents and others may have valuable insights into the problems and needs in their operational areas, direct discussion, either in household interviews or in focus groups with farmers, is the best way to identify the felt needs of the rural population. Given the gender focus of the training, discussions with women farmers is paramount to this needs assessment.

However, it is also important to include male farmers, in order to identify any gender-related differences in needs. It is strongly recommended that separate focus group discussions be held with women and men, and where there is a significant number of female-headed households in the area, to try and meet with a group of female household heads, as their needs and priorities may differ from those of women in male-headed farming households.

Where resources allow, try and conduct at minimum one women farmers and one men farmers focus group in each administrative area or district, from which participants will come for the training. If resources are more limited, it is still worth trying to conduct focus group discussions in at least one rural area, which is as representative as possible of the operational context of the expected workshop participants.

Ideally, this needs assessment would be conducted with the same group of RAS personnel who will be participating in the workshop. This gives the RAS agents some direct experience of participatory needs assessment, and allows them to explore any differences between their perceptions of what the needs are, and the needs expressed by women and men during the assessment.

You might find it useful to conduct the capacity needs assessment for the RAS agents after they have been engaged in the participatory farmers’ needs assessment, so that new insights or information about the needs of rural women in particular can feed into their identification of gaps in their own capacity to meet these needs. Whatever preparatory analysis is conducted prior to the training, the way in which participants can more efficiently identify and address rural women’s and men’s needs in their work is an important component running through the workshop programme. This is best explored through participatory exercises in gender-aware needs assessment and stakeholder analysis. It is important to bring information
from the needs assessment – for example, see some of the needs of Azerbaijani rural women, as articulated in Box 4 – into the workshop exercises where appropriate, particularly in terms of making examples and case studies more locally specific.

**Box 4: Rural women needs assessment, an example from Samukh Region, Azerbaijan**

All focus group (FG) participants were interested in receiving extension and advisory services on the following topics:

- Potato varieties; which ones are most suitable for their region
- Crop protection and types of pesticides
- New agriculture-related legislation
- Medication for small cattle
- Poultry production

Trainings and seminars are the most preferable methods for receiving advisory services, including participatory methods, experimental exercises and examples during the trainings. The training should be once a week and it is better to do them in villages after lunch time. About 40% of the FG participants said it would be better to have a woman trainer to provide rural advisory services to women participants, though 80% confirmed that the most important was to have an experienced and skillful trainer regardless of gender. Women don’t object to participating in mixed groups of participants. Information about trainings and meeting can be distributed through radio and TV channels, or active community members.

### 2.2 Designing the training

#### 2.2.1 Defining the learning objectives and expected learning outcomes

It is important to clarify and gain consensus around what is expected from the workshop, in terms of what is to be covered and the expected outcomes. In order to achieve this, it is very important to capture the perspectives of all of the training participants, when they are consulted or involved in pre-workshop needs assessments.

Along with the overall learning objectives and expected learning outcomes for the training workshop, as you develop the detailed programme, it is important to establish daily learning outcomes for participants and communicate and assess these on a daily basis.

See Box 5 below for examples of learning objectives and outcomes and of the daily learning outcomes.

**Box 5: Objectives and Learning Outcomes**

The Objectives of a training workshop reflect the changes or achievements which the workshop organisers and facilitators hope or expect to see as a result of conducting a particular workshop or training course. For example.....
One key objective of the workshop is to increase the number of trainers using participatory methodology in the programme area.

Learning outcomes relate to the achievements and learning experience of the learner or training participant - they identify what the learner can be expected to know and be able to do by the end of a training workshop or course, such as increased knowledge, new or improved skills, changes in attitude. For example....

At the end of the workshop, participants are expected to be more aware of the rationale for using gender analysis in programme identification and design.

Daily Learning outcomes identify specific results in skill development, knowledge acquisition, which participants can be expected to achieve from that day’s programme. For example....

At the end of Day 2, participants will know how to conduct a seasonal calendar exercise and will understand how and why this can be useful for their work as rural advisors.

2.2.2 Training approach and methodology

These training guidelines focus on developing awareness and understanding, and strengthening skills through a participatory, applied approach.

The key words here are participatory and applied.

This means that participants participate fully in their own learning, through working together in pairs and groups and in continual dialogue with trainers and each other, and there is a strong focus on applying what they are learning to their own work and context.

As illustrated by the graph above, the training approach and content incorporates an initial focus on theory to establish a clear understanding of basic terminology and concepts related to gender and why it matters for rural advisory services. This understanding, along with the participants’ own experiences, are then applied to conducting gender analysis of the rural advisory services operations and context. Throughout the workshop, exercises are used to develop skills and understanding in applying the theory and analysis to the participants’ own operational reality and to encourage the identification of concrete ways of introducing changes into their practice.

During the training, gender analysis is conducted at three levels:

- the agricultural households with which extensions agents are working, for example, regarding the household division of labour;
- the immediate farmland and economic activity locality within which those households pursue their livelihoods, for example, the division of labour in agricultural and other income generating activities; and
- the overall institutional context influencing and shaping the livelihoods of agricultural households, for example, gender differences in access to inputs or credit.
The exercises described here have a dual purpose. First, they are selected as being appropriate for effective delivery of the training material and for supporting the achievement of the learning outcomes. Second, they are selected as exercises which can be useful for rural advisory agents to apply in their own future work.

For this reason, it is important that the purpose of any exercises used in the training and how to use them, are clearly and thoroughly explained in the course of the workshop.

The use of symbols in presentation materials and handouts, and encouraging participants to visualize and draw images rather than focusing solely on verbalizing and written words, help to establish a common understanding of concepts and issues among participants. They are useful when participants and/or facilitators come from different areas and speak different languages.

This also gives workshop participants further tools that they can use in their own work. For example, while workshop participants might have good educational and language skills themselves, they may be working with groups of people of varied levels of literacy and education. In these situations, adaptability in use of symbols and pictures, in place of text in training exercises, could prove very useful and effective.

**Contextualisation**

Incorporating local knowledge and experience into the workshop programme is important, using scenarios and case studies which reflect the realities of the environment within which the participants work and will be seeking to apply what they learn.

### 2.2.3 Deciding what to include

There is always a trade-off between how much is covered in any one workshop and in what depth. A participatory, applied approach, encouraging participants to think through and discuss issues and to practise applying tools and skills, is effective in training. It is also very time-consuming and so inevitably there will be limitations on what can realistically be included from a huge range of gender-related issues and information.

The level of intensity and expected learning outcomes need to be realistic, to ensure that participants can absorb and process what they are learning, in a way which enables them to apply it afterwards.

You want to make sure participants are spending some time in the comfort zone, where they are familiar with and unthreatened by the content and pace.

Much more of their time, however, should be spent in the stretch zone. This is where most of the learning takes place, as participants push against and through the boundaries of their previous knowledge and understanding.

What you want to avoid is pushing people into the panic or stress zone, where the training is very intensive and difficult. As stress levels rise, concentration drops, absorption of new material slows down, and learning grinds to a halt.
Box 6: Points to consider in selecting the training content

- Issues / points from any prior needs assessment or situational analysis for incorporation into the programme
- Range and type of technical and professional expertise among target participants
- Previous training, experience and educational levels of target participants
- Current government and organizational policy priorities and frameworks relevant to participants’ work
- Budgetary and other resources allocated

It is recommended that you always include:

- Basic gender-related terminology and concepts – to what extent and for how much of the time would depend on information or assumptions about prior training and levels of awareness and knowledge of training participants. While overemphasis on theory should be avoided, it is risky to assume too much about how participants understand or interpret even commonly used terminology, and it is important to clarify and establish a common understanding of gender-related terminology at an early stage in the workshop. The annexes contain a glossary of suggested terminology and gender concepts which could be distributed to participants.

- Solid information and practical examples about why and how gender matters in agriculture and rural development – use of value chain analysis and sustainable livelihood frameworks for instance, commonly used in current approaches to rural and agricultural development, are useful approaches and analytical tools to illustrate the influence of gender issues in the agricultural sector and what can happen when gender is not taken into account.

- Use of case studies – stories, examples and scenarios, including short video clips, can help:
  - to illustrate the realities of how and why gender matters in practice;
  - to share experience from other organizations and parts of the world;
  - to identify good practices and learning which might be useful for participants in the future.

Some of these should be contextualised to be directly relevant to the work and operational context of the participants. However, it is also useful to include examples showing how similar challenges were addressed elsewhere and sharing some good practices. The list of resources and useful materials in Annex 7 includes case studies and best practice examples, along with some videos included in the guidelines in Section 3. Such experiences are usually of interest to participants and help to broaden their understanding and knowledge in an accessible way.

- Identification and analysis of issues and challenges within the current service provision as well as among the target rural population, and discussion of ways to address these.

This kind of discussion can be sensitive and needs to be handled very carefully, in particular when more senior staff members of ministries and other stakeholder organizations are present in the workshop. Senior staff may feel they are being criticized and be defensive, while junior and field
staff may not feel comfortable speaking their mind in the presence of line managers and other senior staff, in particular where there is any critical evaluation of the organization. It is important to identify issues as challenges rather than faults, to avoid any personalization, blaming or finger pointing, and to take a constructive, positive attitude towards what can be done in terms of changing practice and improving services.

Also make it clear to participants whether individual contributions will be identified or personalized in any post-workshop reports or subsequent publications. It is recommended that contributions are not individually identified, but this may not always be practical, particularly where video recordings or media coverage is involved.

### 2.2.4 What exercises and materials to use

**Issues to consider…**

- **How comfortable and confident do you feel about using different exercises?**

  There is no point in using exercises you yourself are uncomfortable with or unsure about, however well recommended or potentially useful they may be.

- **How comfortable do you think your participants will be with a particular exercise?**

  Not everyone is happy to be very active, or to role play, or to talk personally about her / himself. Cultural norms and behaviour, and previous experience, can be influential in this respect. While encouraging participants to try something new, or to push their boundaries a little, it is counterproductive to push people into activities they are very uncomfortable with or find stressful.

- **How much time do you have?**

  The use of a participatory methodology is very time consuming, and it is important to ensure that you have enough time to properly carry out your selected exercises in a sufficiently relaxed and participatory way.

- **What facilities will you have?**

  In meetings, for example, will there be space to break up for smaller group discussions? Will flip charts and projection equipment be available? Can you stick paper on the walls? Is there enough floor space to spread out maps, problem trees and other materials? Will you be able to go online to show videos from the Internet / YouTube?

- **What facilitation support will you have?**

  The level of support that is available influences the number and complexity of the exercises that you include. When support is limited, it is better to keep the exercises as simple as possible, for example, ones which require less explanation and support with small group work, and get participants to share as much as possible in writing their feedback on flipcharts, and keep notes which they can then pass on to the facilitators after each session.

- **Which tools and exercises fit best together, in a logical progression?**

  The purpose of the exercises is to develop skills and promote understanding and reflection, which are important for achieving the objectives and learning outcomes of the workshop.
The exercises that are used are a means to an end, within a cohesive and carefully structured training package. They should be selected with a view to how each participant can use the information and further develop the learning arising from the preceding one.

Social mapping, for instance, can be used to link up institutional, policy and stakeholder analysis.

In the workshop illustrated in Figure 4, for example, an institutional mapping exercise is followed by exercises in gender-aware stakeholder analysis and then gender-aware needs analysis.

2.3 Planning the workshop

2.3.1 Location

The workshop can be either residential, that is, arranged in a central location to which participants are expected to travel with accommodation away from home arranged for the duration of the workshop, or it may be local, with participants travelling to the workshop sessions on a daily basis.

In either case, consider whether there are any gender issues in facilitating the attendance of both female and male rural advisory agents.

Training away from home has its advantages, bringing together people from different areas and facilitating experience exchange as well as new learning, and providing time and space for participants to concentrate fully on the learning experience.

Before deciding on this option, it may be useful to consider whether there are any cultural or other constraints on women rural advisory agents travelling and staying away for a few days, and/or participating in mixed sex workshops away from home.

When arranging local training workshops, consider the gender division of labour in deciding daily start and finish times, and travel distance, so as to facilitate full attendance by both women and men.

2.3.2 Participant identification

While selection of participants may often be outside of the control of those designing and delivering the training, wherever possible try and ensure that there is continuity between those engaged in any prior situational analysis and needs identification, and earlier stages of the training programme, and those attending the workshop.

Past experience has shown that it can be very useful to define the profile of the training workshop, or develop some terms of reference for the expected target participants, in order to facilitate the selection of the most appropriate trainees.

The number of participants is of particular importance when using participatory training methodology. There is a maximum number of participants who can be accommodated in a workshop. For this kind of participatory workshop, 15 to 20 would be ideal, and a maximum number of 30 is recommended. If the number is very small, this limits the level of interaction and diversity of experience and input into the workshop. If it becomes too large, for example over 30, this can inhibit the full engagement of all workshop participants.
participants. Furthermore, the increase in the number of workgroups and / or the number of participants in each group means that conducting exercises and feedback from these can be time consuming. As a trainer, you may also need to draw a line under what changes in numbers and type of participants you can reasonably be expected to accommodate at a late stage when the programme and content are already designed and agreed.

### Box 7: Participant issues to consider when designing the training workshop

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many participants?</td>
<td>✔️</td>
</tr>
<tr>
<td>How varied is their educational and professional background and experience?</td>
<td>✔️</td>
</tr>
<tr>
<td>What is the likely gender balance?</td>
<td>✔️</td>
</tr>
<tr>
<td>From where, for example, from which regions / provinces, are participants coming?</td>
<td>✔️</td>
</tr>
<tr>
<td>What is the age range or profile of the participants?</td>
<td>✔️</td>
</tr>
<tr>
<td>To what extent are participants likely to know about and / or have experience in working with gender issues?</td>
<td>✔️</td>
</tr>
<tr>
<td>Are there any potentially sensitive areas in relation to religious or ethnic diversity, or recent conflicts for instance, which should be considered in designing training content and / or methodology?</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Whichever way participants are selected, it is useful for planning purposes to have information about them as much in advance as possible, including where they are coming from, both geographically and organizationally, their professional background and expertise, and whether they are women or men.

It may be appropriate and interesting to incorporate into the training programme the identification and analysis of differences in gender issues between different regions / areas; the various technical specializations, for example between livestock and forestry experts; and between female and male rural advisory workers.

### Box 8: Participant information

Preferably provided in advance of the workshop, or if this is not possible, then at registration.

<table>
<thead>
<tr>
<th>Name</th>
<th>Female / male</th>
<th>Region / district</th>
<th>Organization</th>
<th>Position</th>
<th>Main area of expertise</th>
</tr>
</thead>
</table>

* Appropriate when participants are selected from different geographical or administrative areas; if all are based in one location, this may not be relevant.
You may want to add other categories of information depending on the workshop context and purpose. For instance, if this is part of an ongoing programme, you will want to know if the designated participants were involved in previous training, or pre-workshop needs assessment and so on. It may also be relevant to know about any previous gender training or gender-related work experience. If participants are coming from a range of organizational levels or locations, you might need to know about educational level and / or years of experience. The above information relates to what assumptions you can make about the likely knowledge and understanding and skill levels of workshop participants in relation to making decisions on training content and approach.

### 2.3.3 Logistics

#### The workshop venue

The main room should seat the planned number of participants comfortably, without being either overcrowded or so big as to feel half empty or overwhelming. Ensure a good level of ventilation and airflow.

Try and ensure that you select a room where it is acceptable to attach paper such as flip chart sheets to the walls, and where you can leave materials hanging up for the duration of the workshop.

Preferably, seats should be movable rather than fixed, and arranged in a curve or crescent, providing a clear line of vision to training facilitator/s and any screen and flip chart stands for audio-visual materials. Seats with small fold-out sections attached to one arm, for placing documents and writing notes – as commonly used in most academic institutions for instance – are the most suitable and convenient type of seating.

Arrange break out areas for small group work and discussions. Divide the number of expected participants by six, (four to six is the recommended size for small group work) and then depending on the size of the room, two or a maximum of three groups can remain in the main room, while others go elsewhere. So, for a group of 30, you would need at least three areas for group work outside the main room. These should preferably be as close to the main training room as possible, to avoid too much time spent on transferring into and out of small group and plenary group sessions. However, if the main room is big enough, the groups can work in different parts of the same room.

#### Facilitation, translation and interpretation

Ideally, a two to four day participatory workshop should be led and facilitated by a team of at least two trainers, supported by at least one but preferably two others to assist with small group exercises, writing up feedback on charts, and to share note taking and record keeping. Ensure all facilitators are well briefed on basic facilitation skills, including making sure that sessions and group work are not dominated by one or two more vocal participants, and that tasks like keeping notes and presenting feedback are shared among the participants.

Preferably, this training should be delivered by trainers using the national / local language. Where this is not fully possible, the participation of international trainers and associated translation needs should be kept to a minimum.

National facilitators should assist with training delivery, in particular explaining and facilitating exercises, and assisting with small group work and discussions. These should be in the local language, with interpretation used for feedback to plenary sessions.
Where international trainers are facilitating or addressing sessions, simultaneous translation must be provided and two interpreters are necessary to ensure continual service. It is extremely difficult to provide effective training, particularly using a participatory methodology, with stop and start interpretation. If there is any significant input from international trainers or guest speakers, it is very strongly recommended that the workshop should only go ahead if simultaneous translation can be made available.

Box 9: Materials to be made available in local language for participants

| The workshop programme | ✓ |
| Daily and final evaluation sheets | ✓ |
| Knowledge, attitude and practice (KAP) evaluation sheets | ✓ |
| Slide presentations | ✓ |
| Any exercise guides, forms or other materials for participant use in the workshop | ✓ |
| List of technical terminology or concepts used in the workshop with translations | ✓ |
| Gender glossary with commonly used gender terminology and concepts | ✓ |
| List of useful resources for reference, further reading, future use in their work | ✓ |

It is important to translate certain materials into the local language for participants, as much in advance of the workshop as possible, and have them ready for distribution during workshop registration.

International and national consultants should spend time before the workshop going through translated slide presentations and exercise guidelines together, to ensure a common understanding of content and intent. It may be useful to provide copies of these to interpreters, along with copies of training guidelines, in particular instructions for conducting exercises, to the translator/s and perhaps a glossary / translation of technical and key terminology used in the workshop.

