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# IICA



## BUILDING GENDER-SENSITIVE ACTIVITIES INTO AGRICULTURAL EXTENSION PROGRAMMES

### WORKSHOP REPORT

March, 1993  
Port of Spain  
Trinidad and Tobago

## What is IICA?

*The Inter-American Institute for Cooperation on Agriculture (IICA) is the specialised agency for agriculture of the Inter-American system. The Institute was founded on October 7, 1942 when the Council of Directors of the Pan American Union approved the creation of the Inter-American Institute of Agricultural Sciences.*

*IICA was founded as an institution for agricultural research and graduate training in tropical agriculture. In response to changing needs in the hemisphere, the Institute gradually evolved into an agency for technical cooperation and institutional strengthening in the field of agriculture. These changes were officially recognised through the ratification of a new Convention on December 8, 1980. The Institute's purposes under the new Convention are to encourage, facilitate and support cooperation among the 31 Member States, so as to better promote agricultural development and rural well-being.*

*With its broader and more flexible mandate and a new structure to facilitate direct participation by the Member States in activities of the Inter-American Board of Agriculture and the Executive Committee, the Institute now has a geographic reach that allows it to respond to needs for technical cooperation in all of its Member States.*

*The contribution provided by the Member States and the ties IICA maintains with its twelve Permanent Observer Countries and numerous international organizations provide the Institute with channels to direct its human and financial resources in support of agricultural development throughout the Americas.*

*The 1987-1991 Medium Term Plan, the policy document that sets IICA's priorities, stresses the reactivation of the agricultural sector as the key to economic growth. In support of this policy, the Institute is placing special emphasis on the support and promotion of actions to modernize agricultural technology and strengthen the processes of regional and subregional integration.*

*In order to attain these goals, the Institute is concentrating its actions on the following five programmes: Agricultural Policy Analysis and Planning; Technology Generation and Transfer; Organisation and Management for Rural Development; Marketing and Agroindustry; and Animal Health and Plant Protection.*

*These fields of action reflect the needs and priorities established by the Member States and delimit the areas in which IICA concentrates its efforts and technical capacity. They are the focus of IICA's human and financial resource allocations and shape its relationship with other international organisations.*

*The Member States of IICA are: Antigua and Barbuda, Argentina, Barbados, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Dominica, the Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, the United States of America, Uruguay and Venezuela.*

*The Permanent Observer Countries of IICA are: Arab Republic of Egypt, Austria, Belgium, Federal Republic of Germany, France, Israel, Italy, Japan, Netherlands, Portugal, Republic of Korea and Spain.*

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**Building Gender-Sensitive Activities  
into Agricultural Extension Programmes**

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**WORKSHOP REPORT**

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**Trinidad and Tobago  
March 1993**



**Building Gender-Sensitive Activities  
into Agricultural Extension Programmes**

**Report on a Two-Day Workshop  
December 7 - 8, 1992  
Farmers' Training Centre, Centeno**

**Organized by the  
Inter-American Institute for Cooperation on Agriculture  
(IICA)  
in collaboration with the  
Ministry of Agriculture, Land and Marine Resources  
(MALMR)**

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It then goes on to describe the various methods used to collect and analyze data.

3. The final section provides a summary of the findings and conclusions drawn from the study.



## FOREWORD

The workshop was organized as an integral part of the IICA national project entitled, "Enhancing the Participation of Women in the Rural Development Process in Trinidad and Tobago through Institutional Strengthening".

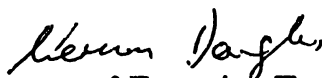
The major objectives of the project is to improve the quality of life of the rural families with specific reference to women through strengthening the institutions which provide support services to the rural families.

The workshop followed a survey of five women's groups. In keeping with the overall project objectives, the facilitators sought to update the Extension Training and Information Services (ETIS) with the findings. The major emphasis was to introduce some of the basic concepts in gender analysis as well as to demonstrate the utilization of an analytical framework for gender analysis. The extension officers used worksheets to critique an extract of a SONDEO conducted in County St. Patrick, May 1991. The exercise clearly demonstrated that the SONDEO was not sufficiently gender-sensitive.

The recommendations are a culmination of the consultant's report and the views of the participants.

We hope to promote the incorporation of gender and social issues in the Extension's programming process. We believe that the consciousness raised in the workshop and the utilization of these analytical tools is a first step in this regard.

  
National Specialist  
Organization and Management  
for Rural Development

  
Director of Extension Training and  
Information Services, Ministry of  
Agriculture, Land and Marine Resources



# CONTENTS

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<b>Foreword</b>		
1.	<b>Introduction</b>	5
2.	<b>Opening</b>	5
3.	<b>Introductions and expectations of participants</b>	6
4.	<b>Background on ETIS</b>	6
5.	<b>Concepts and definitions in gender analysis</b>	6
6.	<b>Presentation and discussion of research findings</b>	9
7.	<b>A framework for gender analysis in planning</b>	12
8.	<b>Follow-up action and recommendations</b>	18
9.	<b>Closure</b>	19
<b>Appendices:</b>		
A	<b>Workshop Programme</b>	20
B	<b>List of Participants</b>	21
C	<b>Activity I: Concepts in gender analysis</b>	22
D	<b>Activity II: Framework for gender analysis in planning</b>	23
E	<b>Worksheets for gender analysis</b>	24
F	<b>Evaluation Form</b>	36
G	<b>Evaluation Report</b>	37



## **1. Introduction**

This report presents the proceedings of the workshop, "Building Gender-Sensitive Activities into Agricultural Extension Programmes". The workshop was one of the first major activities in a collaborative effort by the MALMR and IICA, under a project entitled "Enhancing the Participation of Women in the Rural Development Process in Trinidad and Tobago through Institutional Strengthening." The workshop followed a survey recently undertaken by IICA on women in agriculture. Through the workshop, IICA hoped to share the findings of the survey with the Ministry's extension personnel, to see how, with their help, further assistance could be extended to women farmers. A detailed programme is contained in Appendix A.

