GENDER AND AGRICULTURAL LABOURERS IN SUSTAINABLE AGRICULTURE INTENSIFICATION

Training Guide

(THAILAND)
DISCLAIMER:

This publication was prepared as result of work sub contracted by Oxfam (one of the SRI-LMB project partners) to Mr. Antoine Bouhey (consultant) with funding support from the European Union. The contents of this publication are the sole responsibility of the Implementing Partner and can in no way be taken to reflect the views of the European Union.
GENDER AND AGRICULTURAL LABOURERS IN SUSTAINABLE AGRICULTURE INTENSIFICATION TRAINING GUIDE

(THAILAND)
ABOUT THE PROJECT

SRI-LMB (www.sri-lmb.ait.asia), an EU-financed and AIT (www.ait.asia) led project, aims to contribute towards enhancing the resilience of rainfed farmers confronting climate change in the Lower Mekong River Basin (LMB) region. The purpose is to increase crop yield, productivity and profitability on sustainable basis at smallholder farmers’ field in rainfed areas of LMB. The project through its action aims to address the food security and livelihood issue of smallholder farmers by developing adaptive measure against climate change. The action is being implemented in four LMB countries: Cambodia, Lao PDR, Vietnam and Thailand. The total period for implementation is 60 months (2013-2017).
CONTACT DETAILS

SRI-LMB is a regional collaborative effort that brings various stakeholders together working at global, regional, national, and local level. The project is led by the Asian Institute of Technology (AIT) in partnership with FAO, Oxfam, SRI-Rice of Cornell University and University of Queensland together with many national partners coming from national universities, NGOs and ministries.

For better collaboration and coordination at all level, the project has established it regional, national and local offices, which are called as Regional Coordination Unit at (PCU), Project Management Unit at country level (PMU) and Local Management Unit at provincial level (LMU) respectively. The newly established Institute-wide Center of AIT, Asian Center of Innovation for Sustainable Agriculture Intensification (ACISAI) hosts regional coordination unit (PCU) of the project. ACISAI also hosts country office (PMU) for Thailand. The local management units of Thailand, i.e., LMUs are located in Uttaradit and Surin provinces. Contact details of key project personnel and staffs working at regional, national and local levels are given below:

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# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACISAI</td>
<td>Asian Centre of Innovation for Sustainable Agriculture Intensification</td>
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<td>AIT</td>
<td>Asian Institute of Technology</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>FAO</td>
<td>United Nations Food and Agriculture Organization</td>
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<tr>
<td>FFS</td>
<td>Farmer’s Field School</td>
</tr>
<tr>
<td>FPAR</td>
<td>Farmers’ Participatory Action Research</td>
</tr>
<tr>
<td>GGGI</td>
<td>Global Gender Gap Index</td>
</tr>
<tr>
<td>IPM</td>
<td>Integrated Pest Management</td>
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<tr>
<td>LMB</td>
<td>Lower-Mekong Basin</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>PCU</td>
<td>Program Coordination Unit</td>
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<td>PAR</td>
<td>Participatory Action Research</td>
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<tr>
<td>SAI</td>
<td>Sustainable Agricultural Intensification</td>
</tr>
<tr>
<td>SEMIL</td>
<td>Sustaining and Enhancing the Momentum for Innovation and Learning</td>
</tr>
<tr>
<td>SRI</td>
<td>System of Rice Intensification</td>
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<tr>
<td>SRI-LMB</td>
<td>System of Rice Intensification in the Lower Mekong River Basin</td>
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INTRODUCTION

In the 4 countries of the Lower Mekong River Basin where the SEMIL-SRI-LMB project will take place (Cambodia, Lao, Thailand and Vietnam), 68.3% of the population lives in rural areas and women represent 48.1% of the agricultural labour force on average (World Bank, 2012; FAO, 2010-2011). Women farmers therefore constitute a central audience whose involvement will have to be ensured throughout all activities in the project. Another group of attention in this project is the agricultural labourers, especially the landless, who are considered among the most marginalized groups: they are poor with few productive assets, are mostly under-employed and under-paid and have little education and skills.