In preparing flipchart sheets for use in group work, these should be in the local language, with key words (for example, women and men at the top of columns) also provided in the international trainer language. This is very important for writing up training reports and providing feedback on the exercises the following day. It is advisable to prepare flipcharts for use in group exercises before the workshop starts, rather than using time in between sessions.

Equipment and materials required

Equipment and materials need to be organized well in advance, particularly access to equipment such as slide projectors and computers. Check with any visiting presenters or speakers whether they need access to specific equipment. Ensure that the computer keyboard and language can be changed to English or the language that is spoken by the international trainer and other key facilitators.
Box 10: Equipment and materials checklist

- Slide projector and large screen, preferably with the computer or laptop it is commonly used with
- Spare adaptors and extension leads
- Four flipchart stands and if possible a whiteboard
- Lots of flipchart paper and markers. If using a whiteboard, obtain specific whiteboard markers — *Take care not to use permanent markers on whiteboard surfaces*
- Crayons or coloured pens a bit finer than the flip chart markers, for participants to use on cards and for mapping exercises
- Blu tack and/or scotch pressure sensitive/sticky tape, *(not sellotape, which leaves too many marks)*
- A roll of strong white paper, 1 metre wide, which can be cut into large pieces for group work on social mapping and other exercises
- Coloured pieces of card of varying sizes and or stickies/post-it notes for use during exercises
- Materials for registration: registration forms; lists of participants; name badges; workshop programmes and any appropriate materials for handouts; paper/notebook and pens
- Make sure there is ready access for trainers to computer, printing and photocopying facilities throughout the workshop period

Ensure a ready supply of adaptors and extension leads. These may be needed if power outlets are few or awkwardly located, or if presenters come from countries with different power systems. Also check out whether Internet access is required for presentations such as video clips, and whether the location can provide a reliable, fast enough Wi-fi or other connection.

You may find it easier and cheaper to purchase basic stationary locally rather than transport them by air or road, but check out suppliers beforehand and make sure you leave enough time for this. If rolls of paper are difficult to find, you can stick together large paper sheets, such as flipchart sheets.

**Recording and reporting**

The key to a successful recording and reporting process is thinking through carefully, well beforehand, about:

- What kinds of reports/materials you want to produce after the workshop and how these will be used — *Are you planning to produce a report for all participants? Do you need to...*
report to funders? Are you planning to use the experience for input into further staff or other training workshops?

- What kinds of information and records will you need to produce these materials – Do you need to know everything everyone says in all discussions or just the main highlights and group feedback? The level of detail you need may determine whether you make audio recordings of all sessions, or whether notes taken by observers and group rapporteurs are sufficient.

- What is the best way of keeping records and gathering the information you need – How many notetakers and recorders do you need and how will you use them, for example, only for plenary discussion sessions? Do you need to record certain sessions for sound or video? This recording and transcription can be a very expensive part of proceedings, so be clear about what you need and for what, rather than recording everything just in case.

**Box 11: Reporting checklist**

| Decide in advance what kind of record you want and how it will be used and with whom afterwards, and allocate the necessary resources and personnel | ✓ |
| One member of the team should have responsibility for coordinating and ensuring reporting and recording of the workshop, in particular gathering all feedback from participant groups as well as flipchart paper used and other session outputs | ✓ |
| If using video recording, ensure that it does not interfere with the participants’ view of and interaction with trainers | ✓ |
| In taking photographic records, as a courtesy, ask at the beginning of the workshop if everyone is ok with being photographed | ✓ |
| Remind all working groups to have one participant take notes during each exercise for reporting back, and that they should try and keep notes as clear and legible as possible. They should mark the notes clearly with the date, group number, and exercise name or number, and hand them over to the designated facilitator by the end of each day | ✓ |
| Always have one designated training team member, who is not actually presenting, to take notes for each training session | ✓ |

**Access, mobility and dietary issues**

As a general principle, workshop organizers should always consider whether participants or facilitators might have physical mobility or other challenges which need to be taken into account in workshop arrangements and logistics.

In addition, it is important to get information about specific dietary needs among participants, for example, provision of vegetarian, vegan and halal foods; foods to avoid related to religious beliefs and practices; or food intolerances, allergies and so on.
Section 3. The training workshop

This section presents detailed guidelines for each day’s preparation and delivery.

Below are some guidelines to ensure the smoother operation and facilitation of the workshop. One aspect of particular importance is building into the process a continuous (daily) and post evaluation of the workshop (see Annex 5 for the template for daily and post-workshop evaluations – they can be amended as necessary to include specific feedback issues requested by the trainers). Evaluation is a multi-purpose process, and is intended to:

- provide feedback to facilitators during the workshop allowing for some adjustments, if needed, along the way;
- facilitate participants’ own assessment of their knowledge and skill level and any enhancement during the workshop;
- facilitate a post-workshop review to establish what changes participants have made as a result of the training, and to what extent they have been able to apply it to their regular work;
- provide information for trainers and commissioning organizations to facilitate assessment of learning achieved during the workshop period, and to provide feedback to improve future training.

Daily evaluations should be very brief, while allowing space for participants to write comments if they wish to. A simple ranking of satisfaction levels gives a basic ongoing assessment of how the training is being seen and is easily understood and speedily completed.

A short final assessment should cover the overall aspects of the training, including suggestions for further improvements.

Another important part of the process of measuring learning is the Knowledge, Attitude and Practice (KAP) method (FAO, 2015b). You may wish to distribute a KAP questionnaire to assess participants’ knowledge and skills prior to the workshop, and distribute the same questionnaire at the end of the training to measure the change in participants’ knowledge and confidence with the use of the concepts and tools that they have learned during training (see Annex 5 for a KAP template). Any questionnaire or assessment conducted at the beginning of the workshop should not be lengthy or complicated, and should focus specifically on the content of the training.

Finally, at the end of the workshop, participants will also be asked to note down one tool, an approach they had been already applying in their work, and one that they feel they can implement in the forthcoming four to six months to promote women’s and men’s equitable access to advisory services. To document these commitments, an evaluation form will be shared with participants. They will be asked to keep one copy for themselves and hand in the other copy to the trainers. Programme managers will get back to the participant after four to six months to assess the extent to which trainees have applied what they learnt and planned to implement (see Annex 5 for this template, ‘Individual action planning’).

The line ranking exercise, as described in the programme for day 1, is a useful exercise for illustrating participants’ perceptions of their own knowledge starting out. Repeating it on the last day gives an overview of changes in those perceptions.

---

1 To read more about the method, see FAO (2015b, p. 107).
Box 12: General tips

Take time to prepare a detailed daily facilitation programme. You can use the daily programmes included in this guide as templates, listing all topics with planned exercises; timing for each one and of breaks; a checklist of materials needed for each day; and who is facilitating each topic / exercise.

Meet daily as a facilitation team after the training session, reviewing how the day went, identifying any areas for adjustment or improvement, checking preparation for the following day’s programme and ensuring that everyone’s roles and tasks are clear.

Ensure all materials for the next day’s session, including slide presentations, handouts and prepared flipchart papers for exercises are ready at the latest the evening before.

Allow relatively generous breaks, a suggested 20–30 minutes each morning and afternoon for light refreshment and at least an hour, preferably 1.15 hrs for lunch. This is important for effective learning in intensive, participatory training. It facilitates social interaction and experience exchange between participants, and allows for some flexibility in relation to sessions over-running a little. Special religious requirements (for example, time for prayer) of the participants and facilitators might also be considered in planning the schedule.

Ensure that when people are breaking into small groups for discussion they are asked to select a group member to take notes for feedback and another one to report back. Explain that the notes will be passed on to the designated facilitator. The selection of a timekeeper can also be very useful.

When introducing exercises, take time to clearly explain their purpose and process, and give participants an opportunity to ask for clarification or comment on them. Remind participants continually that the exercises are part of a training of trainers’ process, and to be aware that while they are doing the exercises, they are also learning how to use them in the future with farmers as well as training other advisors in this methodology.

Ensure that there is a good mix of visual, oral and written materials throughout the sessions. The use of short video clips is highly recommended.

At the end of every day, collect all flipchart sheets used and feedback from discussion groups, clearly marking the date and related exercise on each.

While it is important to try and keep to the programme, the more participatory the methodology, the harder it is to be very exact about timing, as level of engagement in different exercises can be unpredictable. There will also be times when you may not want to cut short discussions which are particularly lively, interesting or productive. You can bring the timing back in line by taking a little out of the lunch hour, suggesting participants reduce their break and bring their drink back in with them, or adjusting the timing of a subsequent session.

The most important factor in staying on schedule is skilled facilitating, including:

- Keeping a close eye on the time and the programme;
- Knowing when and how to bring discussions to a close, in a polite, friendly, firm way;
- Encouraging presenters and participants to wind up what they are saying and move on without causing offence;
- Moving participants into discussion groups and back into plenary sessions with the minimum fuss and time loss.
# Day 1 Facilitation programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Exercise</th>
<th>Materials</th>
<th>Facilitator/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>1.1 Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>1.2 Official welcome to workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.50</td>
<td>1.3 Introductions and workshop expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>1.4 Overview workshop programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40</td>
<td>1.5 Introduction to basic gender concepts and why gender matters – line ranking exercise</td>
<td>Slides day 1 (Annex 1) Cards or post-its Flipchart and markers Sticky tape / blu-tack Cards marked 1 to 10, placed on walls Prepared flipchart sheets for group work (see 1.7) Copies for distribution of: The programme Daily evaluation sheet KAP questionnaire After 4–6 months evaluation template Blank seasonal calendars for completion Blank daily activity profiles</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>1.6 Gender, agriculture and rural advisory services – identification of extension worker challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>1.7 Economic activity profile and identification of gender roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>1.8 Gender analysis – brief introduction to concepts and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>1.9 Gender division of labour in agricultural household economic activity – seasonal calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30</td>
<td>1.10 Gender division of labour in the household – daily activity profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30</td>
<td>Seasonal calendars report back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>1.11 Daily review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1.1 Registration

- Collect: Name; organization / position; work location (if relevant); contact email or phone number
- Distribute: Name badges; workshop programme; evaluation forms; notebook and pen

## 1.2 Official welcome to workshop

- The initial welcome and opening address would normally be given by representatives of the sponsoring or target organizations, or occasionally a known expert presenting a keynote address.
- Make sure participants are warmly welcomed, try and keep these introductory speeches short, and introduce the main trainer or trainers taking the next session.
1.3 Introductions

Purpose

- This exercise is intended to put participants and facilitators at ease with each other, and to encourage participants to interact with those they do not already know. It also gives information to facilitators and participants about the range of expertise and experience within the group, and what participants are expecting to gain from the course.

Time needed: 45 minutes

Materials

- Pieces of card or sticky post-its for all participants
- Blank flipchart and markers

Steps to follow

1. As lead facilitator, welcome everyone, introduce yourself to the participants, and invite the other facilitators or session assistants to also introduce themselves.

2. Explain the introductions exercise, asking participants to stand, and then invite each participant to walk around and talk to one person they have not met before.

   Ask participants to spend 2 minutes each in turn introducing themselves, giving their name, how they want to be addressed during the workshop, where they are working, what is their job and area of expertise or specialization, and something personal they would like others to know about them, for example, about their families or what they like to do in their leisure time.

   Each participant should ask the other to identify one main expectation they have for the workshop – something they want to learn, or a question they would like answered and so on. This expectation should be written on a card / post-it provided.

   Before inviting people to start, explain that each pair will be asked to introduce each other to the main group afterwards.

3. After 5 minutes ask each pair of participants to introduce each other briefly in turn, including how they want to be addressed, their job / work expertise and their expectation for the workshop. Tell participants they have 2 minutes each to do this.

4. If the group is small, ask participants to come and pin / stick their expectation on the designated part of the wall, or a flipchart, and then read it out to the full group. If the group is medium to large (for example, more than 15 participants) it may be faster for one of the facilitators to take the expectations when ready and stick them on a flipchart, while the next pair introduces each other.

5. Continue until everyone has been introduced and you have collected all the expectations.

6. Briefly review the expectations gathered from participants, noting the range of issues or questions identified, and identify any common ones. Ask participants to keep their expectation in mind during the workshop, explaining that they will be asked at the end of the course how well their expectations have been met.
1.4 Overview of the workshop programme

**Purpose**
- This is to ensure that participants have an overview of the workshop programme and what they will be doing on a day-to-day basis, along with provision of the relevant administrative and logistical information.

**Time needed:** 10 minutes

**Materials**
- Copies of: The programme; daily evaluation sheet; KAP questionnaire; after 4-6 months evaluation template
- Slide presentation 1.4

**Steps to follow**
1. Ensure that all participants have a printed out copy of the workshop programme. This should have been distributed during registration, but have copies to hand out now if needed.

2. Explain the overall purpose of the training workshop, as established during workshop planning and design, and as identified in the distributed programme.

3. Introduce the expected outcomes and content of the programme, referring back and linking these to the participants’ expectations.

4. Introduce the expected outcomes for day 1 of the workshop.

**Day 1. - Expected outcomes**
By the end of today participants are expected to have:

- A basic understanding of what gender and the related terminology means
- An awareness of why gender equality and gender relations matter for rural advisory services (RAS)
- An understanding of what gender analysis is, why it matters, and how to approach it
- Some knowledge and skills in using seasonal calendars as part of gender-aware agricultural cycle analysis
- Better understanding of the gender division of labour in agricultural work and how it relates to RAS

5. Describe the approach and methodology that will be used in the workshop. Emphasize the applied nature of the training, linking understanding of gender issues directly to the reality and challenges of work by rural advisory service providers. Highlight the participatory nature of the approach, and the importance of participants in all the exercises. Point out that the exercises used in the workshop have been selected not just for learning purposes but also to ensure that participants adopt, adapt and use the acquired knowledge and tools in their own work in the future, including using it to train others. Ask participants if they have any questions or comments at this point.
(See Section 2.2.2, and the notes with slide presentation 1.4, Annex 1 Day 1, for further points on the approach and methodology)

6. Introduce the evaluation and feedback system that will be used in the workshop. Emphasize that feedback is always important, both for the participants’ own learning, and for the facilitators and organizers as input into improving future training workshops. Participants should feel free to be frank and honest in their feedback, knowing that it will be welcomed and used to improve the content and delivery of future training courses. Ask for two volunteers to take notes during the day, and then work together to give a brief overview at the end of the day, up to 5 minutes long, of the day’s programme, what has been covered and what has been learned from it. Explain we will ask for different volunteers each day. (Sample evaluation forms are included in Annex 5)

Daily evaluation – participants should already have a copy of the evaluation form that will be used on day 1. Briefly explain that this is to assess participants’ responses on a daily basis when their impressions are still fresh, and that they will be asked to complete these towards the end of the final session each day.

Introduce the 4-6 months evaluation form, which participants should receive with their registration pack. Explain that at the end of the workshop they will be asked to note down one activity or approach that they had already been applying in their work, and one that they feel they will be able to implement in the forthcoming 4 to 6 months, to promote women’s and men’s equitable access to advisory services, based on the knowledge and skills acquired during the training. They will be asked to fill in and return the evaluation 4 to 6 months after the end of the workshop. The aim of this evaluation is to assess how useful the learning received in the workshop was and how participants have applied it in their work.

KAP questionnaire – participants should have received a copy of this with their registration pack. Explain that this is to assess the achievement of the workshop’s objectives from the perspective of participants, and document any changes in gender awareness, knowledge and skills and related impact on extension services delivery in the pilot areas. At this point, ask participants to fill in the KAP questionnaire and return it to the trainers as soon as they have finished. Allow 10 to 15 minutes for this.

7. Working groups – inform participants that some of the exercises will be done in groups and explain how the groups will be formed.

Many exercises will involve working in small groups of 5–6 people. Explain that when participants are coming from different districts, provinces, regions and countries, they may be grouped by location for some exercises to allow for some identification and comparison of any differences between the areas in terms of economic activity, gender relations and related challenges for extension services.

It is simpler to have participants work in the same groups for most group exercises. A list of participants with allocated group numbers and locations should be included in the registration pack provided, and referred to here, with any necessary additions or changes. A list of groups and group members should be put up on the wall if this has not been distributed with the registration pack.

Some exercises may be conducted in pairs, such as the introductions, and occasionally participants may be divided by gender or sector of expertise as relevant.

It can be useful to agree some ground rules with participants for the workshop. These might include, for example, turning off mobile phones during sessions; addressing the issue not the person, as in challenging ideas are ok but personal comments or attacks are not; and allowing people to finish speaking without interruption. You can suggest some of these, and
ask participants if there are any they would like to add. The agreed contract can be written on a flipchart and left on the wall for the duration of the workshop.

8. Other information / logistics – provide participants with basic logistics information such as timing of breaks and lunch, where lunch will be provided, any announcements about accommodation, travel arrangements and so on.

1.5 Introduction to basic gender concepts, gender equality and why gender matters

Purpose

• This section aims to ensure that participants have a shared knowledge and understanding of basic gender concepts and terminology, what gender equality means and why gender matters.

Time needed: 20 minutes

Materials

• A4 cards each marked separately from 1 to 10 in large, clear numbers should be placed on walls spaced out around the room, or in a long line along the floor

• Prepared flipchart for line ranking exercise, see example below Step 2

• Slide presentation and notes 1.5

• Blank flipchart paper and markers for brainstorming

Steps to follow

1. Start with a line ranking exercise, asking participants to stand along a line of numbers 1 to 10, representing how much they feel they know and understand about gender issues and how these relate to their work (1 meaning very little to none, and 10 meaning they know everything they could possibly need to know about it).

2. Note on a pre-prepared flipchart graph where participants are standing along the line. The horizontal axis shows the ranking from 1 to 10; the vertical axis how many people stood at each point. Note that we will repeat the exercise at the end of the workshop to see if participants have moved further along the line. See the results of the Azerbaijan ranking exercise below as an example.

![Participants' self ranking of gender knowledge](image)

Figure 7: Expectations from the workshop in Turkey
3. Use slide presentation 1.5 with accompanying notes to introduce the concept of gender, gender identities and socialization.