The objectives of the workshop were:

- i) To review the findings of the IICA survey on women in small-scale agricultural enterprises; and
- ii) To improve the institutional capacity of ETIS to analyze and address gender issues in its programmes.

The workshop was attended by 27 extension officers over the two days, including Mr Robert Ramjohn, the Acting Director of the Extension Training and Information Service (ETIS). Dr Joan Wallace, Representative of IICA, gave opening remarks and Mrs Marlene Antoine, IICA's Rural Development Specialist, chaired the opening session. Ms Alicia Mondesire, IICA Consultant, facilitated the workshop. The rapporteur was Ms Debbie Daniel-Arthur. A list of the participants is attached in Appendix B.

## **2. Opening**

The opening ceremony was moderated by Mrs Marlene Antoine, who welcomed the participants and explained the rationale for the workshop. Mr Ramjohn thanked IICA for organizing the workshop and expressed the willingness of the extension officers to assist and their interest in better understanding "gender analysis." He observed that the Ministry was still "gender blind" and conveyed the Ministry's concern about the oversight of gender issues in the past.

Dr Joan Wallace gave the opening remarks, in which she pointed out that the major objective of the project had always been to improve the quality of life for rural families, with specific reference to women. Noting that extension officers were very important in the farmers' lives, moreso than the policy makers, she impressed upon the participants that concerns related to women were ultimately related to concerns about the family.

Mrs Antoine concluded the formal part of the opening ceremony and introduced the facilitator, Alicia Mondesire, whose consulting experience included the planning of rural

development programmes throughout the Caribbean and work with several farmers' organizations in the eastern Caribbean.

### **3. Introductions and expectations of participants**

Participants introduced themselves and stated their expectations of the workshop. The expectations were summarized as:

- understanding what are gender issues;
- understanding why the emphasis on women;
- meeting people;
- developing a methodology to consider gender issues in program planning and implementation;
- finding out what new lessons were learned in the IICA survey;
- finding ways to involve women more; and
- learning how to reverse gender roles, to see more men taking part in food preservation for example.

### **4. Background on ETIS**

Addressing the theme, "Mission and Objectives of the Extension, Training and Information Services (ETIS)", Mr Ramjohn drew examples of activities undertaken by each of the three divisions. ETIS had achieved only moderate success in interfacing with its clients and attempting to solve their problems. The resource constraints facing the Division were partly responsible for weaknesses in the relationships with its clients. In the delivery of its mandate, Extension had to take into account a number of factors, including gender, income and farming systems. Their ultimate aim was to empower farmers to do things for themselves. To do this effectively, they would need to study the farmers's needs.

### **5. Concepts and definitions in gender analysis**

The facilitator pointed out that the workshop on gender was part of an ongoing discussion which started at least as far back as the eleventh century, when debates on women were taking place in China. Women were organizing for change in Europe in the thirteenth century; and in India, in the early nineteenth century. The Caribbean, including Trinidad and Tobago, has a history of women organizing for social change, in the trade union movement and in the sugar estates.

The expectations which participants had expressed suggested three categories of concerns related to the issue of gender: a) clarification about what is gender; b) a questioning of whether gender was an issue at all; and c) the assumption that there was a problem, which needed to be addressed.

## ***WORKSHOP ACTIVITY I***

The purpose of this activity was to clarify the concept of gender (Appendix C). The groups met for 30 minutes. Group reports were presented as a panel discussion.

- Group 1:** There is male, female and the neuter gender. The female gender predominated in the IICA survey. There is a perception that the farmer is a male person because the male is often considered to be the decision-maker, although the female is often the implementer. Some activities, for example planting and harvesting, tend to be carried out by women. Women tend to ask more questions and are more results-oriented, while men tend to listen more. Women are also more inclined to try new activities.
- Group 2:** Gender is a broad issue which has to do with rural versus urban environments, the relationship between the sexes, the dominance of one sex over another, for example in decision-making and productive tasks, for example the preparation of food, decisions about diet and decisions about the amount of money to be spent on expenses. In urban communities, men have different responsibilities. Gender therefore was concerned with roles and expectations - the "dragon man" image, for example.
- Group 3:** Gender is either male or female, not neuter. It concerns roles, functions, capability, temperament and ways of thinking, usually associated with biological and cultural differences among human beings. It was also related to economic circumstances.
- Group 4:** Gender is dynamic, not simple and clear. It concerns differences of members of groups, based on sex and on role specialization and functions. There were different types of roles: a) roles based on tradition, for example women had the biological/reproductive responsibility; b) roles based on economic circumstances; and c) roles based on religion and culture.

The four presentations had common elements: the biological basis of gender, role differentiation, expected behaviour and the relationship between the sexes. In the discussion, the relationship of patterns of household management to farm management was raised. The gender-based commodity specialization was also discussed, for example more women were involved in horticulture and food preservation rather than in managing farms.

The group reports were synthesized by the facilitator to arrive at the following working definition which was adopted by workshop participants:

*Gender is a concept which can be used to analyze the roles, functions, capabilities, expectations and temperament of women and men in the society. It is associated with biological, cultural and religious differences and the dominance of one sex over the other. Gender-based differences are dynamic and role specialization is changing over time.*

Some definitions were presented of: women in development (WID); gender and development; and feminism and the differences were discussed.

#### **Women in Development (WID):**

The concept of WID focuses on women's needs within the prevailing model of social and economic development. WID has been described as:

"A process by which women become equal partners to men in the development process, (which recognizes) women's special skills, needs and contribution to social and economic affairs" (Working definition from CIDA Gender Training Workshop, October 1992.)