This Training Guide on Gender and Agricultural labourers is a tool for the trainers who will coordinate Participatory Action Research (PAR) cycles as part of the SEMIL-SRI-LMB project. It serves as a complement to the other project guides designed to help you train PAR participants on Sustainable Agricultural Intensification (SAI). It is inspired from other Farmer Field School guides – in particular the FAO IPM Programme’s Field Guide on Gender and IPM - and training manuals used to ensure the inclusion and empowerment of women and agriculture labourers while conducting participatory agriculture projects. All the elements you will find in it can be adapted according to your own experience and knowledge of the situation in which you will be coordinating the PAR.

The objectives of the guide are:

- To increase your knowledge and awareness of men’s and women’s roles in agriculture and help you to convey them to PAR participants and external audiences;
- To support you in analysing the social context in which the PAR will take place and in developing a plan of activities that will address gender equalities and answer the needs of women and agricultural labourers;
- To provide you sufficient information to carry out the activities that PAR participants will include in this plan of activities.
The guide is divided into three sections:

1. **Understanding the situation of women and agricultural labourers in Thailand** (pp. 3 to 11): this section will provide you background information on the specific circumstances of women in agriculture compared to men and of agricultural and landless labourers in Thailand. You can read it as a preparation for the first PAR cycle.

2. **Discussing the circumstances of women and agricultural workers** (pp. 12 to 24): this section contains a series of exercises that you can use to sensitize participants on the differences between women and men in agriculture and the potential impacts of the PAR on agricultural labourers. These exercises will be used during the first PAR cycle.

3. ** Adopting a Participatory Activity Plan** (pp. 25 to 32): this section contains a series of sessions to be conducted at the end of the first PAR cycle. These sessions will support PAR participants in defining themselves the activities that will address the needs of women and agricultural labourers during the following PAR cycles.
SECTION 1 – UNDERSTANDING THE SITUATION OF WOMEN AND AGRICULTURAL LABOURERS IN THAILAND

This session provides background information on two specific groups of participants to the PAR cycles: women and agricultural labourers. It is useful for all participants to the SEMIL-SRI-LMB project, who are invited to read the following pages when preparing for the first PAR cycle in order to better understand the specific circumstances that women and agricultural labourers face in Thailand.

I. GENDER ROLES IN SOCIETY

From the Field Guide on Gender and IPM (2011) of the Food and Agricultural Organization.

The unchangeable female and male characteristics are our biological characteristics with which we were born. It is what you are: a woman or a man. Female and male sex characteristics refer to our biological characteristics: women can get pregnant; men can grow a beard or a moustache, etc. The interchangeable characteristics, for example patience and eloquence, are those which we are not born with but raised with. They are socially constructed. It is what you can be as a woman or a man. It is what we call gender. Female and male gender characteristics refer to our social characteristics and our social roles as women and men. Female and male gender roles and relations vary within the same society or culture and between societies and cultures. Also, they change over time.

In most societies women and men tended and still tend to equate their female and male biological characteristics with their social roles and relations (and vice versa). For example, women cannot do the so called ‘hard work’, such as preparing the soil or carrying heavy loads because they have less muscular power than men. However, we observe that women farmers everywhere and in all times carried and carry out hard work normally done by men when male labour was/is not available. This way of judging women and men normally leads to what is called stereotyping. That is to judge a woman or a man not for what s/he can be, but for what s/he is supposed to be based on her/his social roles which are derived almost solely from her/his biological characteristics. For example: a woman should not talk loudly, because she is...
a woman and she should behave properly; or a man should talk loudly, because he is a man and should behave accordingly. Instead of looking at female and male characteristics from stereotype assumptions such as “men are stronger than women and therefore women are weaker than men”, it is more constructive to consider female and male characteristics, roles and relations by the way these can change and are inter-changeable and by the way we value these.

The FAO stressed that the influence of gender on rural people’s lives and livelihoods is so substantial that “by any indicator of human development, female power and resources are lowest in rural areas of the developing world” (FAO, 2011).
II. WOMEN’S SITUATION IN THAILAND

The 2007 Constitution guarantees gender equality before the law and prohibits gender discriminations. Several acts and legislative amendments have been passed since then to improve women’s rights. OECD’s 2012 Social Institutions and Gender Index (SIGI) thus ranks Thailand 25th out of 102 developing countries when it comes to achieving gender equality. Nonetheless, the World Economic Forum’s 2013 Global Gender Gap Index (GGGI), which evaluates the magnitude and scope of actual gender-based discriminations, ranks Thailand 65th out of 136 countries. Indeed, public life is still traditionally viewed as a predominantly male domain, while men are traditionally considered as the head of the household and women remain responsible for unpaid work in the household. Women also face strong levels of violence against women and human trafficking\(^1\). The level and type of discrimination women face are different depending on the areas and ethnic or social groups and are often stronger in rural areas, for Muslim and indigenous women in the North, for women with disabilities and HIV and for migrant women workers\(^2\).