4. Brainstorm around the question of identities – for instance, ask participants to turn to their neighbour and introduce themselves starting with 'I am a………….', then after a couple of minutes ask participants to call out examples of how they identified themselves and list these on the flipchart.

5. Note on the flipchart the different identities emerging from how participants identified themselves, for example, nationality, religion, gender, age, occupation and so on. Briefly note how we all have multiple identities, and those which are most important to us can change at different times of our lives and in response to external changes and events.

6. Mention how gender identities are formed early and cut across all our other identities, providing examples of how women are identified and described in the media, within communities and so on. For example, women are more likely to be identified in terms of their relationship with others than men are, i.e. to be described as somebody’s wife, or mother. Men are more likely to be referred to in terms of their occupation, i.e. as a teacher, a politician or a butcher. The term ‘farmer’ is still commonly assumed to mean men only, with women in farming households more often identified as the farmer’s wife than as farmers themselves.

7. Explain what we mean by ‘gender roles’ and the gender division of labour, explaining how these function in the participants’ operational areas and how they affect their work. This is explored in detail in coming exercises.

8. Refer to the process of cultural change in gender relations over time, brainstorming and noting on the flipchart ideas about: 1) the changes in gender roles and relations that participants can identify in their lives now compared with their parents’ generation; and 2) what they think triggers or influences changes in gender relations.

9. Explain what gender stereotypes mean, brainstorming with participants to identify what are seen as typically female and typically male characteristics in their society. Continue to discuss what gender differences are, giving some examples.

Remember to refer to the notes accompanying these slides for additional points and examples throughout this presentation (found in Annex 1.5).

10. Refer to societal sanctions, both formal and informal, against those who do not conform to their expected gender roles in society. Note the importance of being aware of these roles and the potential consequences, when advocating for changes in behaviour and practice relating to gender equality.

11. Address the question ‘Why does gender matter?’, giving brief data about gender inequalities globally, and referring to the negative impact of gender inequality on economic development and output, noting that we will focus more on what this means for the agricultural sector and extension services in the following session.

12. Define what is meant by gender equality and by gender equity, giving some examples. Refer to FAO’s Policy on gender equality, as an example; and briefly explain the term ‘gender mainstreaming’, and how it is the main internationally-adopted strategy for pursuing gender equality in organizational structure and practice.

13. Present some information about gender relations and inequality in the country where the training workshop is taking place, or from several countries if you are working with a multinational group of participants. Briefly note the inequalities in public life and decision-making, then focus on data about gender in employment and the agricultural sector (see
sample slides from the workshop in Turkey in Annex 1, 1.5). Be careful to present this as relevant information rather than as an evaluation – inequalities should be obvious and the facts should speak for themselves without specifically criticizing or passing judgement on any particular country or administration, or on their socio-cultural norms and traditions.

### 1.6 Gender, agriculture and rural extension services

**Purpose**

- At the end of this section participants will have a clear understanding of the relevance of gender equality for their work, why it matters to build awareness among participants about gender relations and the differences between women and men within the agricultural sector, and how these relate to rural advisory services.

**Time needed:** 30 minutes

**Materials**

- Slide presentation 1.6
- Pieces of card for all participants
- Flipchart and markers

**Steps to follow**

1. Building on the previous section on ‘Why gender matters’, provide participants with information about the situation of women farmers within the agricultural sector – using slide presentation 1.6 with accompanying notes in Annex 1, and the discussion in section 2.1 – with a particular focus on the productivity gap between women and men, and how this relates to extension services. You can find additional, useful resource material in Annex 7.

2. Refer to the challenges in providing gender equitable extension / rural advisory services, as listed on the slides and discussed in the slide presentation notes. Note that these issues will be explored further in the following exercises, particularly in terms of time and mobility, and in relation to women’s voice and public engagement.

3. Summarize the issues related to gender and agriculture, as identified in the first two steps, and discuss what they mean for agricultural extension work. Ask participants how these relate to their work, and if there are any experiences or comments that they would like to share.

4. Ask participants to identify and write on a card one major challenge they face in their work in terms of reaching out and responding to both women and men farmers’ needs as they are different based on gender roles and relations. Ask them to read out their challenges and ensure that these are recorded on flipchart paper. Explain that we will return to these challenges on day 3 after working on the situational analysis and will discuss in more detail how these and other challenges arising from the exercises might be addressed in practice. (If particularly interesting issues arise, you might find it useful to amend some of the scenarios prepared for day 2, exercise 2.3, to include these).
1.7 Economic activity profile

Purpose

- This exercise provides an overview of economic life in the geographical areas where participants operate. This is then used as a basis for the introduction and application of gender analysis, encouraging participants to develop a greater awareness of gender differences in economic roles and opportunities.

Time needed: 1 hour

Materials

- Blank flipchart paper and markers for brainstorming

Steps to follow

1. Explain the purpose of the exercise, and that we will start with brainstorming together, then discuss in small groups, followed by plenary feedback and discussion.

2. With all participants, brainstorm on the range of economic activities, jobs and other occupations typically practised in their province or operational area. This should include all spheres of economic activity and employment and not just the agricultural sector, for example shop-keeping and other trades, teaching, health work and police work. This exercise focuses on the occupations, not the breakdown of tasks, for example, identify ‘sheep breeding’ rather than ‘feeding of livestock’; ‘agricultural advisory work’ rather than ‘organizing training workshops’. List them on flipchart sheets as people call out ideas and information. Prompt with suggestions and questions if participants seem to be running out of ideas.

   This should take no more than 10 minutes.

3. Once you have done this, review the list of activities and occupations, identifying which ones are usually practised by men, which are more usually practised by women, and which are undertaken by both women and men. Use a different colour marker to note W for women’s activities, M for men’s activities and WM (practised by both) beside each occupation on the flipchart.

4. Explain that the difference does not have to be 100 percent yes or no – it is enough if an activity is most likely to be carried out by a woman or a man. For example, in many countries, a veterinary surgeon is a predominantly male occupation. So even if participants know of one or two who are women working in this capacity, this job would still go on the list of men’s occupations. If there are differences of opinion about how some activities should be designated, these should be noted on a separate sheet as an interesting area of difference to bring back to the discussion.

   Allow 10 minutes for this stage.

5. Go briefly through the list again, noting how the different jobs and activities are designated and if there are any emerging patterns, for example, which are the high and low income, high and low status jobs, in relation to which are predominantly female and male occupations.

6. Ask participants to break into their groups (for 15–20 minutes) and discuss the division of labour between women and men in terms of how and why it exists. What is it that stops women from doing typical male jobs and men from taking on female jobs? What is the rationale behind the division of labour and what are the obstacles to changing it? Ask each group to assign members to take notes and to report back afterwards at the plenary.
7. After 20 minutes, invite the groups back into a plenary session and ask rapporteurs to report on their group’s discussions.

8. After each group presents, ask if any other participants from that group have anything to add or other participants would like to ask any questions for information and clarity.

9. Once all groups have reported back, summarize the outcomes, noting similarities and differences between the group reports and asking for comments and more information on these. Note also any constraints identified on changing the gender division of labour, and that constraints related specifically to the agricultural sector will be discussed later in the workshop.

10. Explain how in identifying and exploring the gender division of labour, what participants have been doing is conducting gender analysis. The next session will focus on the concept and practice of gender analysis, and how this methodology can contribute to a more gender-aware or gender-sensitive situational analysis.

---

**BREAK FOR LUNCH**

---

**1.8 Introduction to gender analysis**

**Purpose**

- This section introduces gender analysis, what it means, how it is used and why it is important for rural extension services.

**Time needed:** 20 minutes

**Materials**

- Slide presentation 1.8
- Cards or post-its for all participants
- Flipchart and markers

**Steps to follow**

1. Use the slides and accompanying notes in presentation 1.8, Annex 1, to introduce gender analysis, referring back to points made in the previous session and the importance of gender analysis as a means of identifying gender differences, issues and concerns, and assisting in developing ways of addressing these.

2. Explain how there are many different tools and frameworks specifically for gender analysis, focusing particularly on the division of labour, and identifying gender gaps in access to resources and power relations. While it can be useful and necessary to sometimes conduct separate gender analysis of programmes or of organizational policy and practice for instance, it is important to note that gender analysis does not always have to be conducted as a separate or extra exercise. Any planning and research process can be made more gender-sensitive by adapting the methodology and tools to include questions which provide information about gender differences and issues, and to ensure that women’s voices, views and needs are represented.
3. Refer to the core questions underpinning any gender analysis exercises, and the different stages to follow in conducting such an analysis.

4. Brainstorm with participants, asking them about the kinds of issues or differences they would expect to emerge if they conducted gender analysis in their operational area. Feed in the points identified on the slides if these do not emerge from the discussion.

5. Emphasize the importance of disaggregating data by sex, that is separately for female and male farmers, using the slides and notes provided in Annex 1. Explain why it might also be relevant to disaggregate data for female-headed and male-headed households. Present the slides with data relating to land rentals as an example of how this can make a difference both in terms of producing more accurate results, and identifying gender issues.

6. Refer to the issue of female-headed households and the specific constraints they face in agricultural production, and what this means for RAS. It is good if you can find a local project or case study to illustrate this, but there are also some links you can use to one video and documentation about female-headed households and agriculture in the slide presentation notes.

7. Talk about how baseline studies, that is gathering data to use as measures, or baseline indicators to assess progress in a planned activity or programme, may be part of situational or contextual analysis for extension services planning, and how these should gather separate, or disaggregated data to enable the identification and tracking of any gender-related differences in progress or outcomes. Note also that participatory methodologies can be used for gathering quantitative data (figures and statistics) as well as qualitative data (attitudes, ideas, subjective opinions) in gender analysis and in other research.

1.9 Seasonal Calendar

**Purpose**

- This exercise is designed to illustrate the gender division of labour in agricultural livelihoods, and to increase awareness among participants of why understanding the division of labour is relevant for their work, and how they can use this tool themselves in the future.

**Time needed:** 1 hour 15 minutes

**Materials**

- Calendar format on slide or flipchart paper
- Prepared blank calendars for completion (see Annex 1, 1.9)
- Flipchart and markers

**Steps to follow**

1. Show the calendar to participants, either on a slide or flip chart paper.
2. Introduce the purpose of the exercise, as identified above.
3. Ask participants to interview each other, using the blank calendar chart. This exercise involves some role play. Participants are asked to play the role of either a female or a male farmer, using their own experience and knowledge of the life of farmers in their operational
areas. Interviewers will go through each month of the year with the interviewees, identifying and recording three main areas of information:

a. What type of economic and productive work is carried out by members of the household for each month of the year?

b. Who does what in relation to each job; women, men or both?

c. Who makes decisions around what to do, when, and how; the woman, the man, or both together?

4. Check if participants have any questions before proceeding. Encourage participants to break down the economic activities into specific tasks rather than general categories of jobs. For example, rather than just noting ‘caring for’ livestock, identify the different kinds of livestock and specific tasks such as feeding, bringing to and from pastures or grazing ground, birthing, collecting eggs / honey, milking and so on.

5. Allow participants 20–25 minutes to work in pairs for this exercise, one interviewing and one being interviewed. You can ask people sitting next to each other to pair up, but where participants tend to group together by sex or by area, you may find it useful to promote experience exchange by mixing participants up more. Pairs can be designated by going around the room naming participants as ONE then assigning another as TWO to work together. Another way of doing this, if people are sitting in rows, is to ask participants to turn around and partner with the person directly behind them.

a. Those designated as ONE will be interviewers, those designated as TWO will be interviewees representing a rural household.

b. Explain also that for the purposes of this exercise, any work carried out by children in the household is included along with adult work within the categories female, male and both.

5. Interviewees can decide what kind of farming household they represent, for example, livestock farmers, grain crop producers, fishing households, dairy farmers and so on. It is better to select livelihoods reflecting their own area of expertise and experience, as this makes the information more authentic.

This exercise can be conducted working in small groups if you feel this is simpler, or if there are too many participants to work in pairs. However, working in pairs provides participants with a good experience of interviewing as well as the experience of being interviewed, and through role play, greater understanding of the farmers’ perspectives.

**BREAK**

6. Bring participants back together, then start the discussion by asking them how they found the exercise: whether they found it difficult or easy, why, if they learned anything new from it and was there anything which surprised them.

7. Using the flipchart, identify a range of tasks which are carried out mainly or only by women. Then do the same for a range of tasks which are carried out mainly or only by men.

8. Then list the tasks done by both women and men. Explore whether there are differences between regions / different operational areas represented in the workshop. Ask participants to reflect and comment on whether they feel that the training and advise they currently offer is appropriately targeted and delivered in relation to who actually does what in agricultural work. Ask them if they have ever used this tool and if they think they will use it in the future.
9. Briefly review and summarize the findings from the seasonal calendars. Point out the different ways this exercise can be used, identifying not only who does what in agricultural work, but also in tracking fluctuating labour needs during the year. This shows RAS agents a range of information including: the busiest times of the year for women and men; when women and men might have some flexible time for other activities; and the most appropriate times for RAS to provide advice and support or to organize training. Information on who does what enables RAS agents to more clearly differentiate and target the training needs of female and male farmers, and to ensure that those actually carrying out the activities are the same ones getting the relevant training.

The picture below is from the pilot training in Turkey, showing the different activities carried out by women, men and both, and alongside this, a comparison between the three districts represented in the workshop. While the division of labour in agriculture varies from place to place, common outcomes include that only men do ploughing, and women are usually responsible for poultry, animal feeding, and often, backyard vegetable production.

Figure 8: Example of seasonal calendar feedback, Turkey workshop
1.10 The gender division of labour in the household – daily activity chart

**Purpose**

- This exercise is designed to illustrate the gender division of labour in rural agricultural households, and to increase awareness among participants of gender-specific time and mobility constraints and what these mean for equitable access to rural advisory services. This tool can facilitate planning to ensure the appropriate timing and content of RAS advice and support so that women’s specific needs are met, and that training in specific topics targets those women or men who actually carry out that activity or deal with that issue.

**Time needed:** 1 hour 15 minutes

**Materials**

- Prepared blank activity charts for completion (Annex 1, 1.10)
- Flipchart and markers

**Steps to follow**

1. Show participants the ‘daily activity chart’ either on a slide or flipchart paper. Explain the purpose of the exercise, as identified above. Before starting, each interviewer should clearly tick in the top right hand corner of the form whether they are completing a woman’s or a man’s profile.

<table>
<thead>
<tr>
<th>Daily activity profile</th>
<th>Woman’s profile</th>
<th>Man’s profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>For how long?</td>
<td>*Type of activity</td>
</tr>
<tr>
<td></td>
<td>Activity description</td>
<td>Domestic</td>
</tr>
<tr>
<td>Time of waking up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Ask participants to interview each other, as they did during the previous exercise and with the same partner, using the prepared blank chart. Whoever was interviewed in the previous exercise should be the interviewer in this one, so each person gets the experience of both conducting an interview and being interviewed. Participants are again asked to play the role of either a female or a male farmer.

3. Interviewers will go through a typical weekday with the interviewees, starting by noting what time they awake, and recording what tasks and activities are carried out during the day and how long is spent on each.
4. Ensure all participants have a copy of a blank activity chart, and go through the chart explaining how to complete it. Ask participants to record all activities, whether domestic, farming, leisure time and so on. Domestic refers to all tasks related to housework, childcare and care for the family; productive activities include all tasks related to how the household makes its living and meets its needs; leisure includes rest time, reading, music and social occasions within or outside the home; other activities might include religious observances, education and study time, and anything which doesn’t easily fit into the other three categories.

5. Check whether participants have understood what they are being asked to do and how to use the form, and if they have any questions before proceeding.

6. Ensure that you get a good mix of records of a woman’s day and a man’s day. Where there is a relatively good gender mix, ask all the women to roleplay as female farmers and the men as male farmers. If there are very few women, ask some of the men to play the role of women farmers to even up the number of completed female and male farmer profiles.

7. Interviewees can decide what kind of farming household they represent for the purposes of the exercise, but it is suggested that they stay with the same kind of household livelihood used in the seasonal calendar exercise, to keep it simple and consistent.

8. After allowing 30 minutes for the interviews, invite participants to return to the plenary. Begin the discussion by asking how they found the exercise in general: if it was difficult or easy, why, what they learned from it, and if there was anything which surprised them.

9. Brainstorm with participants, asking them to first mention all the tasks carried out primarily by women, listing them on the flipchart; then continue with activities carried out by mainly by men on another flipchart; then finally list those activities usually carried out by either women or men or both together.

10. Ask for comments and contributions from participants. For instance, is there much variation between the different provinces where they work, in terms of men’s involvement in domestic work or childcare? Are these roles changing over time? Is there much difference between previous and current generations? Ask participants if they see changes in their own generation compared with their parents’ and grandparents’ time.

11. Conclude the session by explaining that these issues will be further discussed the following morning, along with the results of the seasonal calendars exercise. Ask all participants to hand in their completed activity profiles to the designated facilitator.

Figure 9: Feedback on women’s daily activities, Turkey workshop
1.11 Daily review

Purpose

- This serves to remind participants of what was covered during the day and to summarize some of the major points emerging from the discussions. It also records participants’ experiences of the day for evaluation and helps to identify required changes or action to be taken.

Time needed: 15 minutes

Materials

- Daily evaluation forms – see Annex 5

Steps to follow

1. Invite the two volunteer trainees to summarize the main content covered and exercises conducted during the day.

2. Identify and summarize particular issues, ideas emerging from the discussions and feedback during the various sessions.

3. Ask if there are any comments that participants would like to make, or any questions they would like to ask. When answering questions, try to avoid giving detailed responses or raising complex issues at this point. Where appropriate, you can refer some questions to the sections of the following day where you expect them to be addressed, or say that you will come back to the issue at a later stage, when you have obtained more relevant information.

4. Remind participants about the learning objective of the day, about the main findings and discussion points that emerged from the presentations and discussions, and underline how they can use the gender analysis tools in their own work.

5. Request that participants spend 5 minutes filling out the daily evaluation form they received with their registration pack. Keep spare copies on hand in case they are needed.