#### **Gender and Development (GAD):**

Development is a process "of continuous enhancement of the capabilities and welfare of all individuals in the society and of the society as a whole" (Girvan, Norman, *Gender in Caribbean Development*, 1988, p 13.) The concept of gender as an analytical tool:

"permits a distinction between men's and women's reproductive roles, which are biologically based and relatively invariant and gender roles which are socially constructed and differ among cultures". Gender and Development are concerned with "the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and to men" in the process of development (Rao, Feldstein, Cloud and Staudt, "Gender Training and Development Planning: Learning from Experience," Conference Report, 1991)

#### **Feminism:**

"The awareness of the oppression, exploitation and/or subordination of women within the society and the conscious action to change and transform this situation" (Reddock, Rhoda, *Gender in Caribbean Development*, 1988, p 53.)

In relation to the foregoing, the definition which the workshop produced was concerned with gender and development, rather than with women in development.



## **6. Presentation and discussion of research findings**

Marlene Antoine explained the rationale for the survey and the methodology used. The five groups had been selected by IICA based on a geographic spread covering rural communities, ethnic diversity and a non-partisan orientation.

The facilitator, who had also been the IICA consultant for the survey, made the presentation. It was clarified that only women were covered in the sample, based on IICA's primary concern about women's needs in the rural areas, which suggested a "WID" approach (according to the definitions discussed earlier.) Some corrections in the draft document were noted. Overhead slides were used to present some of the tabulated data.

The conceptual approach to the survey was explained: the use of the capacities and vulnerabilities analytical framework and the definitions of *productive activity* (production of goods and services in exchange for cash), *reproductive strategy* (which results directly or indirectly in economic benefits for the household--some of which are non-cash) and *reproductive work* (includes domestic work as well as biological reproduction).

It was acknowledged that the sample covered in the survey, 66 persons, was but a small fraction of the total population of female agricultural producers. Moreover, the fact that only women were surveyed could bias the findings. Nevertheless, the survey had revealed certain gender-related trends and had confirmed the findings of previous surveys. It had also pointed to areas for further investigation. The purpose of the presentation was not only to share the information, but to give the workshop participants an opportunity to critique the findings, which would help to deepen the analysis.

### **6.1 Background research**

- The use of a gender-based division of labour during slavery and indentureship to justify lower wages for women slaves has been extensively documented. The division of labour according to gender in today's farming systems goes beyond gender roles and wage remuneration, to the organization of males and females according to commodities (this observation had also been made during the morning discussion) and according to commercial/export and domestic production systems. The "farmer" tends to be perceived as the male person (also a point made during the morning discussion).
- The gender-based income differential in agriculture reflects national trends in which the average monthly earnings of employed men exceed those of employed women by TT\$200 to \$300.
- The decrease in domestic food production and the increase in food imports which came about during the oil boom had two unfavourable effects on women: on the one hand, fewer resources were devoted to domestic

agriculture, in which women predominated and on the other, women had less access to jobs in the petroleum sector.

- Patterns of land ownership show a minority of land holders who are women: St Patrick's, with one quarter of the private holders being women, was the county with the largest percentage of female land holders.
- A 1990 study undertaken by an extension officer found that 25 per cent or fewer women on average participate in extension programmes. The small number of women attending the present workshop was also instructive.

## **6.2 Survey findings and discussion**

Ownership of property and resources: The survey had shown that women generally had access to property through their spouses. Differences based on ethnicity were found with respect to ownership of property and use of family property.

Percentage of men assisting in backyard plot: The survey found that 30 per cent of the women were assisted by their partners; 9 per cent by other relatives; and 27 per cent by their children.

The pattern typical to the women found them performing work, sometimes simultaneously, in the household and on the farm. Several were up by 4 a.m. It was suggested that the multiple demands on women's time were partly the reason why more women did not participate in extension training.

Access to and use of credit: 28 per cent of the women had applied for loans on their own, the majority were married, which raised the possibility that the security for the loan was provided through their partners. There was also the possibility that CNIRD had provided loans in some cases.

Household demography: Within the household, unemployment was 64 per cent for women. The percentage of school age children who were not in school was high for female children (63 per cent).

Decision making: In 88 per cent of the cases where the partner was solely responsible for making decisions, the decisions made were about borrowing money, home repairs and the type of crops to be produced. In 30 per cent of the cases where the woman was the sole decision-maker, the decisions were made about goods and services to be purchased, education and allocation of work activities.

A question was asked about the educational levels of other Caribbean countries in relation to Trinidad and Tobago<sup>1</sup>. In the IICA sample, 58 per cent of the women had achieved primary school education.

Another question concerned the national percentage of male headed households. According to one ILO report, 33 per cent of households were headed by women; hence it was conceivable that male heads would be found in around 67 per cent of households.

The low percentage of the sample which cited "cooking" as a skill (6%) was questioned. It was explained that cooking, like gardening, was not necessarily viewed by the women as a skill, but rather as an extension of their normal household duties. The low percentage who cited skills in gardening (13 per cent) was also questioned, since 50 per cent of the women depend on gardening for an income.

Following the presentation and discussion, participants were asked to jot down any ideas/points of the survey's findings that might have implications for ETIS. Those points would be referred to on the following day.

The day's proceedings were recapped and the activity for the following day was explained, in reference to the activity sheet distributed. The facilitator pointed out that the framework to be used had been developed using case studies from Africa and hence may not be fully applicable to Trinidad and Tobago. Participants were therefore encouraged to critique and adapt the framework as necessary.