<table>
<thead>
<tr>
<th>Population: 66.78 million inhabitants</th>
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<tbody>
<tr>
<td>Rural population: 65.5%</td>
</tr>
<tr>
<td>Land area: 51.09 million hectares</td>
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<tr>
<td>Agricultural land: 21.06 million hectares (41.2% of total land area)</td>
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<tr>
<td>Rice harvested area: 12.6 million hectares (59.8% of agricultural land)</td>
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<tr>
<td>Average rice yield: 3 tons per hectare</td>
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a) Inheritance and access to land

The law formally supports the rights of women to own land individually and jointly control marital property, but it only allows the head of the household to acquire land, which constitutes a barrier for married women to obtain land in their own names, as men are usually considered as the head of the household. In addition, married women are required to obtain their husband’s consent for several legal transactions; in theory, men must also obtain their spouse’s consent for some legal transaction, but in practice, this rarely

\(^{2}\) Thailand Factsheet, UNWomen, 2012.
happens³. Men thus customarily control most of the productive assets, including agricultural land, in particular in rural areas, where only about 22% of cultivated land is owned by women⁴.

b) Labour market

The transformation of Thailand’s economy from the agricultural sector to the industrial and service sectors since the 1960s reduced the demand for labour on farms and, in the meantime, increased the demand for unskilled labour in factories. As a result, unskilled female labourers migrate from poor rural areas to the urban areas to find low-paid, low-skilled jobs. They thus only represent 45% of the economically active population in agriculture, the FAO recognizes that this statistic could “underestimate the contribution of women to agricultural work because women are less likely to declare themselves as employed in agriculture and they work longer hours than men”⁵.

c) Civil Liberties

There are no legal restrictions on women’s freedom of vote, speech, assembly and association, most of which were restored for both men and women under the 2007 constitution. In July 2011, Thailand elected its first woman Prime Minister but there were only 15.7% of women elected to parliament, and political representation at provincial, municipal and village levels of government is usually lower. The picture in the private sector is nonetheless better: women represent 35 % of members of the board of companies registered with the Ministry of Commerce⁶. Women’s rights NGOs are active in providing material and legal support to victims of violence against women, and advocating in this area, campaigning to raise awareness of trafficking and rehabilitate women and children who have been trafficked, advocating on behalf of home-workers in the textiles industry⁷.

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³ Thailand Social Institutions and Gender Index, OECD, 2013.
⁴ Land Tenure, Thailand Profile, USAID, 2010.
⁷ Thailand Social Institutions and Gender Index, OECD, 2013.
III. POTENTIAL CONSEQUENCES OF THE PROJECT ON GENDER IMBALANCES

Pursuing gender equality means ensuring equality between men and women in all aspects of life such as:

- Access to and control over capital and resources (land, equipment, cash, credit…);
- Participation in productive (agriculture, business, employment…) and reproductive (food preparation, childcare, health care, housekeeping, water and fuel collection…) activities, including in the decision-making related to these activities;
- Participation in community life (ceremonies, social groups…);
- Participation in decision-making groups and decision-making processes themselves;
- Participation in household decisions related to income generation;
- Enjoyment of Human Rights and access to justice;
- Control over time;

Men and women participating in the PAR are experiencing inequalities in all these aspects of life and their participation in the PAR represents an opportunity to progress towards more equality in several of these issues. In particular, participants in the PAR will experience changes in the following aspects of their daily life:

- **Household budget** as the cost of agriculture production could decrease (they might spend less money on inputs and on hired labour) while the house revenue could increase as the production is expected to be more important. Increased income may be used to purchase more and better food, leading to improved food and nutrition security.
  - Women and men may not benefit equally from this income increase, depending on how the additional income is used.