6. Have one facilitator collect these from participants.

7. Thank everyone for their participation during the day, and close the session.

Preparation for the following day

To prepare for the next morning’s follow up session, facilitators should spend a little time, approximately 30 minutes, with the completed activity profiles and seasonal calendars from the afternoon’s exercises.

Review the activity profiles and summarize the findings using the following chart. For the waking day, see the waking and sleeping times and fill in the number of hours in between. For example, someone rising at 6.30 am and retiring to sleep at 10.00 pm has a 15 hour 30 minute day. For time spent on different activities, just fill in the times as noted on the completed forms, then add up for each column and divide by the number of entries for the average.

This can be easily completed using the Excel programme, but given the limited number of activity forms, it can be calculated as straightforwardly with a calculator.
### Daily activity profile results

<table>
<thead>
<tr>
<th>*Length of day</th>
<th>Women's activities in minutes</th>
<th>Men's activities in minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Domestic</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Number of hours between getting up and going to bed: Hours…. Minutes….

Summarize the results on a flipchart or a slide (as below) for presentation the next day…

### Average day

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>....hrs</td>
<td>....mins</td>
</tr>
</tbody>
</table>

**Average time spent on different activities in minutes**

<table>
<thead>
<tr>
<th>Domestic</th>
<th>Productive</th>
<th>Leisure</th>
<th>Other</th>
</tr>
</thead>
</table>

Women

Men

Note and be ready to comment on the range of responses, in particular if there are significant variations between a typical day of a woman and a man, and what the differences are between them. By now a pattern should be emerging, showing not just how long the working days are of women and men, but also whether and how women and men spend the time in different ways during the day. For example, in both Turkey and Azerbaijan, women spent less time on leisure activities than men, but the difference was greater in Turkey. Furthermore, in Azerbaijan there was a little more involvement by men in domestic work, primarily in caring for children.

Review the completed seasonal calendars and participant discussions about these, and assess whether there are significant differences in the amount and type of work that women and men do in the household and as part of their livelihood strategies.
<table>
<thead>
<tr>
<th>Time</th>
<th>Exercise</th>
<th>Materials</th>
<th>Facilitator/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30</td>
<td>2.1 Welcome and brief recap of day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.35</td>
<td>2.2 Gender division of labour and agricultural advisory services – plenary brainstorming</td>
<td>Slides day 2, see Annex 2, Cards or post-its, Flipchart and markers, Prepared scenarios</td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>2.3 Rural advisory work scenarios</td>
<td>Prepared large sheets of paper for mapping exercise, Coloured cards, cut into 3 different sizes, Sticky tape / blu-tack, Copies for distribution of: Daily evaluation sheet, Stakeholder analysis matrix</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>2.4 Institutional context and gender analysis – mapping exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>Feedback and discussion on maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.45</td>
<td>2.5 Gender-sensitive stakeholder analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.45</td>
<td>2.6 Daily review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.1 Welcome and review of previous day

**Purpose**

- Starting each morning with a brief summary of the previous day gives participants an overview of the ongoing learning process, and provides them with an opportunity to raise questions about previous sessions.

**Day 2 - Expected outcomes**

By the end of today participants are expected to have:

- An increased understanding of the gender-specific domestic and agricultural division of labour and its implications for RAS;
- A better understanding of the institutional context within which their client households operate, of gender differences in institutional access and engagement, and of how this might impact on AERAS planning and delivery;
- An improved understanding of the importance of gender awareness in stakeholder analysis;
- Enhanced knowledge and skills in the use of participatory tools, such as the daily activity profiles and the social mapping.

**Time needed:** 5 minutes

**Materials**

- Flipchart and markers
Steps to follow

1. Welcome participants to the second day of the workshop. A short video relating to women’s work in agriculture might be a good way to start the day, for example, FAO’s Closing the gap between men and women in agriculture (available at https://www.youtube.com/watch?v=uDM828TpVpY). Inform participants that the website www.accessagriculture.com is a good source of information for them, and can greatly help them with their work.

2. Ask for one of the participants to come forward and briefly summarize how much they can remember of what was covered during the first day. Ask other participants to help fill the gaps.

3. Ask if anyone has any questions or comments to put forward, and respond to these. Ask for two new volunteers to take on presenting this coming day’s summary at the end of the day.

4. Make any announcements now, such as information about arrangements, changes in break times and so on.

5. Give a brief overview of the day’s programme, introduce the expected outcomes of the day, and distribute handouts if appropriate here.

6. Ask for two volunteers to present the summary of the day on the following morning.

2.2 Gender division of labour and rural advisory services

Purpose

- The purpose of this session is to discuss the outcome of the exercises on the gender division of labour and related time constraints with the participants, and to analyse how these affect rural socio-economic life and what the implications are for the planning and delivery of rural advisory services.

Time needed: 30 minutes

Materials

- Prepared scenarios (Annex 2, Exercise 2.2)
- Flipchart and markers

Steps to follow

1. Review the outcomes of the exercise on the gender division of labour from the previous day. Present the flipchart with the main results of the activity profile, comparing how much time women and men respectively spend on domestic work, productive activities, leisure time, and what is common and what varies within the women’s and the men’s activity profiles. Present the brief summary from the seasonal calendars.

2. Ask if participants have comments and if they see much variation between the different provinces where they work. For example, are men a bit more involved in domestic work or childcare in some areas compared with others? Are there differences in the specific activities of women and men in the agricultural sector? In some areas, for instance, women and men may work together in the fields for weeding or harvesting, but in other areas they may have distinct tasks. Are women more likely to be working outside the home in some areas, and
is this related to opportunity or to local culture? Are these roles changing over time, and is there much difference between the division of labour now and during their parents’ and grandparents’ time?

3. Using the flipchart, brainstorm in the plenary to identify the ways in which the gender division of labour impacts on the roles of rural women in the rural economy, as emerging from the discussion of today’s and yesterday’s sessions. For example:

a. How does the division of labour constrain women from full participation in economic life / productive activities? (For example, women work longer days, and have less time and energy for diversified economic activities; they are traditionally limited to activities which generate less income than male-dominated activities.)

b. How does it constrain women from full participation in and equal access to rural advisory services and training? (For example, women are tied to the home by childcare responsibilities and can’t attend, or maybe women are seen as farmers’ wives, not farmers and so are not targeted.)

c. What are the main socio-cultural constraints on increasing women’s economic participation outside the home? (For example, it is unacceptable or unsafe for women to move far from their homestead, or to travel to markets in other areas.)

4. Identify what issues emerge in terms of women’s time and mobility constraints; for example, cultural norms around women’s role in public life, perhaps mixing with men in training and other public events; traditional beliefs around appropriate activities and the roles of women; possible differences in their literacy and educational levels. You could show some slides here with information and examples from elsewhere related to time and mobility constraints, and socio-cultural norms from different countries, including the country where the workshop is taking place.

### 2.3 Rural advisory work scenarios

**Purpose**

- The purpose of this exercise is to facilitate participants in applying the information and ideas emerging to their own work situations, and to explore how they respond to issues and challenges, particularly for rural women, in their delivery of services.

**Time needed:** 1 hour

**Materials**

- Prepared scenarios – see samples in Annex 2 (Exercise 2.3)
- Flipchart and markers

**Steps to follow**

1. Introduce the scenario exercise – first explain that the exercise helps to explore the kinds of gender issues which can arise in carrying out agricultural extension work, and to identify how extension agents might respond to and address these issues.

2. Each group will be given a different scenario presenting a specific situation or dilemma that they might encounter as extension agents. Keep these short and simple, and use any pre-workshop needs assessment to make sure that they reflect local realities. It is also useful
to reflect on a range of relevant issues. For example, ensure that one relates to the gender division of labour; another might reflect gender differences in access to RAS; another might highlight local cultural constraints on women’s engagement outside the home, and so on. See Annex 2 for sample scenarios from the pilot workshops.

3. Participants are asked to form groups, and discuss for 15 minutes how they might respond to and deal with this situation, and then report back. Emphasize that there are no right or wrong answers, and that the group does not have to reach a consensus on how to respond. Recognizing and discussing the variety of potential views and responses is in itself part of the learning process in this exercise. In reporting back, the group can mention the range of suggested responses and any differences of opinion arising during their discussion.

4. Remind the groups to appoint one member to report back afterwards before they start the discussion, and remind them of the time allocated for this exercise. When they have 5 minutes left, ask them to start winding up, and prepare for reporting back.

5. Ask the rapporteur for each group to read out their particular scenario, and then to report on the results of the group discussion. Invite the other groups to comment on each scenario and the group’s response before moving on to the next one. Additionally, encourage participants to share examples from their own experience of similar situations during the discussion.

6. Try and keep the report back and discussion on each scenario to 5 minutes. However, you may find with this exercise that some topics generate a more intense debate with greater diversity of opinion than others, so you may need to be flexible about timing to avoid cutting off interesting discussions.

7. Once all groups have reported back, summarize the outcomes, noting the major points on a flipchart, particularly difficult dilemmas, and emerging areas of difference and consensus. Highlight that these points will feed into further discussions on what changes can be made and action taken to strengthen the gender awareness of the rural advisory services system and practice.

2.4 The institutional context: gender differences and extension services

Purpose

- In this exercise, participants will learn how mapping can be used as a participatory tool in their work as RAS agents. They will map out the institutional context within which rural agricultural households pursue their livelihoods, from the perspective of the householders, and will develop a greater awareness of gender differences in access to resources and services, and of what these differences mean for equitable access to rural advisory services.

Time needed: 2.5 hours

Materials

- Slide presentation 2.4
- Large sheets of paper
- Coloured cards in 3 different sizes, markers, sticky tape / blu-tack
- Flipchart and markers
Steps to follow

1. Start by referring to the slide introduced on day 1 (included again in slide presentation 2.4) showing the three levels of analysis of farming livelihoods addressed in this workshop. Explain how this exercise focuses on the third level – the broader institutional and economic context. Using the sustainable analysis framework and accompanying notes, talk a little about the institutional context in rural areas and how it shapes rural livelihoods. Explain how the purpose of this exercise is to map out this context from the perspective of farming households and to explore how the households relate to their institutional context and any relevant gender differences.

2. Introduce the mapping tool, showing examples on slides of how it can be used in participatory planning and research. A video showing mapping in process is useful here, see suggested link in Annex 2, 2.4.

3. Ask participants to work in groups, preferably organized by province / district / operational area, with each group preparing a map representing their area.

4. Depending on the number of participants and the gender balance, it may be interesting to work with female and male groups. Ask female participants to prepare their map representing the context for a woman farmer, or women-headed households. This approach can facilitate the identification of gender differences in the perception and experience of working within the institutional context.

5. Explain the process for constructing the map. Working in groups, participants should first of all draw a ‘typical’ farmhouse in the middle of the sheet. They then brainstorm as a group to identify and list all of the institutions, organizations and services which are relevant to the lives and livelihoods of rural household members, whether formally structured and registered (such as the agricultural department and banks), or informal (such as traditional savings or insurance groups). These can be written on flipchart sheets.

6. Institutional maps like these vary significantly from area to area, according to geographical remoteness, level of infrastructural development and service provision. Typically, they might include schools, health clinics, churches / mosques, local government offices or services of various kinds, garages, tea shops or cafes, RAS training centres, markets, shops, local savings groups and non-governmental organizations.

7. Then ask the participants to rank the identified institutions into three categories according to their importance for the livelihood of the household: most important; important; or least important. Each institution is represented on a card, with the most important on the largest cards, the least important on the smallest cards, and the rest on medium size cards.

8. Encourage participants to use symbols and drawings rather than words for the various institutions – this is a very useful practice when working with groups of people from different language groups, or mixed literacy and educational levels. Remind participants that the purpose of the training is to equip them with skills and knowledge to apply in their work and that using symbols and drawings can be very useful when they are training women or men farmers with low levels of literacy.

Figure 10: Working on an institutional map during the Turkey pilot workshop
9. Participants then arrange the cards around the household on the map, putting the institutions that household members have the most interaction with closest to the household, and those which they have least interaction with furthest away. Explain how those closest to the household are not necessarily the most important for the household’s livelihood.

10. For instance, the household may interact regularly with the local church or mosque, or with the primary school, and so these will be placed close to the household, but these are not necessarily the most important in shaping livelihoods, and may be on small or medium sized cards. Some institutions, such as government departments, may be very important in shaping the household’s livelihood, and so be on a large card, but if the household has little or no direct contact or influence, it will be one of those placed furthest away from the house. What you end up with is an institutional map showing both the relative importance of different institutions for the household’s livelihood, and the household’s interaction with and access to these.

11. Ask participants to reflect on their map, focusing on both the most important institutions/services, that is those on the biggest cards, and those positioned closest to the homestead, and to consider: any differences between women’s and men’s access to these; who within the household deals or interacts with external groups and organizations; and which household members are more likely to be members of external organizations (for example farmers’ associations, or credit and savings groups). One group member should take notes during the discussion for reporting back.

12. Go round all of the groups 5 minutes before the scheduled break, reminding them of the time left to complete the map and discussion, and to then take their break and refreshment, and meet back together in the main meeting room after 20 minutes. Ask participants to hang the maps on the wall or provided screens, and encourage them to look at other groups’ maps during the break time.

BREAK

13. Invite the participants to return to the plenary after the break, and start the discussion by asking them in general how they found the exercise. Did they find it difficult or easy and why, did they learn anything new from it, and was there anything that surprised them?

14. Ask a representative from each group to present and explain their map, showing how and why some institutions are more important than others, and if there are any gender differences in access or engagement. Where feasible, depending on the numbers and layout of the training space, participants are encouraged to move physically from map to map as each group presents in turn.

15. If separate maps have been completed for female-headed and male-headed households, ask all of the groups who worked on male-headed households to present first, then all of the female-headed. Ask for and note comments on any differences between the provinces, but hold back on substantive comment about gender differences until after receiving feedback from all of the groups.

16. Review the information emerging from the maps and the feedback received, noting gender differences within the household in terms of access to resources and services and in engagement with external institutions, and any differences emerging between female- and male-headed households, noting any specific constraints affecting female-headed households. For example, women and men within the household may not have the same access to training and/or education, and female-headed households may have no access to credit because this is usually provided to male heads of household only.
17. Encourage participants to identify which institutions are most relevant to their work as rural advisory agents. What impact do the identified gender differences have on their capacity to deliver gender equitable services? How might extension agents use the information from this exercise? For example, during the workshop in Turkey, it emerged that information about market prices, supplies of inputs, training opportunities and so on generally circulate when men meet and drink coffee together in the cafes. Because women do not socialize in the cafes, they miss out on the informal circulation of important information. This prompted workshop participants to discuss how they could improve information circulation and delivery for rural women.

2.5 Gender-sensitive stakeholder analysis

Purpose

- This exercise builds on the previous social mapping exercise, shifting from the farmers’ perspective to the RAS agents’ perspective, with an introduction to gender-aware stakeholder analysis. The purpose is to facilitate the identification of all those with an interest in the rural extension service system, that is, the RAS stakeholders, and to explore the roles, potential conflicts and complementarity of interests, and gender differences among RAS stakeholders to feed into RAS planning and delivery.

Time needed: 1 hour

Materials

- Slide presentation and notes 2.5
- Blank stakeholder analysis sheets
- Flipchart and markers

Steps to follow

1. Introduce the exercise, using slide presentation and notes 2.5 in Annex 2, clarifying the terminology and explaining the purpose of stakeholder analysis in the planning of rural advisory services and for specific projects or training events.

2. Note that there are different tools which can be used for stakeholder analysis, including mapping as used in the institutional context analysis, or the stakeholder analysis matrix as shown in Annex 2, 2.5. When carrying out a full stakeholder analysis, there are certain stages to complete, as shown in the slide and notes. Very briefly go through this, and explain that for this exercise, we are not going through all the stages of a full stakeholder analysis. We will use the results of the brainstorming and the recently completed institutional maps as the basis for identifying RAS stakeholders and exploring how they operate in RAS operational areas.

3. Remind participants that while the institutional map was constructed from the perspective of the farming households, the stakeholder analysis is from the perspective of RAS personnel. Therefore, while there will be some overlap between RAS stakeholders and institutions and groups included in the map, they will not all be the same. For example, householders may well have included schools and local cafes on their map, but unless RAS are carrying out school training programmes, these are unlikely to be identified as RAS stakeholders, as the school teachers and cafe owners have no direct stake or interest in RAS operations. A seed import company in another province may be a RAS stakeholder, because they have
an improved seed supply contract with RAS Headquarters, but this company would not feature in the local farmers’ institutional map.

4. Start off with a general brainstorming exercise, writing on the flipchart a list of all of the rural advisory services stakeholders identified by the participants.

5. Go through the list, adding other possible stakeholders who have not been mentioned (for example, participants may not think of identifying themselves, the rural advisory service staff as stakeholders, or perhaps they forget to mention suppliers of local inputs.)

6. Ask participants to identify: (1) the primary stakeholders, that is, those most directly involved and affected by RAS operations, such as clients and staff; and (2) the secondary stakeholders, that is, those not directly involved, but who may still be affected by RAS operations, such as traditional seed sellers, who may lose customers because of RAS recommending or providing alternative seeds, or farmers downriver in another district whose water supply may be affected by irrigation projects.

7. Disaggregate the identified stakeholders by sex, but only where they feel this is relevant and appropriate. For example, instead of identifying farmers as one group, female and male farmers may have different needs, priorities and access to services, and so should be identified as distinct stakeholders.

8. Note the range of stakeholders identified, and the respective roles and interests they are likely to have in the rural advisory services system.

9. Ask participants to go back into their groups and discuss:

- How the identified stakeholders overlap with the institutional maps, that is, how many of the identified institutions relevant for rural households are specifically RAS stakeholders? For example, you would expect to find local markets, seed suppliers and training centres identified as significant by both RAS and farmers.

- What kind of relationship, if any, do they as extension or advisory workers have with these stakeholders, particularly with the primary stakeholders? For example, RAS have direct and influential relationships with farmers, and training centres. While RAS do not directly control seed suppliers, the advice they provide to farmers may influence farmers’ decisions on seed purchases.

- What gender issues do extension agents need to be aware of and consider in these relationships? These relate back to previous discussions about how the gender division of labour and traditional constraints may limit women’s access to advisory services, and how these need to be considered in RAS planning and delivery.