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<sup>1</sup>An unpublished study by UN/ECLAC found that among the Caribbean countries surveyed, the proportion of the 14 plus population with no education at all ranged from 1% or less in St Kitts/Nevis and St Vincent & the Grenadines, to 5% in Trinidad and Tobago. It was found, however, that Trinidad and Tobago and St Kitts/Nevis had the highest enrollment rates at secondary schools (70% of the age group). The proportion of the population completing secondary school was 33% for Trinidad and Tobago, and 74% for St Kitts/Nevis. Females as a percentage of the population with no education ranged from 49% in Jamaica and St Kitts/Nevis to 66% in Trinidad and Tobago. (J St Cyr, Women as Beneficiaries of Budgetary Provisions in Selected Caribbean Countries, UN/ECLAC, 1989)

## **7. A framework for gender analysis in planning**

### ***WORKSHOP ACTIVITY II***

The purpose of the session was to:

- a) review the case study and apply the analytical framework, with the objective being to look at gender implications and to understand gender roles; and
- b) to draw out recommendations to guide the program of the Extension Division.

Firstly, the participants were asked to each recall one word that was used yesterday. The words recalled were: gender, female, biological, roles, dominance, relationship, implications, culture, expectations, dynamic, concept, worms, pampers. One participant, observing that the word "male" was not recalled, was left with the impression that the focus of gender was on women. The distinction between "gender" and "Women in Development" (WID) was again discussed. Although the IICA survey had been approached from a "WID" perspective, the definition which was generated by the workshop was based on a gender perspective.

Secondly, the task for the day was outlined (see Appendix D). The idea was to review the case study and apply the analytical framework to the case study. The case study was an extract from a SONDEO entitled, "Report: A Rapid Reconnaissance Survey in County St. Patrick, May 1991". The information provided in the case could be supplemented by the participants' own knowledge of the context. The conceptual framework, including worksheets, are at Appendix E.

Each of the four groups which had met on the previous day convened to discuss one of the following: Activities Analysis, Resources Analysis, Inclusion Analysis and On-Farm Trials. The groups met for one hour.

In summary, the analytical framework consisted of a number of guidelines in the form of questions pertinent to each stage of the Farming Systems Research and Extension (FSR/E) approach; Diagnostic, Planning and Design, Testing and Evaluation and Recommendation.

In general, the groups applied the analytical framework to the rice farming system, which was the focus of the case study. Reports were presented on overhead transparencies and on flip chart.

## **7.1 Group reports**

### **Group 1 - Activities Analysis**

The first worksheet, (1-1), posed questions relating to the farming system calendar. Using these guidelines, the group was able to explain the different tasks involved in rice farming, for example land preparation, weed control, harvesting, handling, etc. The next worksheet, (1-2), gave the male/female roles in the different aspects of rice farming. The group findings were as follows:

- Women were involved in household chores between 8.00 am and 12 noon. Farming activities were done between 9.00 am and 1.00 pm.
- Extension activities should include more training courses on the theoretical aspects of planting rice. FTC should be involved in these training courses.
- Pest and disease control and irrigation were not specifically covered and should be addressed in future Extension courses.
- Planning should be between November and December for the following year, to develop a program before planting of crops and demonstration.
- Extension should cater to vegetable and home gardening systems.

Discussions followed and centred around role specialization and double-cropping, the cultural dimension and how it affects extension and patterns of gender involvement (Divali was the example used to show that women may have domestic obligations associated with cultural practices and observations). It was noted that the SONDEO did not include a gender dimension.

### **Group 2 - Resources Analysis**

Worksheet 1-3 included questions related to resource requirements, accessibility and control.

**Land:** The group felt that the land was used by the farm families. The case study did not say who had control. All family had freehold land and no gender was taken into account. Squatting was a problem.

The use of land was a decision made mostly by men. Two reported joint decision with wives. Only one family made use of Extension Officers.

**Water:** There are two types of water: surface and rainfall. Access to surface water was not clear. Most farm families have access to rainfall water.

**Labour:** The SONDEO did not say who did what. The implication here is the need to train all farmers in agronomic practices: land preparation, sowing, harvesting and post-harvesting activities.

If the training and visit system were used, more women would be able to participate.

Men tended to do the toting. They would in some cases leave their wives on the farm, while they attended the demonstration. Most farmers were willing to give up 15-20 minutes for demonstrations.

**Capital goods:** Farm families always had access to equipment. Insufficient information in report. Extension Planning Program should gather such information.

### Group 3 - Inclusion analysis

Worksheet 1-4 was concerned with the persons involved in the various stages in the preparation of the SONDEO document.

**Diagnosis:** Extension staff (male) were included. Criteria used was their knowledge of the area and field experience. The mechanics of inclusion was the use of other reports, or secondary sources of information in the diagnosis.

**Planning/ design:** Inclusion of UWI, Extension Department because of their expertise.

**Experimentation/ evaluation:** Inclusion of county officers, both male and female, because of their expertise and knowledge of the area. Only male farmers were interviewed.

**Extension:** Inclusion of county officers and publications. Criteria used was areas of responsibilities.

The recommendations of the group were that planners, specialists/extension officers should be trained in gender sensitivity and more women could have been included in the actual survey exercise.

The group reported that on the majority of farms, the decision-makers were men, who sought little assistance from their partners (confirmed in the IICA survey). With respect to marketing, wives and children were involved in drying, bagging, removing the shaft, removing rice from the rain and cashing. The case did not indicate who had access to credit and the patterns of management on the farm. In general, the SONDEO was not gender-sensitive.

#### Group 4 - On Farm Trials

Worksheet 1-6 looked at how trial designs and objectives were established as well as the selection of trial plots. The questions pertained to whether trials are established on both men's and women's fields, for example.