- **Time management** as participants will dedicate a lot of time to the PAR but also expect to have less work once they apply SAI (Sustainable Agricultural Intensification) on their land.
Men and women may use the time they will gain differently to gain more income or to participate in community life.

- **Social role/status** as PAR participants will gain new knowledge and self-confidence during the PAR. By contrast, they might also face some questions or criticisms from using new farming techniques.
  - Women and men may benefit differently from this new knowledge and see their social status change differently.

In order to ensure that the PAR will strengthen gender equality and empower women and men participants throughout all these aspects, all PAR participants will be involved in assessing the gender roles and inequalities in their household and community and will decide about the solutions and the activities they believe will help address these inequalities during the PAR. Section 2 of this guide will propose methods and exercises to prepare for and organize this participatory planning.
IV. POTENTIAL IMPACTS OF THE PROJECT ON AGRICULTURAL LABOURERS

In rural contexts in Asia and other parts of the world, landless labourers are considered among the most marginalized groups: they are generally poor with few productive assets, are mostly under-employed and under-paid and have little education and skills. They rely on the better-off neighbours, large scale plantations or businesses to create wage earning opportunities for them. Wage earning opportunities are highly unpredictable and not in their control. Even when they want/have to work, they struggle to find work. Access to capital alone will often not create or improve their productive capacity as they do not necessarily know how to generate their own income independently. While their main income is largely seasonal, their main expenditure is relatively consistent. There is a mismatch in their seasonal income generation cycle and expenditure cycle, creating a need for financial services to fill the gap. A period of food shortage generally occurs before the harvest and may also arise before planting in an annual cycle, and is also triggered by economic shocks, such as disasters and sickness in the family. About 10% of farming households were considered landless in 2006, 17% controlled less than 0.8 hectares. 20% between 0.8 and 1.6 hectares, and 52% held over 1.6 hectares. This situation is in part inherited from the Land Titling Program (LTP) that issued titles to a large number of rural households and organized the land administration system, considered particularly efficient and transparent. However, the program failed to recognize the rights of households living in informal settlements in urban and peri-urban areas, which represent a growing concern, and in forestland.

Depending on the context in which you will be conducting the PAR, one of the benefits for the participants can be to reduce the amount of work that they will need to input in their field, thanks to SAI. If this is the case, this will of course have a positive impact for them as they will either spend less time on their field or spend less resources to hire or exchange labour. However, as they will change the production methods, they might also need to call in skilled workers that will be experienced in applying these methods. In turn, this change in the quantity and quality of work required on the land of the farmers that will participate in

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8 Land Tenure, Thailand Profile, USAID, 2010.
this PAR will have an impact on the revenues of agriculture workers. In a recent agriculture intensification project in Orissa in India, the productivity of rice labourers went from 70 labourers/acre/day to 7.5 labourers/acre/day thanks to the introduction of the System of Rice Intensification. But while some labourers were able to renegotiate a higher income due to this higher productivity, the majority lost their job. In another project in Sri Lanka, a similar project led to an increase in the exchange of labour among participants, proportionally reducing the demand for hired labour. These experiences show that, depending on the context and the project methodology, the change in agriculture production methods will have different positive and negative impacts on different members of the community, including agriculture labour. The following sections will propose methods to evaluate these potential changes with PAR participants and to ensure that they participate in defining solutions to ensure that SAI will benefit agricultural labourers and to identify alternative income-generation activities in case there is a reduction of agriculture work needs.
V. ANALYSING THE LOCAL SOCIAL CONTEXT

In the area where the PAR will take place, several aspects may be different from the elements painted in the previous pages regarding the situation of women and agriculture workers around the world and in Thailand. This will depend on many local social and geographical factors, such as the different ethnic groups in the area and their customs, existence of work opportunities in other sectors, agricultural practices, natural resources, exposure to natural disasters, and extent of urbanization. All these elements create a complex and constantly evolving environment that conditions the livelihood of the individuals and households living in the area. When preparing the PAR, you will have several tools and sources available in order to better understand the current situation of the people who live in the area where the PAR will take place and their livelihood options.