- Are there any potential or actual conflicts of interest between different stakeholders or between stakeholders and rural advisory services that might impact negatively on RAS operations? For example, conflict between female and male farmers in relation to limited training resources and whose needs are prioritized by RAS; traditional seed suppliers might be threatened if RAS promotes imported, improved seeds.

10. Check if everyone is clear about what they are being asked to do before working in their small groups. Tell them that they have 20 minutes to complete the discussion.

11. When all groups have returned to the plenary, invite them group by group to present the results of the stakeholder analysis. Invite additional contributions from other group members or questions for information/clarification after each presentation. The discussion should not take more than 5 minutes for each group.
12. When all of the groups have presented, summarize the main emerging points. These can be expected to touch on issues such as: the significance of sex-disaggregated stakeholders, as in the importance of distinguishing between female and male farmers and the different roles and needs of each; existing differences in terms of interests, for example government policy may be to increase the commercialization of certain cash crops, whereas the interests of the farmers might focus on household food supply in staple food crops; and any potential conflict identified, for instance conflict within the household around whether women should participate in extension training, competition for limited resources within RAS in meeting different needs and who / what gets priority.

2.6 Daily review

Purpose

- This serves to remind participants about what was covered during the day and to summarize the major points emerging from the discussion. It also helps participants to record their experiences of the day for evaluation purposes and to identify any appropriate changes or action to be taken.

Time needed: 15 minutes

Materials

- Daily evaluation forms
- Flipchart and markers

Steps to follow

1. Briefly review the main content covered and exercises conducted during the course of the day.

2. Identify and summarize particular issues and points emerging from the discussions, including the feedback during the day’s sessions.

3. Ask if participants would like to make any comments or ask questions. When answering questions, try to avoid getting into detailed responses or complex issues at this point. Where appropriate, you can refer some questions to the following day’s programme, mentioning where you expect them to be addressed, or say that you will come back to the issue when you have obtained more relevant information.

4. Request that participants spend 5 minutes filling out the daily evaluation sheet they received with their registration pack. Keep spare copies on hand in case they are needed.

5. Have one facilitator collect these from participants.

6. Thank everyone for their participation during the day, and bring the session to a close.
Day 3 Facilitation programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Exercise</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30</td>
<td>Welcome and brief recap of day 2</td>
<td>Slides day 3 (see Annex 3)</td>
</tr>
<tr>
<td>9.35</td>
<td>Gender-sensitive problem analysis and needs identification</td>
<td>Cards 1 to 10, placed on walls</td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
<td>Flipchart and markers</td>
</tr>
<tr>
<td>11.30</td>
<td>Gender-aware value chain analysis</td>
<td>Sticky tape / blu-tack</td>
</tr>
<tr>
<td>1.00</td>
<td>Lunch</td>
<td>Prepared flipchart sheets for group work (see 3.2)</td>
</tr>
<tr>
<td>2.00</td>
<td>Value chain analysis continued – case study</td>
<td>Copies for distribution of:</td>
</tr>
<tr>
<td>2.45</td>
<td>Assessing and increasing gender awareness in rural advisory services system – Line ranking exercise</td>
<td>Blank product chain charts</td>
</tr>
<tr>
<td>3.00</td>
<td>Break</td>
<td>Daily evaluation sheet</td>
</tr>
<tr>
<td>3.30</td>
<td>Group discussions; ranking and prioritizing</td>
<td></td>
</tr>
<tr>
<td>4.45</td>
<td>Daily review</td>
<td></td>
</tr>
</tbody>
</table>

3.1 Welcome and review of previous day

**Purpose**

- A brief summary of the previous day’s agenda each morning serves to give participants an overview of what they have learned so far, and an opportunity to raise questions they might have about the previous sessions.

**Day 3. - Expected outcomes**

By the end of day 3 participants are expected to have:

- A better understanding of the importance of gender awareness and gender-disaggregated needs identification

- Increased knowledge of value chain analysis and understanding of the potential impact on women farmers’ livelihoods when gender analysis is ignored

- A greater awareness of what needs to change to make current rural advisory services more gender-sensitive and gender-responsive

**Time needed:** 5 minutes

**Materials**

- Flipchart and markers
Steps to follow

1. Welcome participants to the third day of the workshop.
2. Briefly summarize what was covered during the day before, noting any significant issues or conclusions which emerged during the discussions.
3. Ask if anyone has any questions or comments to put forward, and respond to these.
4. Make any announcements and share information about logistics now.
5. Give a brief overview of the third day’s programme and distribute any handouts.

3.2 Gender-sensitive problem analysis and needs identification

Purpose

- This exercise builds directly on the result of the stakeholder analysis, and encourages participants to consider the different needs associated with the specific interests and roles of the identified primary stakeholders, with a focus on the participatory identification of gender-differentiated client needs, in the context of demand-driven rural advisory service provision.

Time needed: 1 hr 20 minutes

Materials

- Slide presentation and notes 3.2
- Flipcharts and markers
- Prepared flipchart sheets for groups (see steps 4 and 5)

Steps to follow

1. Review the results of the stakeholder analysis, and the specific interests of different stakeholders identified during this exercise. Explain that the focus in this exercise will be on how to conduct a gender-sensitive needs assessment for rural advisory services.
2. Using the slides and accompanying notes, briefly define what we mean by ‘needs’, what a needs assessment is about, and key questions to address in planning needs assessments, for example: Whose needs? What kind of needs? Who defines the needs?
3. Ask participants to work in groups, to brainstorm and to list on a flipchart all the problems or gaps they can think of in agricultural production and rural livelihoods.
4. Then ask participants to go through the list, reflecting on what emerged in the exercises related to the gender division of labour, and select what they see as the five main problems for female farmers in their operational areas, and then for male farmers, ranking each list 1 to 5 (with 1 being the most pressing or serious problem, and 5 being the least). These priority problems should be listed on the prepared flipchart sheets, one each for female farmers and the other for male farmers. The lists may well overlap, and if so, it is ok to include common problems on each. The groups should complete this stage of the exercise in 15–20 minutes.
5. Take a little time to ensure that participants understand clearly what is meant by problems, such as, what is not working well in agricultural productions, and the associated needs, such as, what gaps need to be filled to help solve the problems. See examples below.

<table>
<thead>
<tr>
<th>Female farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority problems</strong></td>
</tr>
<tr>
<td>1. Loss of poultry to wild animals</td>
</tr>
<tr>
<td>2. Low productivity in dairy cows</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority problems</strong></td>
</tr>
<tr>
<td>1. High loss of wheat harvest to disease</td>
</tr>
<tr>
<td>2. Recurrent drought, causing significant crop and livestock loss</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

6. Ask participants to define and discuss the related needs for these priority problems for female and male farmers, for example, what exactly do the farmers need to better equip them to address these problems, what are the gaps in their current resources (whether skills, knowledge, finances, better inputs and so on)? The identified needs should be noted in the second column of the flip chart for reporting back.

7. This discussion should be completed within 15–20 minutes.

8. Ask the groups to return to the plenary and present the outcome of their discussions, putting the two sheets, for female and male farmers, up on the wall or screens.

9. Summarize the outcomes of the group discussions, highlighting the most commonly identified problems and needs, and those which are prioritized. Note and ask for comments on any apparent differences between provinces. Focus on similarities and differences between the identified problems and needs of female and male farmers, brainstorming with participants about how and why these differences arise. For example, in the Turkey workshop, one province prioritized problems with access to fodder for geese during winter months, as these were a primary income source in that area compared with the other two districts. In relation to gender, care of geese is primarily women’s work, so advice on mixing and storing appropriate food for geese was a priority for women but not for men in that district.

10. Refer to the slides and raise the issue of meeting the identified needs, distinguishing between gender-related, different needs of women and men, and where women and men have similar needs, but gender differences constrain equal opportunities to meet these needs in an equal way. For instance, there could be a shortage of seeds or other inputs in local markets for commonly grown crops. If men can travel to further markets to obtain these inputs, this could be more of a problem for women, who are constrained by childcare and cultural norms from travelling outside their area. It is also important to note that even when the problems are similar for women and men in agriculture, the related needs may be different, illustrating possible disadvantages in access to training, other resources, time poverty and so on. For
example, both female and male farmers may have problems with the productivity of dairy cows. While a drought-related lack of fodder might explain most of the low productivity for male farmers (making access to affordable fodder their main need), for female farmers, this might be explained by a lack of expertise in livestock management (so a need for training might be more of an issue). Point out that most of the following day will be spent identifying constraints and obstacles in meeting needs, and how to address these.

11. Refer to the importance of shifting from supply-driven to demand-driven rural advisory services, as a strategy for the effective use of limited resources for maximizing the extent to which needs are met by promoting a more gender-responsive rural advisory services system.

12. Discuss with participants how they can use this exercise in their daily work. For example, it can help them to distinguish the specific needs relating to a particular problem, whether improved inputs, or more information and knowledge, better market linkages and so on, which in turn helps them to design more appropriate and effective solutions. Also remind them how to use drawings or stones in conducting the exercise, particularly among farmers with low literacy levels.

### 3.3 Gender-sensitive value chain analysis

**Purpose**

- The purpose of this exercise is to bring together the increased gender awareness and knowledge from the various exercises carried out up to now, and apply it to an analysis of agricultural development along value chains, illustrating how the gender division of labour and contextual factors can be incorporated into this analysis, and highlighting the potentially negative results of ignoring the gender dimensions.

**Time needed:** 1 hour 30 minutes

**Materials**

- Value chain charts, basic and gender-aware versions (see Annex 3)
- Slide presentation and notes 3.3 (see Annex 3)
- Prepared flipcharts for group work as below
- Blank flipcharts and markers

**Steps to follow**

1. Use the slides and accompanying notes to introduce the concept of value chain development, and explain how it relates both to the gender concepts and analysis carried out so far, and the important role of rural advisory services. Distribute the two charts, basic and gender-aware formats, so participants can see these as you explain. This is a very useful tool to identify and analyse the challenges faced in agricultural production, and is widely used as a tool in project identification and planning.

2. Go through the questions arising at each stage of the gender-aware value chain, noting how they link in with the gender division of labour, as in the tasks that women and men carry out along the chain; access to and control over resources, as in who has access to inputs such as seeds, improved technologies, and who decides what to produce, what to sell and where and when; and institutional gender analysis. Are women and men equally engaged in marketing,
with cooperatives, financial institutions, technological advice and training opportunities?

3. Ask participants to work in their groups, selecting a common agricultural crop or livestock product from their operational areas, drawing on the economic profile developed on day 1, allocating one product to each group so that they work on a different product. Participants are asked to develop a profile of their product along the value chain, addressing the questions on the value chain chart distributed. They should also note if there are particular weaknesses or problems along the value chain and write the main points on the flipchart sheets as below.

**This group work should take about 15 minutes.**

<table>
<thead>
<tr>
<th>Product name, for example, wheat, sheep rearing, potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>Processing</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value chain</th>
<th>Gender issues</th>
<th>Role of rural advisory staff in addressing gender issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask participants to review the gender-aware value chain chart distributed and go back to their own value chain addressing the gender analysis questions.

4. Give participants another 15–20 minutes for this, making notes along the chain on their chart copies. Emphasise that this is an analysis, which can be a very useful planning tool for project design and RAS planning – it is not simply looking for problems. Not all gender differences are problems to be fixed. If, for instance, you know who makes decisions about what to grow, and who does the food processing, you know exactly whom to target for advice on how to improve production. Next, they can list the gender issues arising along the chain on flipchart paper, and add in how they, as RAS agents, might need to accommodate or address these issues. One group member should be ready for feedback.

5. Ask the groups to return to the plenary and present the results of the discussion, first describing their product value chain and then addressing the gender analysis questions and the role of RAS in addressing the issues – aim for a maximum of 5 minutes per group. After each presentation, invite other participants to add their views or questions.

6. Summarize the information from the group reports, noting whether responses show common or varied gender-related practices and decision-making along the different product chains. For example, to what extent are women involved in the marketing of products, and are they involved in decision-making about marketing: always, only when they do the selling in the market, or not at all? Ask participants to comment on what gender issues need to be
considered and how to address any identified problems or weaknesses. For example, where women are involved in the processing and / or marketing of goods – for instance drying / smoking and selling fish after the fishermen have brought the catch in – are the women included in business and marketing training, or improved technology for food processing?

LUNCH BREAK

7. Introduce a case study showing how either the application of, or the absence of, gender analysis in value chain development affected the existing role of women and their access to extension training and advisory services.

8. You can use the case study slides in presentation 3.3 for this if you wish. These draw upon a real project, but the case study is used here as a generic example which could be applicable to most country situations. You can use or adapt this case study, or use a video case study, as an alternative to slides, such as:


11. You may prefer to identify an example of a local project from the country you are training in for your own workshop. It is always preferable to localize materials and case study examples whenever possible, and it is strongly recommended that a case study from the country or geographical region where the workshop is being conducted be used for this section. This increases the practical application of the analysis of gender issues along the value chain so that participants can reflect better on their own experiences.

12. Brainstorm with participants on what role extension services can play to promote more gender equitable value chain development in their own operational areas.

13. Close the session by summarizing the main ideas and the recommendations arising from the discussion.

### 3.4 Assessing and increasing the gender responsiveness of the rural advisory services system

**Purpose**

- This exercise shifts the focus from the analysis of the context and client base of rural advisory services, to the service providers themselves. Participants will draw upon their learning from the previous two days to reflect on how gender responsive the current rural advisory service provision is, and what needs to change to make it more so.

**Time needed:** 1 hour

**Materials**

- Line ranking numbered cards
- Cards or post-its
Steps to follow

1. Explain briefly the purpose of the exercise, and then ask participants to stand up and place themselves closest to the number between 1 and 10 which reflects how gender-responsive they believe the current rural extension services are (that is, how aware are people at different levels in RAS of gender differences and issues), and to what extent do they take account of these in planning and service delivery so as to fully meet the needs of both women and men in a gender equitable way?

2. Record on the flipchart how many participants are standing at each number, as below. Sometimes, if participants are clustered around either the lowest or the highest ranking, it can be interesting to ask them to explain why they feel so strongly either way about the question. Then ask participants to think about what would need to change for them to move further along the line towards 10. Explain we will be working on this in groups after the break.

![Flipped chart graph]

3. Ask participants to discuss in their groups what needs to change to make extension services more gender-responsive, noting these changes on cards or post-its, one on each. Once they have identified up to 10 changes, they should rank these by priority, with 1 being the most important and requiring the most immediate attention, and 10 the least important. Give them 20 minutes to complete this ranking.

4. The kind of changes you find emerging from this discussion might include: training in gender relations and awareness for RAS staff; more consultation and experience sharing between operational regions and between headquarters and field offices; review of training and needs assessments processes and tools to make them more gender-aware; and allocation of budgetary resources specifically to address the needs of women farmers.

5. After 15 minutes, go round to the groups suggesting that they start ranking the changes they have identified if they have not already done so. Suggest that they finish up in about 5 minutes then return to the main room.

6. After 20 minutes, invite the groups to place their ranked changes on the flipchart, and to present them to the plenary group, noting why they are important and what difference these changes might make.
7. Review and summarize the identified changes, suggesting different ways of categorizing them, for instance:

- Control and influence: factors fully outside of their control; factors they might have some influence over; and factors over which they have the power to decide and take action.

- Origin and cause: to what extent are the factors related to the organizational structure and systems; organizational culture; resource availability or allocation; technical and professional capacity; or factors external to the organization.

- Explain that the identified changes will be further reviewed on the following day, when we explore obstacles and challenges to change. The control and influence categorization may be particularly relevant in terms of what can be done practically to address the challenges, and the origin and cause analysis can feed into the SWOT analysis.

### 3.5 Daily review

**Purpose**

- Remind participants of what has been covered during the day and summarize the main points emerging from the discussions. This also helps to record participants’ experiences for the daily evaluation and the identification of any appropriate changes or action to be taken.

**Time needed:** 15 minutes

**Materials**

- Daily evaluation forms

**Steps to follow**

1. Briefly go through the main content covered and the exercises conducted during the day.

2. Identify and summarize particular issues and points emerging from the discussions and any feedback received during the day’s sessions.

3. Ask whether participants have any comments to make or questions to raise. When answering questions, avoid giving detailed responses or raising complex issues. Where appropriate, you can refer some questions to the following day where you expect them to be addressed, or you could say that you will come back to the issue when you have obtained more relevant information.

4. Request that participants spend 5 minutes filling out the daily evaluation sheet that they received with their registration pack. Keep spare copies on hand in case they are needed.

5. Have one facilitator collect these from participants.

6. Thank everyone for their participation during the day, and bring the session to a close.
### Day 4 Facilitation programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Exercise</th>
<th>Materials</th>
<th>Facilitator/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30</td>
<td>Welcome and recap of day 3</td>
<td>Slides for day 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cards 1 to 10, placed on walls</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flipchart sheets ready for SWOT analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blank organizational frameworks drawn on large sheets of paper</td>
<td></td>
</tr>
<tr>
<td>9.35</td>
<td>Analysis of current agricultural rural advisory services from a gender equity perspective – SWOT analysis</td>
<td>Cards or post-its</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flipchart and markers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sticky tape / blu-tack</td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Break</td>
<td>Copies for distribution of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blank SWOT analysis forms</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>Managing change – internal and external obstacles to change – group discussions</td>
<td>Blank organizational frameworks</td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>Lunch</td>
<td>Forms for participant change pledges</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>Meeting the challenges and planning for change – group discussions and brainstorming</td>
<td>Daily and final evaluation sheet</td>
<td></td>
</tr>
<tr>
<td>3.30</td>
<td>Evaluation – line ranking, completion of final review</td>
<td>‘After 6 months’ evaluation form</td>
<td></td>
</tr>
<tr>
<td>3.50</td>
<td>Closing comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.1 Welcome and review of previous day

**Purpose**

- Presenting a brief summary of the previous day’s agenda each morning serves to give participants an overview of the learning process, and an opportunity to raise any questions they might have about the previous sessions.