**Main problem:** Improper weed control within the rice farming system.

**Basic approaches:** Chemical and "cultural". Using a hypothetical example, a chemical approach would be used for the larger farm, which was owned by a male farmer; and a "cultural" approach would be used for the small farm, which was owned by the female farmer. The group felt that for a small farm, it was uneconomical to use chemical weed control. Moreover, certain chemical sprays had unfavourable effects on women, and had been said to cause miscarriages and birth defects. (In the IICA survey, 31 per cent of the respondents sprayed their plots).

**Trial objective:** To show the effectiveness of chemical weed control on large hectares; and the effectiveness of cultural practices on small plots.

**Evaluation criteria:**

- Density of weed flour at crop maturity
- Increase in yield

In the discussion, the importance of accurate information about the effects of chemicals on men and women was acknowledged.

## **7.2 Synthesis of group reports**

The facilitator presented a synthesis of the group reports which had drawn attention to the following issues or themes:

1. Information base
2. Target group
3. Timing and delivery process
4. Topics/themes covered in extension programmes
5. Policies

### **1) Information base**

It was found that there were information gaps in the SONDEO report, which in general did not address gender issues. For example, it was not clear who made the decisions in the household or how the labour was divided. The report did not address issues such as the access to and use of credit, who had control of resources (assumed it was the farm family), how the farm was managed and the role of women in this regard.

In the discussions, participants identified some differentiation of activities according to gender: women do manual weed control, while men are involved in land preparation. (The IICA survey also found that a small percentage of women, 31 per cent did spray their plots). In the post-harvest phase, activities carried out by women and children include removing the shaft, taking the rice from the rain and drying and bagging. Men were generally involved in transportation and marketing.

### **2) Target group**

The discussions raised the possibility of targeting certain activities specifically to women, based on task differentiation. For example, training sessions on drying and packing of rice and record keeping could be designed for women, since these were the tasks they tended to perform. This approach, however, would not permit women to improve their skills in other aspect of the farm operations.

It was also suggested that Extension should target, more consciously, vegetable and backyard gardening systems.

### **3) Timing**

Because of the schedule of the Extension Division, November to December would be the best time for planning Extension's programmes for the rice



farming system. The best time of the day to conduct field extension would be 9.00 am - 1.00 pm, to enable more women to participate. The training and visit system would also make it possible for more women to be involved.

4) Topics/themes

A general point was made that training should be augmented in land preparation, pest and disease control, irrigation, sowing, harvesting and post-harvesting.

5) Policies

In general, policies should be in place to facilitate farmers, for example, to enable them to utilize rivers for irrigation purposes.

In the discussion of the synthesis, it was pointed out that information was also needed about cultural patterns which affected household activities, for example at Divali time, women were occupied with food preparations. Another factor was the effects of chemicals on men and women.

In terms of fixing a time for extension that would facilitate women, it was suggested that each situation had to be assessed and the response should be guided by the assessment. One person observed that there had been good attendance by women to FTC training courses. It was felt that women had to change their attitudes in order to take greater advantage of extension services.

In the discussion it became clear that time was not the only factor which prevented more women from participating in extension activities. Participants pointed out several other factors:

- Location of the activity: which may a) require transportation that women may not have; or b) be risky or dangerous for women;
- Education level and class: women who are "better educated" may be more predisposed to taking part in courses and women who can afford to hire help will be in a better position to participate (example given of women in Diego Martin);
- Motivation: the subject area often determines whether or not women will participate, for example, women are more inclined to attend if the session is about food preservation;

- Perception by women and men/role definition: some men do not wish their partners to participate in extension programmes and some women do not have the confidence to take the initiative.

## **8. Follow-up action and recommendations**

- a) The information gathered in the IICA-sponsored survey and in the gender sensitization workshop should be incorporated into the 1993 plans of the Extension Division;
- b) The Ministry should establish a policy which encourages collaboration with other government offices, including the Ministry concerned with social affairs, in the delivery of extension services;
- c) The Extension Division should build on the process initiated with the survey, to develop a strategy for expanding the information base which guides FSR/E. This information base should reflect specific gender issues which are at play within the farming household. One approach to acquiring information would be to analyze the dynamics of each community, to better understand the activities and roles of women and men;
- d) There should be ongoing training and sensitization programmes for extension officers on social and gender issues;
- e) Dialogue about social issues should be part of the interventions made by field staff who interface with farmers. In this dialogue, decision-making by the "farm family" should be encouraged;
- f) The Extension Division should expand the use of the mass media in its outreach programme, to reach a wider cross-section of farmers;
- g) The expanded use of on-site training would make it possible for greater numbers of women farmers to benefit from the services offered by the Extension Division;
- h) Depending on the outcome of the community analysis described in Section 3., the Extension Division may wish to target women farmers as a specific group for training activities in certain communities; and
- i) The Extension Division should devise a strategy to build the confidence of farmers in the officers, to enhance the credibility of the officers.

## **9. Closure**

Evaluation forms were distributed (see sample form in Appendix F) and responses were summarized (see Appendix G).

In the discussion of the evaluation, some persons expressed skepticism about the relevance of gender to the agricultural economy. The prevailing view was that the workshop had begun a sensitization process upon which the Extension Division could now build.

In bringing the workshop to a close, Marlene Antoine thanked everyone for participating and said that IICA was extremely proud of the response to the workshop. She then called on Mr Ramjohn, Mr Bheekoo and Mr Hallim to present 'Certificates of Participation' to the participants.