a) Information and data available through the SEMIL-SRI-LMB project

A lot of information has already been collected through the SEMIL-SRI-LMB project (Data Source #1): training guides – including this one -, country briefing, policy analyses, literature reviews... Several of these documents are available in English from the project partners (the Asian Institute of Technology, the Food and Agriculture Organization, the Institute of Development Studies and Oxfam America). The Participatory Rural Appraisals (PRA) conducted at national and province-level will in particular provide you information on:

- Existing farm management practices and farm productivity in rain fed ecosystem;
- Socio-economic circumstances of smallholder farmers;
- Livelihood generation option for agriculture workers, in particular landless (or lack of same);
- Status of women in the society, their contribution in the existing farming system;
- Existing government policies supporting smallholder farmers, agriculture workers and women, and their implementation at provincial level;
- The capacity of women to undertake advocacy and resource mobilization for their economic empowerment.
The goal of this in-depth information gathering is to serve as a basis to refine the criteria for village, farmers, agriculture workers and women selection and the baseline questionnaire for focused discussion with selected farmers.

In addition to the PRA, the *Baseline survey* that will be conducted at village and household level will provide you a specific overview of trends and challenges in the crop production and socio-economic background of the PAR participants. Information will first be collected during meetings with village representatives and relevant community members, and then from several households in the community.

**b) External information and data**

A second stage of data collection and analysis while preparing the PAR requires seeking, obtaining and analysing data from secondary sources, that is, from existing documentation and actors which are external to the project but have significant knowledge of the community with which you will work (Data Source #2). This ‘pre-facilitation’ stage is an integral part of the PAR preparation and serves to enable you, as a facilitator, to enhance participation, analysis and action-planning in subsequent stages of the process in the following ways:

- It provides you with knowledge that will help you explore in greater depth the contributions made by participants from the community. As a result of intelligent probing, participants will be better able to analysis their own situation.
- It enables you to identify particular groups of interest or concern before the facilitation starts, so that you can ensure they are actively participating in the PAR exercises and making their voices heard.
- It provides you with information about relevant institutions, organizations, policies and sources of support which will enable you to identify potential partners, allies and targets in your action-planning.

It obliges you to make contact with all stakeholders before the facilitation begins, thereby building solid foundations for further engagement, whether that will be in direct action or through advocacy.
The information you should aim to obtain is directly related to the key questions and focus of the overall process. The following table will help you to identify potential sources of information and focus your analysis on the most relevant parts of their content.

<table>
<thead>
<tr>
<th>Information Required</th>
<th>Source of Information</th>
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<tbody>
<tr>
<td>LOCAL LEVEL</td>
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<tr>
<td>What is the community’s</td>
<td>- National census office</td>
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<tr>
<td></td>
<td>- Local or district government offices and staff</td>
</tr>
<tr>
<td></td>
<td>- Local development plan</td>
</tr>
<tr>
<td></td>
<td>- Pagoda, church, mosque or other religious institution</td>
</tr>
<tr>
<td></td>
<td>- NGOs and CBOs working in the community</td>
</tr>
<tr>
<td></td>
<td>- Maps showing topography, agro-ecological regions, infrastructure, etc.</td>
</tr>
<tr>
<td>What natural resources exist in and around the community?</td>
<td></td>
</tr>
<tr>
<td>Which groups and organizations exist within the community? Which ones are composed of or at the service of women, of agriculture workers and or of landless people from the community?</td>
<td></td>
</tr>
<tr>
<td>Which governmental institutions exist within the community or interact with the community?</td>
<td></td>
</tr>
<tr>
<td>What are the main income-generating activities in the community and the district?</td>
<td></td>
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</tbody>
</table>

During this stage you should bear in mind the following recommendations:

- Do not seek more information than is actually necessary. It should be sufficient to answer each of the questions above in a few sentences.

- The documents and verbal inputs you obtain may be extremely useful, just as they may be inaccurate or lacking resources for implementation. Treat them as potentially helpful signposts to guide you to the starting point for participatory process.
VI. GLOSSARY OF GENDER TERMS

Adapted from the Gender manual (2002) of the UK Department for International Development.

**Gender:** Identifies the social relations between men and women. It refers to the relationship between men and women (including boys and girls), and how this is socially constructed. Gender roles are dynamic and change over time.

**Gender Roles:** Learned behaviours in a society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. Both men and women play multiple roles in society.