**Day 4. - Expected outcomes**

By the end of today, participants can expect to have:

- *An increased awareness of the strengths, weaknesses, opportunities and threats in the current RAS provision from a gender perspective; of the potential obstacles to make changes within the system; and of how these might be addressed.*

- *A number of practical recommendations and adoption of planned changes for the short and medium term within their current work roles.*

**Time needed:** 5 minutes

**Materials**

- Flipchart and markers

**Steps to follow**

1. Welcome participants to the final day of the workshop.

2. Summarize the main issues or conclusions which emerged during the previous day.
3. Ask if anyone has any questions or comments to put forward, and respond to these.

4. If there are any announcements, information about travel logistics and so on deal with them now.

5. Give a brief overview of the coming day’s programme. Emphasize how this day’s programme is shifting the focus from the RAS clients and their needs and perspectives, to the service providers. We will be conducting analysis of the RAS structure and organizational systems, and identifying and discussing challenges facing RAS personnel in bringing about changes to make the services more gender-responsive. Participants will also identify targets for change in their own work over the coming months.

### 4.2 SWOT analysis of RAS

**Purpose**

- This exercise is designed to carry out an overall gender-aware assessment of agriculture and rural advisory services, and is expected to serve as a basis for discussing how to move forward the changes and actions identified during the previous session.

**Time needed:** 1 hour 25 minutes

**Materials**

- Slide presentation 4.2
- Prepared flipchart sheets for SWOT analysis
- Blank SWOT analysis forms
- Flipchart and markers

**Steps to follow**

1. Explain the purpose of the exercise, as above, and use the slide showing the SWOT format to explain what a SWOT analysis is and how it is conducted. Distribute copies of the blank SWOT analysis form to participants.

![SWOT analysis](image-url)
2. Introduce SWOT analysis as a tool which can be used in many ways to evaluate an organization, a project or a proposal. It is commonly used as part of institutional reviews, or organizational strategic planning processes for instance. Emphasize that for the purposes of this workshop, the SWOT analysis exercise will focus on assessing RAS as a gender-responsive service provider. In other words, this is not an overall assessment of the work of RAS; it is specifically concerned with identifying the strengths, weaknesses, opportunities and threats of RAS, asking to what extent RAS plans and delivers services which are gender-responsive (which address the needs of female as well as male farmers), and to what extent the organization promotes gender equality internally.

Strengths and weaknesses usually refer to internal, organizational issues, such as staff morale, technical competence, level of commitment and organizational policies, practice and systems. Opportunities and threats often arise within the RAS external context, including relevant government policy, budgeting, new technological developments, the attitude of communities, public opinion, clients and so on. Below are some of the issues identified during the pilot workshops’ SWOT analyses.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment, strong work ethic of RAS field staff</td>
<td>Lack of understanding of gender issues among senior management</td>
</tr>
<tr>
<td>Increasing number of women RAS agents, providing role models</td>
<td>Gaps in information circulation about gender issues and training in how to deal with them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment of government to gender equality</td>
<td>Lack of budget for expanding services</td>
</tr>
<tr>
<td>Demand of women farmers for services</td>
<td>Too great a workload carried by women farmers, especially domestic</td>
</tr>
</tbody>
</table>

3. Ask participants to work in small groups to identify the strengths and weaknesses, and the opportunities and threats they have perceived or experienced, relating to how gender-responsive the services are as a whole, and not just those specific to their local office or work. Emphasize that it is not a general SWOT analysis, but that they need to focus on gender-related strengths, weaknesses, opportunities and threats based on the discussions of the previous days, including women’s and men’s roles, needs and challenges as well as the results of the last exercise on day 3.

4. After identifying and recording the four elements (strengths, weaknesses, opportunities and threats) on the flipchart, the groups should identify a list of possible ideas and recommendations for each, including, how to build on the existing strengths, take advantage of the opportunities, address the weaknesses and mitigate the threats.
5. Tell participants they have 15 minutes to complete the SWOT analysis, and then an additional 15 minutes to discuss how to address the identified elements. Remind groups to ensure that one or more members take notes for reporting back.

6. Invite all groups to return to the plenary and put the completed SWOT analyses on the walls or screens. Next, ask the group rapporteurs to identify all of the strengths from each group, with the facilitator noting these on a fresh flipchart. Note which are the most commonly mentioned strengths, asking participants for any additional comments or questions. Then follow the same process with all of the weaknesses, the opportunities and finally the threats identified by participants.

7. You may find that some issues overlap, for example, a lack of technical expertise may appear as a weakness, and as a threat; gender policy and commitment to equality may be reported as an organizational strength, and / or an opportunity to exploit as pressure for further change or additional resources. It does not matter whether some issues appear in more than one section, and there is no need to spend time debating the exact difference, for instance, between a weakness and a threat. The point of the exercise is to encourage participants to reflect critically on their organization, and to identify what is positive and negative about it in relation to the provision of gender-responsive services. So, keep the focus on the issues emerging from the exercise, and how they might be addressed, rather than spending time on semantics or definitions. Give a brief overview of what has emerged, and invite any additions and comments from the participants.

8. Go through the four SWOT elements in turn, recording on the flipchart, asking groups to report back on their suggestions on how to utilize the strengths, take advantage of the opportunities, address the weaknesses and mitigate the threats.

9. Review and summarize the outcomes of the discussion. Ask for further comments from the participants to add to the analysis.

### 4.3 Managing change

**Purpose**

- This exercise facilitates an analysis by participants of the rural agriculture and advisory services in relation to how the identified changes could be managed, focusing on potential obstacles and how these might be addressed.

**Time needed:** 1 hour 30 minutes

**Materials**

- Slide presentation and notes 4.3
- Blank organizational frameworks drawn on large sheets of paper
- Flipchart and markers

**Steps to follow**

1. Use slide presentation 4.3 to introduce the concept of organizational change and how to manage it. Explain that the exercise will focus on the identification of potential obstacles or challenges that need to be overcome in order to make the RAS more gender-responsive, and what changes can be introduced to address these.
2. Introduce the main elements of the organizational framework using the notes in slide presentation 4.3. Discuss which of these elements, along with the environment or context within which the organization operates, can reflect obstacles and challenges to be overcome in making appropriate changes in the organization.

3. Refer particularly to organizational culture and how it affects all of the elements of the organizational framework, and where areas of change can be more complex and difficult, but can also be crucially important. For example, an organizational culture which values women’s participation and ideas less than men’s, can create a vicious circle where women are less confident, and so less vocal than men. Furthermore, this may make women less likely to put themselves forward or be selected for jobs, making it more difficult for women to progress to more senior levels, further reducing their self-confidence, which in turn effects their relationships with clients and other stakeholders.

4. Ask participants to return to their groups and to identify both internal and external obstacles and challenges to transforming the current RAS to make them more gender-responsive. They can be categorized as relating to organization, activities, relations or environment, and recorded as such in the organizational framework distributed.

5. After completing the framework, the groups should discuss the identified obstacles and see how these might be addressed to unblock the desired organizational change.

6. Tell participants before dispersing into groups that they have 30 minutes to complete the exercise. Remind groups to make sure someone is keeping notes for reporting back, and let them know when they have 5 minutes left.

7. When all groups have returned, ask the groups in turn to present their organizational framework with the identified obstacles.

8. When all groups have done this, give a brief overview of what has emerged, noting the most common issues arising, and particularly whether some elements in the organization are potentially more problematic than others. Invite any additions or comments from participants.

9. Go through the different organizational elements in turn, recording them on a flipchart, and ask groups to report on the ideas and recommendations for how to address the obstacles.

10. Review and summarize the outcomes. Invite comments from all participants to add to the analysis.

4.4 Meeting the challenges and planning for change

**Purpose**

- In this section, participants are provided with the opportunity to review the gender-related challenges they identified on day 1, and to discuss how they might address them now, after several days of training. At the end of the exercise, participants will identify some specific actions that they can take in the short and medium-term future.

**Time needed:** 1 hour 30 minutes

**Materials**

- Slide presentation 4.3
Steps to follow

1. Welcome everyone to the final afternoon session of the workshop, explaining that the discussion will focus on making concrete proposals for change and action, and in evaluating their experiences of the workshop.

2. Show the two slides in presentation 4.3, reminding participants of some of the challenges identified by service users, and some of the challenges identified by service providers. Supplement these with the challenges and obstacles identified in the previous session from the perspective of the service providers.

3. Ask participants to return to their groups, and share the challenges they identified on day 1, discussing how they might now be able to address them.

4. In their groups, they should identify the specific changes they can introduce in their work planning and practice, to make their service provision more gender-sensitive and responsive, in the short term, that is over the next 4–6 months, as part of evaluating the impact of the training workshop, and in the medium to long term. They are asked to note the short and medium-term planned changes in two separate columns or two separate flipcharts.

5. Ask participants to briefly discuss and identify what kind of support or assistance they believe would help them to effectively make those changes.

6. Let them return to their groups and give them 30 minutes before reporting back to the plenary.

7. When groups have returned to the plenary, first ask for general feedback on how confident they are in their capacity to meet the challenges previously identified, if there are some challenges perceived as particularly difficult, or if any of them are outside of their work scope or organizational mandate.

8. Ask the groups to briefly explain their planned changes and actions reported on the flipcharts, over the short and medium term, and summarize briefly.

9. Request that the participants brainstorm in the plenary about any support they need to ensure that they have the adequate capacity and capability to make these changes. These points should be listed on flipcharts.

10. Review and summarize the outcomes. Invite comments from all participants to add to the analysis.

11. Before moving on to the final review, remind participants about the list of useful resources and documentation they were provided with, and particularly the paper on Enhancing the potential of family farming for poverty reduction and food security through gender-sensitive rural advisory services (FAO, 2015a) available at http://www.fao.org/documents/card/en/c/7c2e9631-c91b-4a6c-9cfd-5b571e39c0d6/.
4.5 Final day review

Purpose

• This session begins to wind up the workshop, facilitating a review by participants of what they have learned over the four days, and clarifying the follow up evaluation process.

Changes participants of the pilot workshops planned to introduce in their work:

* I will develop different ways of communicating with women farmers.

* I will examine the marketing problems faced by women farmers.

* I will pay special attention to women’s work. I will pay visits to their villages, vineyards, gardens etc. to increase their participation in my training. I will aim to increase women’s self-confidence.

* I will plan my activities more effectively and develop a better time management framework by analysing the gender division of labour.

* I will use a gender equality approach and SWOT analysis on extension services to increase the awareness of my administrators and solve some of our problems.

* I used to deliver agricultural consultancy and extension services without conducting any research on problems and needs analysis. As a result of your training, I will conduct needs analysis, considering the needs of villages and women farmers, their demands, preferences, priorities and socio-economic characteristics, in order to select agricultural extension topics.

* I will use visual tools in my future training courses.

* I will collaborate with different institutions to increase women’s knowledge.

* I will make special efforts to organize training for female farmers, not just for male farmers.

* I will try to effectively use what I have learnt from this training, taking into account the fact that the main economic activity of my region is animal breeding and this activity is mainly undertaken by women farmers.

Time needed: 30 minutes

Materials

• Forms for participant change pledges

• Day 4 and final evaluation

• 6 monthly evaluation forms

• Cards marked 1–10
Steps to follow

1. Ask everyone to stand along the ranking line, 1 to 10, representing how much they feel they know and understand about gender and how it relates to their work (1 meaning very little to none, 10 meaning they know everything they could possibly need to know about it).

2. Note on a pre-prepared flipchart graph where participants are standing along the line. Referring back to the same exercise conducted on day 1, ask if participants have moved further along the line, and if they have, what has changed for them, what have they learned from the workshop?

3. Refer back to the points made on day 1 about the importance of providing feedback on the training workshop, and assessing the impact it might have on participants’ work. Ask them to complete a brief workshop evaluation form now, and explain how a follow-up evaluation will be carried out in 6 months’ time.

4. Explain they are also being asked to identify three specific changes they are going to make in their work, arising from their experience of the workshop and the previous discussion on how to meet the identified challenges. Distribute two forms each to participants to record these, one to keep and one to hand in.

Note that:

- Proposed changes must not only be directly relevant to meeting clients’ needs, they must also be within the mandate and potential capacity of the delivery services.

- The specific changes that participants plan to make in the months following the workshop should be realistic and achievable, within their current capacity and available resources.

These changes can be incorporated into the post-workshop evaluation process, to follow up on participants’ experiences in implementing the changes. Below are some of the changes that participants in the pilot workshops pledged to introduce into their daily work.

5. Distribute the final day review, the KAP and the ‘after 6 months’ evaluation form and give participants 15–20 minutes to complete.

6. Ask if anyone has any final comments they would like to make.

7. Make any final information or organizational announcements.

8. Closing remarks, (these might be from the organization which commissioned the training, and / or the organization which is funding or organizing it).

Annex 1.

Day 1 - Exercise materials and slide presentations

Exercise 1.4 Slide presentation

The purpose described above was established for the pilot training workshop, which was used as the basis for this manual. The purpose can be amended to reflect the aim and objectives of whatever training workshop or programme this manual is being used for.

This slide reflects the learning scope and process for the workshop, incorporating: basic theory to ensure a common understanding of key theory among participants and concepts relating to gender relations, rural livelihoods and agriculture; an analysis of the context within which the workshop participants are working and the particular challenges they face, especially those related to gender; and the application of what is being learned in the workshop to strengthen participants' capacity to identify and implement appropriate changes in their work practice.

The purpose described above was established for the pilot training workshop, which was used as the basis for this manual. The purpose can be amended to reflect the aim and objectives of whatever training workshop or programme this manual is being used for.

This slide reflects the learning scope and process for the workshop, incorporating: basic theory to ensure a common understanding of key theory among participants and concepts relating to gender relations, rural livelihoods and agriculture; an analysis of the context within which the workshop participants are working and the particular challenges they face, especially those related to gender; and the application of what is being learned in the workshop to strengthen participants' capacity to identify and implement appropriate changes in their work practice.

The gender analysis conducted in the workshop focuses on three levels: the farming household itself, using exercises to determine the gender division of household labour and decision-making; the immediate livelihood activity context, encompassing the farmland, and direct economic activity, with seasonal calendars and economic activity analysis used to deepen understanding of the gender division of labour in agricultural and other livelihood activities; and the context within which the household operates, including institutions, culture, and other factors shaping
livelihood opportunities and outcomes. This context is explored primarily through stakeholder analysis and institutional mapping.

You can refer back to the rationale for use of participatory methodology as explained in section 2.2.

The key words here are participatory and applied. This is about active rather than passive learning – in other words, those attending the workshop are expected to participate actively throughout, including the use of specific participatory tools and exercises, and the learning from these is applied directly to participants’ own operational context through participatory gender analysis practice.

Exercise 1.5 Slide presentation

Day 1

1.5
Introduction to basic gender concepts, gender equality, and why gender matters

Gender

*Sex is biologically determined
  – it refers to the biological differences between women and men

*Gender is socially / culturally constructed
  – it is concerned with the social relations between women and men

*Gender is a relational concept
  – it is about both sexes and the differences between them

Gender is about differences between women and men, and girls and boys, which are socially created and shaped by the way we are brought up and the belief systems and values of our particular communities.

Ask participants if they can give an example of what the expectations are for girls and boys in their culture. Bring in other examples to demonstrate this as well.

Gender identities

We all grow up with a culturally influenced sense of who we are, how others see us, and how and where we belong.

Gender identities are about differences in how we see ourselves and how others perceive us in relation to being female and male, associated values and attributes, and the different roles we play in society.
Identity is about how we see or define ourselves in relation to the rest of the world, and how others categorize us. For example, men are more likely than women to see themselves and to be seen as protectors and leaders. In many societies, women who take on leadership positions may be described as ‘behaving like a man’, especially if she has a strong personality.

Men and women are socialized to adopt specific gender roles, that is, to take on particular responsibilities and tasks and to behave in certain ways, seen as culturally appropriate. For example, women are traditionally expected to take on most of the responsibility for childcare and domestic work in the household, and men are expected to carry out maintenance and building work, and chopping firewood. Women are carers for the sick and elderly, men are community leaders and warriors.

National cultures and traditional beliefs have common elements everywhere. For instance, every culture has beliefs and rituals around birth, death and marriage, and about the societal roles of women and men, but these are not fixed, permanently established sets of rules and regulations. They reflect a continually shifting, evolving set of beliefs, and values and accepted behaviour.

Cultural beliefs and practices vary between countries and religious belief systems. These are not homogenous however, and within cultures and communities, you will find different, co-existing beliefs. You may for instance, find different beliefs about the appropriate behaviour of women and men within the same country between rural and urban areas, between different age groups, and between different occupations and professions. You may find the same religion interpreting female and male roles in different ways in different countries and regions.

Brainstorming with participants on stereotypical female and male characteristics usually brings out an interesting range of answers, with often contradictory ones from the women and men among the participants.

Examples of common responses you can expect about male stereotypes include strong, leaders, powerful, dominant, rational, and about female stereotypes, soft, caring, beautiful, motherly, emotional. Sometimes women will throw in responses like ‘arrogant’, ‘cruel’ or ‘inflexible’ about men, and men throw in phrases like ‘demanding’ or ‘weak’ about women.
Note how these characteristics, and assumptions about female and male characteristics, are associated with traditional differences in jobs that women and men do. For example, men as doctors, women as nurses; women in caring professions, men in leadership roles.

Gender differences...

Differences between girls and boys, women and men which can be related to the fact of their being female or male.

Not all differences between women and men are gender-related, though many are. Preferences for different kinds of food for instance, are probably not about gender, but the fact that more boys than girls are interested in football or that girls are still underrepresented in science subjects in college courses, reflect differences in cultural norms of behaviour, interests and expectations for girls and boys.

Some gender differences can be ambiguous. For instance, statistics commonly show that women are more likely to suffer from depression than men. However, these figures might also reflect the fact that men are less likely to admit to feelings of sadness or unworthiness, and to seek help compared with women. This in itself is a gender issue, illustrating how traditional male stereotypes inhibit men, who don’t dare to admit to or show any weakness.

It is very important to remember this when working for change in gender equality, and encouraging women to exercise their rights. Be aware of the price women may pay for pushing the boundaries of what is seen as acceptable behaviour for them in their community. Sanctions vary in type and severity. In some countries, women may be imprisoned or stoned for adultery (legal sanctions), or they may be disbarred / expelled from professional or other associations for inappropriate behaviour (formal sanctions). Women who insist on their right to work outside the home, or to divorce their husbands, may in traditional communities find themselves ostracized by their families (informal sanctions) and / or the wider community, and may face physical violence from family members (illegal sanctions).