**PARTICIPANTS**

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**Adrian Bheekoo**

**Sati Gangapersad**

**Wakefield Simon**

**Lutchman Singh**

**Joseph Seales**

**ACTIVITY I: CONCEPTS IN GENDER ANALYSIS**

**Objective:** To clarify the concept of gender

- Method:**
1. Four small groups will be formed
  2. The groups will meet for 30 minutes, to identify key elements of gender and prepare a working definition
  3. Each group will appoint a rapporteur, who will serve as a panelist for a panel discussion, "The meaning of gender"
  4. A panel will be convened, moderated by a facilitator. The four panelists will each be given five minutes to present their group's definition of gender
  5. The definitions will be discussed, and common themes will be noted. A working definition will emerge, to be used during the workshop.

**Time:** One hour and ten minutes

**ACTIVITY II:  
FRAMEWORK FOR GENDER ANALYSIS IN PLANNING**

**Objective:** To examine the gender implications in the design and implementation of extension programmes. The ultimate aim is to understand gender roles and household dynamics as they affect farm production

- Method:**
1. Two background documents, a case study and a framework with worksheets, will be distributed to participants on the first day. Participants will study the material
  2. Four small groups will be formed on the second day
  3. Each group will be assigned one of four topics for analysis, using the worksheets provided in the framework. The four topics are:
    - a) Activities analysis
    - b) Resources analysis
    - c) Benefits and incentives analysis
    - d) Inclusion analysis
  4. Groups will meet for one hour and will complete the worksheets, utilizing the information provided in the case study and their own knowledge of trends in the agricultural sector. Having completed the worksheets, the groups will:
    - a) highlight the main issues arising out of the analysis; and
    - b) provide implications for approaches to planning and implementing extension activities.
  5. Following the group presentations, there will be discussion in plenary.

**Time:** 2 Hours

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**WORKSHEETS FOR GENDER ANALYSIS**

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Adapted from Feldstein and Poats,  
Working Together: Gender Analysis in Agriculture. Volume 1, Case Studies. Connecticut: Kumarian Press Inc. 1990.



**Worksheets 1-1 and 1-2**  
**Farming Systems Calendar and Activities Analysis**

**EXAMPLES**

**Crop production:** food crops, cash crops, trees, home gardens, gathering of wild foods, medicines; land preparation, processing, storage, transport, marketing.

**Livestock:** cattle, small ruminants, poultry, draft animals; hunting

**Household production:** food preparation, child bearing and rearing, fuel, water, building maintenance; beer brewing, craft production, snack food production.

**Off-farm activities:** wage labor, marketing, sales, schooling

**GENERAL QUESTIONS FOR STAGES OF FSR/E**

(a) *Diagnostic:* What are the activities (task and time allocation) of members of the household by gender and age which attribute to agricultural and livestock production? What are the interactions associated with gender-related segregation or sequencing of tasks? When are these tasks undertaken? How much time is involved? Does this vary with age or rank or position in the household? Does the physical location of the task for women with small children or cultural limits of the mobility of women influence whether or not a woman may carry out a task? What time is allocated to other remunerative or obligatory activities, including household production (for sale or trade) and off-farm enterprises or wage labor? What time is allocated for household maintenance and family welfare including child care, food preparation, fuel and water supply, building maintenance, etc.? Is there inter-household labor mobilization, whether by individuals or groups, as for work parties? Is availability of labor for particular activities a constraint on production?

(b) *Planning and Design:* What changes in labor allocation (time required, timing) are associated with or are desirable from technological improvements being tested? Whose labor is affected? Will there be increases or decreases in wage or exchange labor requirements and who will be affected?

(c) *Testing and evaluation:* What changes in labor allocation, in time or task, are actually associated with on-farm experiments? Do these contribute to or detract from increases in productivity or income or decreases in risk for this enterprise? or for other enterprises or activities of the household? Do they fit what was predicted in the design?

(d) *Recommendations to farmers, researchers and policy makers:* Have the changes in labor allocation (time and/or task, location, sex or age of the doer) related to the new technology been taken into account in assessing its success or in further adaptations? Is the new information required in using this technology being directed to those who are doing the work?



**Worksheet 1-2  
Activities Analysis**

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	Males <sup>a</sup>	Females <sup>a</sup>
<b>Crop production</b>		
<b>Crop/Field 1</b>		
Task 1		
Task 2		
Task 3		
<b>Crop/Field 2</b>		
Task 1		
Task 2		
Task 3		
<b>Crop/Field 3</b>		
<b>Livestock</b>		
<b>Animal 1</b>		
Task 1		
Task 2		
Task 3		
<b>Household Production</b>		
<b>Off-farm Production</b>		

---

<sup>a</sup>Or other important categories (ethnic, class, age, position, etc.)

**Worksheet 1-3  
Resources Analysis**

**EXAMPLES**

**Capital goods:** livestock for production, for draft; poultry, farm equipment, food, storage facilities, fencing, trees

**Inputs:** seeds and seedlings, fertilizer, manure, fodder, insecticides

**Knowledge:** seed selection criteria, planting techniques, market plants for soil fertility

**Education:** general specialized courses

**GENERAL QUESTIONS FOR STAGES OF FSR/E**

(a) *Diagnostic:* What are the resources required for existing production practices? Who (men, women, children, position in household, or which households) have access to and/or control of these resources? Is access affected by exchange relationships? Is the absence of particular resources a constraint on current production? Is it a constraint for particular categories of farmers? To what extent are income and expenditure streams for men and women separate or joint? What are the income and expenditure streams for men and women including resources, uses and timing?

(b) *Planning and Design:* What changes in kind or amount of resources will be required by each of the technological improvements being tested? Who has access to or control over these resources? Are technologies being tested which address resource gaps of particular categories of people? Will the value of factors of production be affected by proposed changes?

(c) *Testing and evaluation:* How and to whom have new resources been supplied? Who has/has not used them? What networks of relationships or exchange have been used to obtain any additional resources needed? Can further constraints in access to resources by particular groups be identified as a result of the testing?