**Sex:** Identifies the biological differences between men and women.

**Sex Roles:** Occupation or biological function for which a necessary qualification is to belong to one particular sex category. An example is pregnancy as a female sex role, as only members of the female sex may bear children. Sex roles are universal.

**Access and Control:** Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to exert its use, including selling it) over those resources.

**Culture:** The distinctive patterns of ideas, beliefs, and norms which characterise the way of life and relations of a society or group within a society.
Gender Analysis: An examination of a problem or situation in order to identify gender issues within the problem/context of a project, and the obstacles to the attainment of gender equality or similar goals. Gender issues may be addressed in all aspects of a program, project, or organization through a variety of tools and frameworks. It includes a methodology for collecting and processing information about gender.

Gender Based Violence: Gender based violence is defined as any act that results in a bodily, psychological, sexual and economic harm to somebody just because they are female or male. Such act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households.

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

Gender Discrimination: The systematic, unfavourable treatment of individuals on the basis of their gender. This generally involves systemic and structural bias against women in the distribution of income, access to resources, and participation in decision making.

Gender Division of Labour: The socially determined ideas and practices which define what roles and activities are deemed appropriate for women and men. While the gender division of labour tends to be seen as natural and immutable, in fact, these ideas and practices are socially constructed.

Gender Equality: The result of the absence of discrimination on the basis of a person’s sex in opportunities and the equal allocation of resources or benefits or in access to services.

Gender Equity: Entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different
needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

**Gender Mainstreaming:** The process of ensuring that women and men have equal access to and control over resources, development benefits and decision-making, at all stages of development process, projects, programs or policy.

**Gender Needs:** Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

**Gender Planning:** The process of planning programs, projects and activities that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector.

**Gender Sensitivity:** Capacity to identify socially determined gender differences, issues and inequalities that affect women and men differently and incorporate these into strategies and actions.

**Resources:** Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time—a critical but often scarce resource.

**Sex Disaggregated Data:** Separation of all data by sex in order to measure the different impacts between men and women.

**Socialization:** It is a continuous and life long process of informal learning which imparts certain values, attitudes perpetuated by institutions (family, community, State…). Often the socialization process is subtle and the only time we realize its working is when we go against the prescribed norms.
Women Empowerment: A process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and inequalities between men and women and building their capacity to challenge it. Empowerment is being about the ability to make choices, but it must also involve being able to shape choices. What is seen as empowering in one context may not be in another.

SECTION 2 – DISCUSSING THE CIRCUMSTANCES OF WOMEN AND AGRICULTURAL WORKERS

This section is designed to provide practical advice to PAR trainers. The first part of this section contains advice to create an environment that will make it easier for women to participate in the PAR. Following is a series of exercises to conduct at the beginning of the PAR which will allow trainers to foster discussions between participants regarding the specific needs and constraints of women and agricultural labourers in the context of the PAR.

The exercises are presented as follows:

- Title of the exercise
- Objectives
- Time required to carry out the exercise
- Materials
- Procedure
- Wrap up (where appropriate)
- Notes for the trainer or main trainer (where appropriate)

As they are short exercises, they can be executed at the beginning or at the end of PAR sessions. They can also be used in trainings of trainers.
I. ENSURING A GENDER-SENSITIVE ENVIRONMENT THROUGHOUT THE PARTICIPATORY ACTION RESEARCH

Adapted from the Guidelines for Gender Sensitive Training (2009) of the International Centre for Integrated Mountain Development.

Gender sensitive training aims to ensure the equitable participation of women and men during the training process by:

- Developing training programmes that answer both women’s and men’s interests,
- Ensuring that there is a representative number of women among the participants from the beginning of a training until the end of it,
- Using methods that increase the active participation of both women and men, and that address different learning capacities,
- Ensuring a learning environment suitable for both women and men,
- Adopting attitudes and behaviours that value differential experiences and perspectives
- Ensuring listening and respect for each other’s experiences and views
- Facilitating good communication practices in which misunderstandings, insults, blaming, and demands are recognised and resolved, and participants are brought back to facts, views, values, and requests.