Why do gender relations matter?

- Persistence of significant gaps between women and men in wealth, power, access to education, resources for production...
- Recognition that gender-related differences in needs, priorities and constraints lead to differences in access to, benefiting from and impact of economic development.
- Reduced economic growth and agricultural production resulting from failure to maximise women’s capacity and contribution.

It is important to note that this is not just an issue for women, although because of existing power relations, they are most negatively affected. Men who do not conform to the traditional stereotype of male as a strong, dominant, good husband and provider can also face problems within their communities.

As noted on the slide, gender relations matter both in terms of persistent inequality and gaps in the recognition and exercise of women’s rights, and to the impact of gender inequality on human development overall and how failure to realize women’s potential economic productivity, including in agricultural production, hampers efforts to eradicate poverty.
Human development statistics continue to show gaps in equality between women and men. Women are more likely to be found among the poorest, are more likely to have low levels of literacy, and less likely to complete higher education. Despite the key role that they play in agriculture, women are much less likely to be registered as farmers or landholders, and while there has been encouraging change in many countries over the past decade, women are still underrepresented in national parliaments and political and economic decision-making structures overall.

Note: these statistics need to be updated regularly, you can draw on the UNDP Human Development Report for this data, available at www.hdr.undp.org/.

Challenges vary in type and intensity from country to country, but commonly women are caught up in a self-perpetuating cycle of less opportunity to increase education, knowledge and skills, unequal access to assets such as land and finance, and to employment opportunities, all linking in to more limited participation in public life and decision-making bodies. Traditional beliefs about women’s ‘natural’ role in society can play a significant part in maintaining inequality.

Gender equality and gender equity are terms which are often confused or used interchangeably. Gender equality is about the principle – the recognition of the right of all to equal opportunity to participate in socio-economic and political life and to thrive without being limited by or discriminated against because of sex and gender identity.

Gender equity is about taking measures where necessary to facilitate equal access to opportunity, for example, the provision of childcare to ensure that women are not blocked from access to employment by traditional childcare responsibilities.

The following slide illustrates the conceptual difference.

What keeps women unequal?

Persistent gender gaps, including:

- Less access to financial, physical and social assets
- Fewer opportunities to improve their knowledge and skills
- Less voice in private and public decision-making
It is advisable that every workshop includes some specific information on gender equality in the relevant national context. The slides below from the pilot workshop in Turkey show the type of information it would be useful to include.

**Exercise 1.6 Slide presentation**

**Day 1**

**1.6 Gender, agriculture and rural extension services**

**Women and agriculture**

Globally, women represent on average 43 percent of the agricultural labour force, mostly in smallholder, family farms.

Farming women are under-represented in agricultural censuses, as most are unpaid family labourers and not counted as farmers.

While women's role in agriculture varies from country to country and area to area, they have always played a critical, and sometimes primary role in food production. This role continues to be marginalized in relation to decision-making and access to rural advisory services.

**Gender productivity gap**

Women farmers have lower productivity levels compared with men.

Unequal access to RAS has been identified as a key factor in lower productivity among women.
farmers, as the examples here from a World Bank study on women farmers in Africa show. This gap in productivity represents a significant shortfall in potential food production, and continues to hamper efforts to reduce food insecurity, particularly in rural areas where subsistence and semi-subsistence agriculture continues to be the main livelihood for much of the rural population.

As the slides above show, these challenges include the extent to which women are often not recognized as farmers in their own right, but rather as farmers’ wives. When any external agencies or institutions conduct business with the agricultural household, including advisory workers, there is a tendency to talk to the male farmers, and women farmers are only included when issues directly relating to their domestic roles are involved.

Women are socialized into their domestic and supportive roles, and in many societies traditionally have little public role or voice. This results in many women either lacking the confidence or the sense of entitlement to demand a say, or services which address their specific needs.

Gender-related differences in access to education can exacerbate lack of confidence in the public arena, and restrict women’s opportunities for greater engagement in representative and decision-making roles, where literacy and basic education are usually required.

Exercise 1.8 Slide presentation
Gender analysis encompasses a wide range of methodologies and tools used to identify, gather information on and analyse gender issues, gaps and differences in any sphere, including policy development; project or programme planning, implementation or monitoring and evaluation; organizational development and management; and, of course, RAS planning and service delivery.

It is not enough to know that women and men have different roles, needs and priorities. If these differences are to be effectively targeted and addressed, we need solid information to inform and shape the measures taken and the proposed changes and solutions. Gender analysis provides information and enables a greater understanding of and insight into what gender differences exist and how they are manifested. Without knowing exactly what the gender division of labour in agricultural production work is in a particular district for instance, how can RAS agents identify differing needs and the kinds of training that are appropriate to meet these?

There is still a tendency to see gender as an issue to be dealt with separately from other planning or research processes. But all aspects of policy and project planning and implementation, involving the above stages and activities, can and should be gender-sensitive; that is, include the tools with which to identify and gather information on actual or potential gender differences and issues. We have already started to work on gender-sensitive problem identification in this workshop, and we will be spending some time on gender-sensitive stakeholder and needs analysis on days 2 and 3.

### Why gender analysis in extension planning?
Facilitates identification and analysis of gender-related differences in...
- Needs and priorities
- Capacity, skills, ability to maximize production potential
- Access to related services, resources
- Constraints to participation in AERAS

### Gender analysis tools
Any research or planning method or tool can be used for gender analysis, by incorporating gender questions and issues into it.

**4 basic questions are central to gender analysis:**
- Who does what?
- Who has what?
- Who decides what?
- Who wants / needs what?

### Gender analysis approaches
GA does not have to be a separate process, it can and should be included in all studies, including:
- Problem identification
- Stakeholder analysis
- Needs identification
- Baseline studies
- Monitoring, evaluation, impact assessments

Whichever framework or tools you use for gender analysis, there are four core or basic underlying questions. If you can answer these about any project or process you are involved in, then you have the basic information you need to identify and analyse any gender issues or dimensions.

**Who does what?** This is about the gender division of labour, in the household as well as in livelihood activities and in public life.

**Who has what?** This is about access to resources, for example, who has land? Who inherits family assets? Who has access to education and training, and to credit facilities?

**Who decides what?** This is about power relations, including decision-making between women and men within the household, and to what extent women are involved in political power and decision-making bodies in the community and public life.

**Who wants / needs what?** This relates to the differences between women’s and men’s needs and priorities, arising from the other three questions. For instance, where men have ready access to finance, this may not be a constraint or priority for them, whereas it may be for women who are not given loans in their own right by local banks, or whose names are not registered as landholders or owners, and so do not have a ‘legal address’ or collateral.
The slides below list some of the issues which commonly emerge as gender issues and differences, including formal (legal or regulatory issues), or informal (traditional beliefs and attitudes), and associated thinking and habitual behaviour.

**Issues to consider in gender analysis**
- Division of labour
- Decision-making, at household, community and other levels
- Access to / control over productive and household assets and income
- Cultural / traditional norms around appropriate roles, behaviour, views
- Educational and literacy levels
- Access to services, including educational / training, health, credit...
- Development needs, priorities and constraints

One very important aspect of effective gender analysis is sex-disaggregated data – separating out and reporting information for women and men, rather than using composite data. For example, if you disaggregate a figure such as ‘1 480 farmers trained in improved beekeeping’ into ‘1 320 male farmers and 160 female farmers training in improved beekeeping’, you can immediately identify a gender question to address. Why is there such a difference? Is it because women traditionally do not engage in beekeeping? Or were they unable to access training because, for instance, they weren’t targeted, or they couldn’t attend because the location and timing clashed with their domestic responsibilities, or for cultural reasons they were unable to participate in mixed training courses?

**Formal / overt gender differentials**
- Based on legal and regulatory systems
  - Differing legal rights to land ownership and usage;
  - Marriage / divorce regulations and settlements;
  - Inheritance laws favouring male offspring and relations
  - Married women unable to access credit, or enter into legal agreements and contracts without their husband’s signature / permission

**Informal / unofficial gender differentials**
- Often associated with tradition and custom
  - Education, seen as less necessary for girls
  - Women not being considered for or invited to consultation / information meetings, technical training, improved technology inputs...
  - Limited activities / roles seen as appropriate
  - Limited mobility, related to culture, domestic responsibilities...

Disaggregated data by household head
- Disaggregated data can be important for inter household analysis – female-headed and other households, as well as intrahousehold analysis – female and male farmers in the same households.

For gender analysis, both differences between certain categories of household, such as female-headed and male-headed, and differences within households, between female and male household members, can be relevant in understanding gender dimensions and issues.
The relevance for RAS is to what extent households headed by women are more disadvantaged than those with male adult heads, particularly in relation to access to farm labour, land and other inputs, and by a traditional division of labour which may prevent them from carrying out certain vital agricultural activities, such as ploughing. There can sometimes be a difference in disadvantage between female-headed households relating to marital status, as widowed women might still get assistance with labour and other inputs from their deceased husband’s family, while divorced women are less likely to, and widows are less likely than divorced women to have lost family land and assets.

This shows that just over 20 percent of all farmers rent out land or practise sharecropping, rather than farming it themselves.

However, when the results are disaggregated by head of household, it shows that male-headed households are predominantly able to farm their own land, with only about ten percent renting it out, whereas almost half of all female-headed households are renting out their land.

This clearly indicates that female-headed households face particular constraints in their capacity to farm their own land. The slide below provides examples of the constraints which need to be addressed if the livelihoods of female-headed households and the overall productivity of agriculture in that area are to be strengthened.
Below are links to a short video about an ILO supported programme for female-headed households in Sri Lanka, and to another programme targeting female-headed households in Indonesia, supported by the World Bank.


Annex 1.

Exercise 1.9 Seasonal calendar

Note: This blank calendar format would normally have more space for each month and extend over two pages. See guidelines for day 1 (page 32) of the workshop on how to use this blank seasonal calendar.

<table>
<thead>
<tr>
<th>Month</th>
<th>Work description</th>
<th>Carried out by</th>
<th>Decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1.10 Daily activity profile

<table>
<thead>
<tr>
<th>Time</th>
<th>For how long?</th>
<th>Activity description</th>
<th>*Type of activity</th>
<th>Domestic</th>
<th>Economic</th>
<th>Leisure</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For how long?
Activity description

*Type of activity

Time of waking up, getting out of bed

Total hours / minutes activity category

Time of going to bed

Length of day, number of hours between getting up and going to bed:
Hours.... Minutes....

See guidelines for day 1 (page 35) of the workshop for how to use this blank activity sheet.
Following the reporting back and discussion on the daily activity and seasonal calendar exercises, the points below can be added to illustrate how the gender division of labour is relevant for the planning and delivery of rural advisory services.

**Constraints on women farmers associated with the gender division of labour in the household**

**Time**
Women have longer working days on average, and are responsible for the majority of household labour and child care.

Women often have additional responsibilities within the community, for example, caring for the elderly and sick, cooking for weddings, funerals...

**Mobility**
- Child care keeps many women working in or around the homestead on a daily basis.
- Domestic duties and child care, as well as cultural norms, make it difficult for women to travel and spend time away from the home.
- Security issues and the risk of violence can restrict women from moving far from the home, especially alone.

It is useful to get some examples from research conducted in the area or country where the workshop is being held. As an example, the slide below shows the reasons put forward by male respondents from a study in Turkey to explain why they did not think women should take on employment outside the home.

**Exercise 2.3**

Sample scenarios

Here are examples of scenarios for use in this exercise. These can be adapted as appropriate to reflect the local realities and issues emerging from any pre-training situational analysis and needs assessment carried out, or from the previous day’s discussions.

- You have received a request for advice from a woman farmer on how to improve her poultry production, as the daily egg production is reducing and chickens are dying. She is responsible for all aspects of the poultry farming, but her husband says you should talk only to him as it is his farm and he is the head of the household.
How do you respond?

- You are organizing a training workshop for market-oriented vegetable production in your operational area. A previous needs assessment identified this as a key demand from women, but one week before the training starts, only men have applied for the course.

What do you do?

- A training course in improved crop production techniques has been organized, and several women have applied to participate in the training. However, in this area, traditionally, women do not drive tractors or operate other machinery, and as this is part of the training, it may be difficult for them to participate fully.

What do you do?

Exercise 2.4   Slide presentation

Another way of approaching an analysis of the farming household’s context is through the Sustainable Livelihoods Analysis Framework, variants of which are commonly used for agricultural policy planning and programming. There are many versions of this framework. The slide shows a generic one, but all start from the household, which has a range of livelihood assets, such as land, equipment, access to credit, skills and knowledge. Household members make decisions about how best to use these assets, for example, whether to rent out or farm their land, what crops to plant and whether to go in for dairy farming or not. In other words, they adopt different strategies, which then produce a range of outcomes for the household, encompassing food security, income levels, increased health and well-being in good years, and so on.

This all happens within an institutional context which influences, and in some cases determines, the households’ access to assets, the range of strategies or livelihood options open to them, and the nature and impact of livelihood outcomes.

This context encompasses a huge range of institutions and organizations, formal and informal, such as government departments, farmers’ associations, banks, churches and mosques, market and legal systems, and traditional beliefs and attitudes, all of which play a part in shaping livelihoods.

For instance, financial institutions’ lending criteria determine access to finance; legal systems determine inheritance and divorce-associated changes in access to land and other assets; regulatory frameworks shape options for land utilization and renting; government agricultural policy influences prices and availability of agricultural inputs; traditional norms limit the range of economic activity options for women;
the availability of health and education services shapes the impact of livelihood outputs on household well-being and future prospects, and so on.

The tool we are using for the institutional analysis in this exercise is social mapping, a flexible and enjoyable means of establishing a visual representation of a particular location, of an individual’s farmland, or a whole village for instance. Social mapping shows a range of elements, such as farming activities, what is planted where, the location and scale of assets or of services available, and an overview of local institutions and so on.

This would be a good point to show the following brief video clip:


This is a brief visual representation of children making a social map of the education services in their areas.

As a further example, the slide below shows a village map, identifying local services, woodlands, farmland in production and transport infrastructure.

The slide above shows a map of a watershed, identifying the location of water sources, vegetation cover, pasture areas and so on, used for the participatory planning of activities and interventions with farmers within the watershed catchment area.

For this exercise, we are going to prepare an institutional map of the context within which participants are operating as RAS agents.
### Exercise 2.5 Stakeholder analysis

<table>
<thead>
<tr>
<th>Stakeholder analysis matrix</th>
<th>Level of power and influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary stakeholders</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See guidelines for day 2 of the workshop on how to use this blank stakeholder analysis format.
Stakeholder analysis is commonly conducted as part of the planning process for new development initiatives, identifying and analysing the interests of all those likely to be engaged in or affected by the proposed project or programme. It is also often used as part of policy formulation, or in organizational strategic planning. As noted in the day 2 guidelines, this analysis focuses on the context from the perspective of RAS personnel, identifying organizations, groups of people and individuals who have an interest in or may be affected by the operations or outcomes of RAS activities.

Primary stakeholders would usually be RAS staff, and the farmers targeted for training and advisory activities. Primary stakeholders may also be those negatively affected, as well as positively. For instance, if RAS launches a campaign strongly promoting the use of modern beehives, local producers of traditional beehives could be the primary stakeholders whose livelihoods will be very directly, immediately and negatively affected by RAS.

These are the stages that are generally included in any stakeholder analysis. The development problem or opportunity refers to the context giving rise to the stakeholder analysis, for example, planning a new project, conducting a strategic planning process and so on.

As described in the guidelines, the first main steps involve the identification of all of those who have an interest in or may be affected by the organization’s operations, specific proposed policy, project or training programmes, and so on. Next, you identify and explore their varying: roles – are they directly involved, are they clients, suppliers, decision-makers or service providers; kind of interests – for example, are they likely to gain from access to services, or to lose by having their water supply diverted for someone else’s irrigation services, might their livelihoods be affected by an increased opportunity for employment or for supply contracts or by losing customers to new product suppliers; relative power and capacity – for example, how much power or influence in shaping the process or outcomes do the various stakeholders have, who does and who does not have access to or the capacity to take advantage of potential services and benefits?
Annex 3.

Day 3 Exercise materials and slide presentations

Exercise 3.2 Slide presentation

Day 3

3.2 Gender-sensitive needs identification for rural extension service provision

Needs identification

The process of determining the needs of the target group among your primary stakeholders, to fill in the gaps or problems with existing service provision.

Defining ‘needs’

What ought to be – Desired situation

GAP = Need

What is there – Actual situation

Meeting unmet needs

An unmets need is a service within a specific target population that is not currently being addressed through existing services because:

- No services are currently available or,
- the available services are either inappropriate or inaccessible.

When service needs are not being met, this means that either the service is not available at all (it does not exist in that area or country), or that service provision is in place but is not adequately reaching certain sections of the target population.

For this workshop, we are focusing on areas where some level and type of rural advisory services are in operation, but women farmers may either not be able to access services, or they can access them, but the services do not adequately address their needs, which may be different from the needs of male farmers.

Assessing needs...

- Whose needs?
- What kind of needs?
- Who defines the needs?

Whatever framework or methodology you are using, there are three core questions to address in a needs analysis.

Whose needs exactly are being identified? If we are talking about farmers, can we assume they all share the same problems and needs? If we talk to one, does that farmer represent all, or do we need to distinguish between female farmers, male farmers, livestock farmers, grain producers, horticulturalists and so on, all of whom may have different needs and priorities?

What kinds of needs are we trying to identify? If you are engaged in post-conflict or humanitarian...
disaster assessments, you may need to distinguish between immediate, medium and long-term needs; for instance, between immediate relief and long-term rehabilitation needs. For the purposes of this exercise, we are focusing on identifying the need for rural advisory services among farmers. This includes exploring whether there are differences between the needs of female farmers and the needs of male farmers, rather than assuming they would be identical.

Who defines the needs? Are the type and level of needs identified by external agents or researchers, or identified and articulated by the target group themselves? Are you going to clients with a list of needs or services and asking them to prioritize these? Or are you asking open questions, using a participatory methodology to enable people to articulate needs you may not have thought of asking about?