(d) *Recommendations to farmers, researchers and policy makers:* Has the access or control of resources necessary to the acceptance of new technologies been taken into account in determining its success? Are new or modified systems required to insure access to (new) resources for particular categories of farmers?

**Worksheet 1-3  
Resources Analysis**

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	Access	Control	Notes	Implications for FSR/E
Land				
Who uses				
How to use				
Water				
Labor				
Own				
Family				
Hired				
Capital goods				
Inputs				
Purchased				
Produced on farm				
Cash				
Agricultural credit				
Knowledge				
Markets/Transportation				
Education				

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**Worksheet 1-4**  
**Benefits and Incentives Analysis**

**EXAMPLES**

Crop production: maize - cobs, stalks; cowpeas - grain (peas), leaves, stems;  
*Leucaena leucocephala* -  
fuelwood, timber, shade, mulch, fodder, soil enrichment; medicinal herbs

Livestock: cattle - meat, milk, manure, draft

Home production: leather goods, beer, snack foods, baskets

**GENERAL QUESTIONS FOR STAGES OF FSR/E**

(a) *Diagnostic*: Who (gender, age, position in household) benefits from the output of current production of each enterprise in terms of subsistence, income from sales, or other uses? What and under whose control are the important subsistence crops, particularly for periods of stress? Are there obligations associated with the output of particular production enterprises? Are processed farm products a source of income? What are the desirable improvements from the point of view of men, women and children? What nonagricultural enterprises are a source of income or other benefits to household members and how do they compare (profitability, reliability, seasonality) with farm production enterprises?

(b) *Planning and Design*: Do the changes in technology have the characteristics desired by farmers and users? Do they eliminate any desired or useful characteristics? Will the technological improvements lead to changes in the use of the product and thus in the nature of locus of benefits? Will there be changes in the characteristics of the product which will affect its use pattern? What are the incentives for men, for women, or for those higher or lower in seniority to contribute additional time or resources necessary for improvements? or to change varieties or practices? What tradeoffs may have to be made?

(c) *Testing and evaluation*: What incentives or disincentives are actually associated with the particular modifications being tested as indicated by observation or answers to questions? Are there incentives or disincentives associated with being a cooperating farmer? How do the technologies being tested affect individual income streams? How do users respond to any changes in product? Are postharvest users of products involved in testing?

(d) *Recommendations to farmers, researchers and policy makers*: Has a shift in use of resource resulted in a shift of beneficiaries? Are increased labor demands for a particular enterprise matched by increased benefits for the individual supply the labor? Where there are increases in production are there outlets through increased consumption, adequate storage or markets? Are these outlets equally accessible to all farmers?

**Worksheet 1-4**  
**Benefits and Incentives Analysis**

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Access	Control	Uses/Characteristics*	Implications for FSR/E
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Crop  
Production

Livestock

Household  
Production

Off-farm  
enterprises

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\*Uses and desirable characteristics of product including uses of all parts of the plant or animal:

- a. consumption
- b. storage for later consumption, exchange or sale
- c. other domestic use (e.g. fuel, building material)
- d. exchange
- e. sale
- f. reinvestment in agricultural production (e.g. manure)
- g. other

**Worksheet 1-5**  
**Inclusion Analysis: FSR/E Activities**

**EXAMPLES**

Who is included?

What type of inclusion: interviewed, as consultant, as interviewer or enumerator, as decision maker, as cooperator, as beneficiary

Why included: criteria, rationale

How included: frequency of contact, location, rules and means of access, methodology for gathering information (formal and informal surveys, group meetings, focus groups, forced field analysis, observation, farm and household records)

**GENERAL QUESTIONS FOR STAGES OF FSR/E**

(a) *Diagnostic*: Are women as well as men included in formal or informal interviewing in each household and in the community at large? Are there any cultural or structural barriers to interviewing certain categories of people and are appropriate efforts being made to reduce those barriers? Are government or nongovernment services which have field workers with particular access to women (e.g. home economics, community development, primary health centers) included in the collecting of information during initial and subsequent surveys or in identifying areas of concern?

(b) *Planning and Design*: Are women and men farmers as well as women and men professional researchers included in determining research priorities and in the design of on-farm research? Are all categories of farmers for whom the technology might be useful represented among the collaborating farmers? Are designs explicit on how the views of all household members are to be included in assessing new technologies and on-farm trials? Are special efforts made to get the views of hard-to-reach farmers (such as women with small children or any whose mobility is otherwise limited)?

(c) *Testing and evaluation*: Are women as well as men included as cooperating farmers in on-farm research? For particular enterprises? in fields? in the management of trials? in interviews evaluating the trials? Are these factors which inhibit the participation of particular categories of farmers?

(d) *Recommendations to farmers, researchers and policy makers*: Will the targeting and means used for dissemination encourage participation from all farmers? Will steps be taken to overcome barriers of some groups to receive information on new practices or is having access to new resources required?



**Worksheet 1-5**  
**Inclusion Analysis: FSR/E Activities**

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Stages of FSR/E	Who is Included	Criteria for Inclusion	Mechanisms of Inclusion
Diagnosis			
Planning and design			
Experimentation and Evaluation			
Recommendations			
To researchers To policy makers To extension			
Extension Information Inputs Credit Market outlets			

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**Worksheet 1-6**  
**Application of Gender Analysis to On-farm Trials**

**EXAMPLES**

**Trial objectives:** Trial objectives reflect preferences of both men and women farmers who cultivate the same crop, or, if management practices and preferences are too different, appropriate trials are designed for each.

**Treatments:** Experimental varieties of maize include desirable fodder qualities of stalks (women's criteria) as well as grain yield (men's criteria). Controls include both men's and women's cultivars if different.