a) Gender sensitive training programme and content

A gender-sensitive programme begins with the formulation of aims and objectives that address participants’ needs and expectations. To achieve this, the information you will have gathered in the previous stage will be particularly important. It may also be useful to consult the potential participants, both women and men, and look at their background and fields of interest. For example, men might be more interested in issues related to irrigation management of cereal crops, whereas women could be more interested in irrigation of vegetable crops grown around the homestead. This is generally based on the activities that are generally assigned to men and women in the community. In that case, it would important to adapt the content of your exercises and the time you spend on each issue based on the
needs and aspirations of the participants. The content can also be made gender sensitive by giving explicit examples from both women’s and men’s experiences and by highlighting the differences and similarities, and their implications for the sector of intervention.

b) Gender sensitive trainer

Based on the information gathered in the preparation process, you should be generally aware of the gender dimensions of agriculture in the community. How women and men may differently use natural resources; how they have different access to technologies; their roles in livelihoods... These factors should not be considered as ‘side’ problems, and even less as ‘women’s issues’; these factors directly affect the impacts of the PAR and its relevance.

The key role of a trainer is to facilitate the training process; this is very different to teaching, directing, or ordering. A good trainer should undertake the following to make the training gender sensitive:

- Know and raise some gender dimensions related to agriculture production and the community, and recognise and integrate gender aspects put forward by the participants;
- Adapt the training or workshop format and schedule to optimise the meaningful participation of women;
- Ensure that both women and men express their true opinion, and listen to and respect each other’s experiences and views;
- Create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with diverging views.

c) Gender sensitive training environment

In developing countries, women account for almost half of the agricultural labour force in developing countries on average but only receive about 5% of agriculture training and advisory services. Even in trainings where women are the majority, they might be under-represented compared with their proportion within the social group that participates in the training. This can be prevented by a series of measures that will limit the barriers to women’s participation. Some of these measures relate to how the training is run after the arrival of the participants, but many need to be devised and communicated before the training to
ensure that a fair number of women attend. Some logistical aspects of training that can encourage or considerably limit the participation of women are listed below. Here, again, it is important to remember the constraints women may face, notably combining their household and work responsibilities.

- Defining an appropriate schedule is crucial for the active participation of the participants, especially for women. It is important to be aware that extending an afternoon session beyond the time scheduled can eventually have consequences for women who have familial responsibilities. Some flexibility may be necessary in the morning (starting later) for women to be able to go along with their busy morning schedules.

- The duration of the training should be taken into consideration. It may be difficult for a mother to stay away from her home for a full day or evening session.

- It can be relevant to ensure and communicate that at least two women will participate. Knowing that she will not be alone can be decisive in the decision of a woman to participate (and even in obtaining her husband’s agreement).

- The venue should be easily accessible to both women and men. Safe and proper transportation to and from the training venue is a factor that can encourage the participation of women. Likewise, if they have to walk for a long distance to access the location, it is important to get information about their confidence in walking that road at the hours necessary for their participation in the training.

- The venue should also be adapted to health and childcare issues into account. Private latrines should be available for women and it can be useful to organise a temporary care centre for women with young children, or to pay the travel and accommodation costs for infants and an accompanying person to take care of the children.
d) Gender sensitive training methods

There are many factors that encourage or inhibit people’s participation such as language, experience related to the topic, and experience speaking in public, but also power relations related to people’s social and economic position and their hierarchic position in their profession. Age and gender are also among the factors that may affect a person’s capacity to be at ease speaking publicly. However, it is not always possible to select a homogeneous group of participants. Therefore, the trainers’ role is not only to provide technical knowledge, but also to create an environment conducive to discussion, sharing of experiences, and questions. To encourage women’s active involvement in the training, you may wish to select some topics on which women have more experience or knowledge. You may also directly ask some women participants to share their experience with the group by highlighting their findings – this is a way to value their experience. Using participatory methods such small group work encourages more people to be involved. Besides the content of the training, the training methods and tools are just as important in enhancing people’s participation and, thus, their capacity to retain the learning.