The use of participatory methodology to facilitate people to identify and articulate their own needs represents a shift from a more supply-led service provision model, where the services provided are based on what is available and determined by the providers, to a demand-led model, where services are specifically designed to meet the identified needs of specific target groups. Demand-led models are associated with more efficient use of resources, as well as higher client satisfaction.

Needs assessment is often part of or associated with problem identification and analysis. While they are obviously related, it is important to distinguish between a specific problem, and the associated needs. As the example on the slide below demonstrates, the problem is about what is going wrong, in this case low productivity. The needs relate more to the solution, that is, what information, skills and advice do the farmers need to enable them to address the identified problems.

Value chain analysis tracks an agricultural product all the way from the original inputs used, including seeds, equipment and livestock; through the production process, such as planting, harvesting or animal breeding; any processing, such as grinding grain into flour or making butter or cheese from milk; and the marketing of the product through to the final consumer. See the value chain analysis format distributed to participants for an illustration of this.

Note how value is added at each stage. For example, a kilo of bread will cost more than a kilo of the flour used to bake it, and the price of the flour will be higher than the price of the original wheat sold at the farm gate or in the local market.
The value chain shown on the slide is a very simple one, showing the four main stages. However, some products may go through different kinds of markets (local, wholesale, shops) and be transformed several times, from wheat, to flour, to bread, before being consumed.

Go through the gender-aware value chain analysis, ensuring that the questions are clear to participants, in accordance with the guidelines.

Case study – the following slides show a generic case study of the impact of value chain development interventions when gender issues are not sufficiently considered. This case study can be used or adapted here, but it is preferable that you have a localized case study example ready for this exercise.

Vegetable production was traditionally carried out by women in this area, producing enough in their backyards to supplement the family diet and income through sales of tomatoes, onions, lettuce and chilli peppers in local markets. Some peppers were used or sold whole, others were dried in the sun and ground into chilli powder.

An international NGO initiated a project to scale up and improve the quality of vegetable production, including irrigation, to provide several harvests a year. They helped form a cooperative, through which water pumps were provided to groups of farmers; credit and training were provided for a small enterprise producing improved quality seeds; another enterprise was established with equipment for the grinding and packaging of chilli pepper and other spices; and market linkages were facilitated between the cooperative and a tomato canning factory and a supermarket chain for selling spices.

Role of extension services

With policy focusing on scaling up production and improving quality along the value chain, extension advice and training in horticulture was focused on irrigated production, i.e. co-op members, who were predominantly men.

RAS were heavily involved in the project, researching improved seeds, improving production techniques and providing advice and training in food processing and marketing. However, the water pumps and credit for equipment and training in production techniques and marketing were all provided through the cooperative. Since only heads of household were included in the cooperative, few women heads of household had access to these, even though it was originally women who were engaged in vegetable production and marketing and they were still doing much of the work.

So, although overall household income from horticulture increased in that area, there were some negative outcomes for women and gender equality as shown below.
Day 3 Materials – Exercise 3.3

Value chain analysis

- What are the main inputs required?
- Where do they come from?
- What work is involved?
- What are the main production techniques?
- Is any of the product processed or used as part of another product?
- What technologies are used?

Gender-aware value chain analysis

Identifying roles and tasks that women and men carry out along the chain

- Who has access?
- Who decides?
- Who buys inputs?
- Who has access to credit?
- Who does what?
- Who decides what?
- Who accesses / controls technologies?
As noted in the guidelines, SWOT analysis is a commonly used management tool, applied for a variety of purposes. For example, it can be very useful as part of a participatory strategic planning process, working with staff to assess what they see as the strengths and weaknesses of the organization as it is currently positioned to deal with challenges facing the organization, and what opportunities and threats they can identify in the coming five years which need to be considered if the organizational objectives are to be achieved. It is a flexible tool which can be used on a macro level, in national policy assessment or organizational evaluation, and for more focused assessments of specific projects, training courses or campaigns for example.

For the purposes of this workshop, it is used to assess the gender sensitivity of national or regional RAS systems, according to the workshop location. See the daily guidelines for instructions and examples from previous workshops.

As with the SWOT analysis, this organizational model or framework can be used in a variety of ways, including organizational evaluations and planning processes. It identifies three main elements involved in organizational management and change:

**The organization itself** – its structure, systems, procedures, culture and so on.

*Potential challenges to change*: no process within the structure to facilitate consultation and dialogue between staff members and management; a lack of awareness and understanding of gender relations at senior level; a belief among male staff members that gender equality means favouring women over men and that they will lose out; no complaints or disciplinary procedures in place to deal with gender discrimination or sexual harassment issues.

**The organization’s activities** – what the organization actually does, or produces (in this case we are focusing on RAS, so activities would be about the planning and delivery of agricultural extension and other advisory services).

*Potential challenges to change*: a lack of information, analysis of women’s RAS needs as distinct from men’s; a ‘one size fits all’ approach to the design of training courses which are centrally planned within headquarters, constraining flexibility and localized adaptation in operational areas.

**Organizational relationships** – including internal staff and management, relationships with government, clients, and so on. Relationships link in strongly with stakeholder analysis.

*Potential challenges to change*: most direct contact between RAS agents and farmers is with men only; there is resistance among some male farmers and some community and religious leaders to what they see as interference by RAS in family
relationships, for example, the idea of developing separate or specially targeted training courses for women.

These organizational elements are influenced to varying degrees by the policy and institutional environment within which the organization operates. There can be some overlap between environmental or contextual challenges and organizational elements, such as relationships with external stakeholders, but in exploring the organizational context, the focus is on identifying the obstacles to organizational change which are external to and not under the direct control of the organization.

Such challenges to change might include: government agricultural and rural development policy is centrally planned and decided without RAS input; changes in government mean that a more traditional political party with a different perspective on gender equality is in power; the prevailing gender division of labour and cultural norms are limiting women farmers’ capacity to access and utilize RAS; financial institutions won’t issue credit to women farmers.

Discussions about contextual challenges can focus on whether RAS can exert some influence over these factors, or if they can’t change them, what measures or action can be taken to mitigate their impact on making RAS more gender-responsive.

**Exercise 4.2 SWOT analysis of RAS**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
</tbody>
</table>

Print out on full A4 sheets and distribute to participants at the beginning of the exercise.

As found in the guidelines, below are some reminders of the kinds of challenges identified both by service users and service providers.
Annex 5. Evaluation forms

The following evaluation forms are included in this annex:

• 5.1 Daily evaluation
• 5.2 Day 4 and final evaluation
• 5.3 Knowledge, attitude and practice questionnaire
• 5.4 Personal action planning

5.1 Daily evaluation

We will briefly evaluate each day’s work. Please take a few minutes now to think about the day (activities, resources, workshop environment, etc.).

What I liked most about today and why:

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

What I disliked most about today and why:

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Idea(s) I found interesting and which I can use for my work in the future:


5.2 Day 4 and final evaluation

We will briefly evaluate today’s work, as on previous days, and we would also welcome your overall evaluation of the workshop as a whole.

Please take a few minutes now to think about today and the previous days, and to complete this short form.

**What I liked most about today and why:**

1. 
2. 
3. 

**What I disliked most about today and why:**

1. 
2. 
3. 

**Idea(s) I found interesting and which I can use for my work in the future:**
Overall evaluation of the workshop

Please think back over the whole workshop, and indicate, on a scale of 1 to 10 (10 being the most positive and 1 being the most negative), how you assess the following. Please provide any comments you would like to add:

1 How relevant and useful was the workshop content for your work?

Comment

2 How do you rank the quality of workshop presentation and delivery?

Comment

3 How satisfied are you with workshop arrangements and organization?

Comment

4 Have you any general comments or suggestions you would like to make?
<table>
<thead>
<tr>
<th>Please rate:</th>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of the objectives of the workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of the presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts adapted to your organization’s delivery models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My opinions were taken into account during the workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient space for discussion and exchange among participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About your expectations:

<table>
<thead>
<tr>
<th>Did the workshop meet your expectations?</th>
<th>No</th>
<th>Only to some extent</th>
<th>Yes, fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you consider was the most useful, and why?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you consider was the least useful, and why?

Do you have any comment to make?

Thank you!
# 5.3 Knowledge, attitude and practice questionnaire

Please complete this questionnaire before starting the workshop and give it back to the trainer. You will be asked to fill in the same questionnaire again at the end of the workshop. The objective of this exercise is to monitor the achievement of the course’s objectives and adjust our methodologies, as required.

<table>
<thead>
<tr>
<th>Please indicate if each statement is true or false, or if you don’t know</th>
<th>True</th>
<th>False</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender inequalities, that is the inequalities between women and men in terms of their access to education, income generation opportunities, agricultural land, inputs, services and technologies negatively influences agricultural production, rural development and the development of society in general.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender roles and social norms, as well as inequalities between women and men, are not relevant to the design of the extension services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The division of labour between women and men during the different seasons of the year is very difficult to analyse and there are no tools to do this.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The daily activity chart is useful for understanding the division of labour between women and men during the day, and the related time and mobility constraints and what they mean for equitable access to extension services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The analysis of the social (institutional) context helps us to understand the gender-related constraints in access to resources and services and how these influence equitable access to extension services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The stakeholder analysis is helpful to identify partners and other stakeholders in planning and delivering extension services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The different value (or product) chains are not influenced by gender roles, therefore there is no need to analyse how they can influence the success of such value chains.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To what extent do you feel confident in doing each of the following?** (please use the following scale: 1 = not confident at all; 2 = confident to a little extent; 3 = confident to some extent; 4 = confident; 5 = very confident)

<table>
<thead>
<tr>
<th>To what extent do you feel confident in doing each of the following?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt gender equality concepts to my own subject matter area of expertise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out gender analysis with women and men farmers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out a seasonal calendar assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out a daily activity profile assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a stakeholder analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out a social (institutional) context analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain to colleagues the purpose and how to use the different gender analysis tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and explore potential partnership opportunities with other stakeholders on how to design and deliver extension services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track and present the results of my project / programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.4 Individual action planning: participant pledges

Changes in future work arising from learning in this workshop

This is for completion at the end of the workshop, and review after some months. Make two copies – one for the trainers, and one for the participant to take away with them.

Name:  ..........................................................  Date.............

District, work location.........................................................

Post..................................................................................

The three changes I will make, and tools or approaches I will use in my regular work to promote women’s and men’s equitable access to advisory services over the coming 4 to 6 months, are:

1.  ....................................................................................

2.  ....................................................................................

3.  .....................................................................................

.....................................................................................
## Annex 6. Sample workshop programme

**Gender equitable agricultural extension services**

### Programme

#### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>1.1 Registration</td>
</tr>
<tr>
<td>09.30</td>
<td>1.2 Official welcome and launch of workshop</td>
</tr>
<tr>
<td>09.50</td>
<td>1.3 Introductions and workshop expectations</td>
</tr>
<tr>
<td>10.30</td>
<td>1.4 Overview workshop programme</td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
</tr>
<tr>
<td>11.30</td>
<td>1.5 Introduction to basic gender concepts and terminology, gender equality and Azerbaijan</td>
</tr>
<tr>
<td>12.00</td>
<td>1.6 Gender, agriculture and rural extension services – identification of extension worker challenges</td>
</tr>
<tr>
<td>11.50</td>
<td>1.7 Economic activity profile and identification of gender roles</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14.00</td>
<td>1.8 Gender analysis – introduction to concept and practice</td>
</tr>
<tr>
<td>14.30</td>
<td>1.9 Gender division of labour in the household</td>
</tr>
<tr>
<td>15.15</td>
<td>Break</td>
</tr>
<tr>
<td>15.45</td>
<td>1.10 Gender division of labour in agricultural production</td>
</tr>
<tr>
<td>16.45</td>
<td>1.11 Daily review</td>
</tr>
</tbody>
</table>

#### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30</td>
<td>2.1 Welcome and brief recap of day 1</td>
</tr>
<tr>
<td>09.35</td>
<td>2.2 Gender division of labour in agricultural household economic activity</td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
</tr>
<tr>
<td>11.30</td>
<td>2.3 Gender division of labour and agricultural extension services</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14.00</td>
<td>2.4 Institutional context and gender analysis</td>
</tr>
<tr>
<td>15.15</td>
<td>Break</td>
</tr>
<tr>
<td>15.45</td>
<td>2.5 Feedback and discussion on institutional maps</td>
</tr>
<tr>
<td>16.45</td>
<td>2.6 Daily review</td>
</tr>
</tbody>
</table>
## Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30</td>
<td>3.1 Welcome and brief recap of day 2</td>
</tr>
<tr>
<td>09.35</td>
<td>3.2 Gender-aware stakeholder analysis</td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
</tr>
<tr>
<td>11.30</td>
<td>3.3 Gender-sensitive needs identification for rural extension service provision</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14.00</td>
<td>3.4 Gender-aware product chain analysis</td>
</tr>
<tr>
<td>15.15</td>
<td>Break</td>
</tr>
<tr>
<td>15.45</td>
<td>3.5 How gender-sensitive is the current extension services system, and what needs to change to make it more so?</td>
</tr>
<tr>
<td>16.45</td>
<td>3.6 Daily review</td>
</tr>
</tbody>
</table>

## Day 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30</td>
<td>4.1 Welcome and brief recap of day 3</td>
</tr>
<tr>
<td>09.35</td>
<td>4.2 Analysis of current agricultural extension services from a gender equity perspective – SWOT analysis</td>
</tr>
<tr>
<td>11.00</td>
<td>Break</td>
</tr>
<tr>
<td>11.30</td>
<td>4.3 Meeting the challenges and planning for change</td>
</tr>
<tr>
<td>13.00</td>
<td>4.4 Final review and closing comments</td>
</tr>
<tr>
<td>13.30</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
Annex 7. Bibliography and resource materials

Report references


FAQ documentation and weblinks


Participatory training methodology and practice


International HIV/AIDS Alliance. 2006. All Together Now: 100 participatory tools to mobilise communities for HIV/AIDS. Brighton, UK. (available at http://www.eldis.org/file/upload/1/document/0708/DOC22870.pdf). Accessed 16 May 2017. [While the focus in this is on working with HIV/AIDS, the descriptions and instructions for the exercises are very clear and straightforward, and have proved effective in practice.]


Video resources


Additional references: gender, agriculture and rural development


Annex 8. Glossary of gender-related concepts and terms

CEDAW (The Convention on the Elimination of All Forms of Discrimination against Women): An international convention adopted in 1979 by the UN General Assembly, CEDAW is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

Discrimination (Gender): The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, Article 1), approved by the United Nations in 1979, states that:

Discrimination against women shall mean distinction, exclusion, or restriction made on the basis of sex which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Empowerment: In its broadest sense, it is the expansion of freedom of choice and action. It means increasing one's authority and control over the resources and decisions that affect one's life. As people exercise real choice, they gain increased control over their lives.

Engendering is the process of integrating gender equality issues into an area of work, a programme, a project or a policy.

Feminisation of poverty refers to the fact that women are overrepresented among the world’s poor, especially the rural poor.

Feminism is a movement for social, cultural, political and economic equality of women and men. It is a campaign against gender inequalities and it strives for equal rights for women.

Gender refers to the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for women and men. It is socially or culturally constructed – that is, concerned with the social relations between men and women. Gender is a relational concept – it is about both sexes and the differences between them.

Gender analysis refers to the variety of methods used to understand the relationships between women and men, their access to resources, their activities, and the constraints they face relative to each other.

Gender approach / gender-sensitive approach: These terms are about the ability to acknowledge and highlight existing gender differences, issues and inequalities, and consider them in the design and implementation of strategies and actions.

Gender awareness is an understanding that there are socially determined differences between women and men, which affect their ability to access and control resources.

Gender balance means a balanced representation of women and men.

Gender blindness is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes gender is not an influencing factor in projects, programmes or policy.

Gender division of labour refers to the allocation of different jobs or types of work to women and men, usually by tradition and custom, including the activities, tasks and responsibilities that are perceived and ascribed to females and males.

Gender equality is the state in which women and men enjoy equal rights, opportunities and entitlements in civil and political life.
**Gender equity** is about fairness of treatment for women and men, according to their respective needs – it can include treatment which is different but considered equivalent in terms of rights, opportunities and benefits.

**Gender gap:** The gap that women face in terms of access to resources, assets, services, education and employment opportunities.

**Gender identities** are about the differences in how we ourselves and others perceive us in relation to being female and male, the associated values and attributes and the different roles we play in society.

**Gender mainstreaming:** The process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels.

**Gender relations:** These are the social relationships between women and men and are concerned with how power is distributed between the sexes, and the ways in which responsibilities, rights and opportunities are allocated and valued.

**Gender roles** encompass the whole range of behaviours, responsibilities and tasks, in public or private life, related to or associated with being female or male.

**Gender-responsive** means a policy or programme that considers gender norms, roles and inequality, with measures taken to actively reduce their harmful effects.

**Gender stereotypes** are simplistic generalizations about the characteristics, differences, behaviours and roles of individuals and/or groups, on the basis of whether they are female or male.

**Gender transformative** means an approach that seeks to challenge and transform rigid gender roles and relations. It goes beyond the individual level to focus on the interpersonal, social and institutional levels, in order to address the causes of gender-based inequalities.

**Sex** is biologically determined – it refers to the biological characteristics and differences which define humans as female or male, as opposed to gender, which refers to socially determined differences and learned behaviour.

**Sex-disaggregated data:** Statistical information that differentiates between women and men, for example, ‘number of people in the labour force’ broken down to identify the number of women and men. This allows for the identification of gender gaps and tracking of changes. **Gender statistics,** on the other hand, cuts across traditional fields to identify, produce and disseminate data that reflect the realities of the lives of women and men, and can drive and inform policy issues relating to gender equality.

This glossary mainly draws upon FAO’s Gender website. It also draws upon or uses definitions from the following resources:


GÜÇLÜ KADIN,
GÜVENİLİR GIDA,
SÜRÜRÜLEBİLİR KALKINMA

EMPOWERED WOMEN,
SAFE FOOD,
SUSTAINABLE DEVELOPMENT