**Trial design:** Experimental plot size and configuration take into account women's traditional planting patterns unless these are the experimental variables.

**Selection of cooperators:** Farmer cooperators include proportionate representation of female-headed households where those are a significant percentage of farm population. Where it is not culturally acceptable for male trials assistants to work with individual women farmers, work is done with women's groups or a female trials assistant is hired.

**Trial operations:** In a fertilizer application trial, women and small boys, who are responsible for this task, are consulted about traditional practice and trained in new practices. Women are trained in experimental spacing to increase plant density and regularity.

**Data to be collected:** The labour and resource use data are collected in a disaggregated format.

**Evaluation:** Men and women farmers and product users have been interviewed throughout the trial and in the final evaluation of results.

**GENERAL QUESTIONS FOR DIFFERENT TYPES OF TRIALS**

(a) *Varieties or species trials:* If men and women have different management practices for the same crop, are trials put on both men's and women's fields? Is the effect of a shorter season variety on labor patterns being monitored during the trial? Have postharvest uses been considered in specifying desirable characteristics and have these users been included in the evaluation?

(b) *Cultural Practices* (such as spacing, timing, sequencing, pruning, weeding, land and water management): Are those who do a specific task involved in determining feasibility and in learning how to do a new or changed task? If different operations are affected, is the data appropriately disaggregated? If alternative uses of labor are different for men and women, are different opportunity costs being applied to the economic evaluation?

(c) *Plant and animal nutrition and protection* (use of fertilizers and pesticides, building or growing of fences, bird scaring, etc.): Who has control of the local products or cash needed for new inputs? Is their resource use being monitored? Do the experimental levels of input use cover the range of resource constraints? If separately owned crops are on one field, do the trials or practices to protect one crop, such as the use of herbicides, include the monitoring of the effect on associated crops?

**Worksheet 1-6**  
**Application of Gender Analysis to On-farm Trials**

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	Gender Implications
	What? <span style="float: right;">Why?</span>

---

Trial objectives

Problems being addressed

Treatments

Levels

Controls

Evaluation criteria

Trial design

Random block, etc.?

Number and location of farms?

Number of replications/farm?

Selection of cooperators

Who selects?

Criteria?

Who are they?

Trial operators

What are they?

Who is trained?

Who implements?

Observations and data to be collected

Complementary research

Evaluation

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**EVALUATION FORM**

1. Did the workshop meet your expectations? Yes \_\_\_ No \_\_\_ In Part \_\_\_

2. Please rate the following:

	Good	Fair	Bad
Content of discussions	___	___	___
Process of workshop	___	___	___
Design	___	___	___
Facilitation	___	___	___
Meeting venue	___	___	___
Meals	___	___	___

3. What was the most useful part of the workshop?

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4. What was the least useful part of the workshop?

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5. What suggestions would you offer for improvement?

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## EVALUATION REPORT

Twenty-one (21) completed questionnaires were received. The number in bracket indicate the frequency of responses.

I. Expectations:

Ten participants said their expectations were met, while 11 participants said their expectations were met in part.

II. Content of discussions:

All the participants rated the content of the workshop "good".

III. Process of the workshop:

Nineteen (90%) persons rated the process "fair". Seventeen (81%) persons rated the design "good", while four (19%) persons rated the design "fair". Eighteen (86%) persons rated the facilitation "good", while three (14%) persons rated the facilitation "fair".

IV. Meeting venue:

Seventeen (81%) persons rated the venue "good"; three (14%) persons rated the venue "fair"; while one (5%) person rated the venue "bad".

V. Meals:

Twelve (57%) persons rated the meals "bad"; five (24%) persons rated the meals "fair"; two (10%) persons rated the meals "good"; while two (10%) persons gave no response.

VI. Most useful part of the workshop:

Group discussions: Seven (7) persons. Group discussion and application of the framework for gender analysis: Four (4) persons. Closing session which identified recommendations and areas for follow-up: Four (4) persons.

Discussions and the ideas generated: Six (6) persons. Two (2) persons noted the value of sharing experiences with other extension officers; three (3) made particular reference to the importance of the workshop in enabling the Extension Division to target women in its programmes.

**VII. Least useful part of the workshop:**

Research findings of IICA study: One (1) person. Another one (1) said not enough time was spent going through the conclusions of the study; another one (1) found that no attempt was made to incorporate the research findings into the rest of the workshop program; another one (1) mentioned the overview of the study and rationale for including gender in extension.

Introductory remarks about the Ministry of Agriculture/ETIS (2); formal opening: (2)

Resource material: The SONDEO was not sufficiently gender-sensitive (1); SONDEO report was incomplete (1); information base for discussions and assignments (2)

Defining gender: One person (1); lack of definite solutions to the gender issue: (1). No response: Five persons (5). Another two persons (2) said all aspects were generally good.

**VIII. Suggestions for improvement:**

Presentation: Use of video presentations (1)

Participation: Involve other agencies concerned with women in rural development (4); involvement of a greater number of front line extension workers (1)

Information base and content: Gender issue is not a problem which impinges negatively on agricultural production, hence sessions should identify problems if any, and solutions (2); more up to date and detailed case study (4); participants should be briefed about objectives before the workshop (1); all documents should be made available to participants before the workshop (1)/additional information (1); concrete recommendations (1); development of a "model" for inclusion of women derived from theoretical base (factors influencing involvement (1); clearly indicate constraints as it affects extension workers (1)/more in depth and more accurate surveying of participants, and more studies on gender issues (1)

Process: group sessions in the afternoon (1).

Time frame for workshop: longer period to permit more sharing (2).

Logistics: better arrangements for meals (1), including provisions for people who do not eat pork (1).

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**FECHA DE DEVOLUCION**