- You should pay attention to the composition and use of small groups. Depending on the issue at stake and the PAR dynamics, women may feel more comfortable to share their point of view among other women. Separating men and women can also contribute to finding out the different perspectives of women and men and to reveal the complementarities between the different visions. In other instances, mixed groups could be an opportunity for participants to discuss and learn about the differential perspectives that women and men may have on a particular issue. You will have a role to play in analysing these dynamics and ensuring that group composition can enhance the confidence of women participants;

- When requested to record and report small group work conclusions, it is not uncommon for men to ask a woman in their group to do so, not because they want to promote her (even if they justify their decision for that reason), but because men do not enjoy this task. Likewise, if you feel that there is a tendency to make women work more on taking notes and reporting during the PAR, you may want to balance the situation by asking men to take on that role more often;
• Requesting the participants to make a small presentation of their experience during the workshop could contribute to increasing women’s participation; if only some participants can make a presentation due to time constraints, make sure there is an equal number of women and men among the speakers;

• Men are usually more at ease in speaking publicly and may be more likely to answer questions and sometimes to monopolise discussions. When asking the participants what their opinion or experience is, you may find it useful to alternate between men and women for the answers. You can also encourage some participants to answer questions by asking them directly or making statements like “I would particularly like to hear from those who have not spoken yet”.

These are suggested actions that could help you address some of the imbalances that you may observe during the PAR. There may be other forms of imbalances that are not addressed in this training guide. To make sure that you can respond to this variety of imbalances, you can think of this guide as a support to wear “gender glasses”. Your “gender glasses” will allow you to look at situations and people relations during PAR sessions, identify the underlying gender imbalances and take actions to address them.
II. EXERCISE 1 – DISCUSSING WOMEN’S AND MEN’S CHARACTERISTICS

Objectives:

- Discuss and analyze statements about roles and characteristics of women and men in relation to their participation in PAR
- Discuss certain qualities and capabilities women have like men which make them equally good field school and follow-up participants
- Discuss different constraints that women and men face in relation to agriculture

Material: Board, Paper-sheets, Post-its, Markers, Tape

Time: 30 minutes

Procedure:

When you introduce this exercise

- Use information presented in section 2 of this guide
- Ask some questions such as: 'who talks more, women or men' or 'who knows more, women or men'...

At two places in the meeting room, stick up on the wall the “AGREE FACE” and “DISAGREE FACE”.

Divide the participants into small groups of 5-7 persons. Read each of the statements given below, one at the time. After every statement the groups discuss it for two minutes and the representative of the group moves to the appropriate position according to the group’s decision: AGREE or DISAGREE

Statements examples:

- Women take better decisions regarding agriculture inputs (fertilizers, pesticides, crop selection…) than men
- Men participate more in the discussions in the Participatory Action Research
- Women are more detailed and careful than men when participating in a field school
- Men have easier access to credit than women
- Women have less time to participate in Participatory Action Research than men
You can use your own statements if you consider them more relevant for the context.

Discussions:

For each statement, request the representatives of the groups to explain why their group chose that position. Then ask them the following questions:

- Can women understand equally well field school topics? Is being more careful and detailed useful when participating in a field school?
- Are women still underrepresented in the field schools compared to their participation in agriculture? If so, why? Are men still more confident to talk in the field school? If so, why?
- What can be done to improve the situation? How can we get more women to attend field schools? How can we make sure that women don't feel shy and timid in the field school?

Optional

You can proceed with the following addition to this exercise. This will take 20 minutes more. This addition will focus on the criteria for the selection of field school candidates. It is recommended to carry it out when in a village the participation of women is still low, even after more than two seasons of farmer or when the women continue to be very shy in the school and the men continue to be dominant or by making jokes determine the atmosphere in the school. Ask the participants what they think should be criteria for field school participation. Make a list of their ideas, not in detail, but use keywords. Make a table with 4 columns. List the criteria in the first column. The following table can be used to organize the opinions from the participants and the discussion based on their opinions.

<table>
<thead>
<tr>
<th>Criteria for PAR participation (stereotypes)</th>
<th>Opportunity for women to participate</th>
<th>Rationale for PAR participation</th>
<th>Opportunity for women to participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: be educated to be able to understand and take notes...</td>
<td>low</td>
<td>Example: have field experience</td>
<td>high</td>
</tr>
</tbody>
</table>

After you finish making the first column, ask the participants if the criteria they identified will make it easy of difficult for women to be selected or to participate in the field school. Why or why not? List in the
second column whether based on the criteria listed the opportunity for women to be selected is high, medium or low. After you finish the second column, ask the participants what should be the rationale for field school participation that is what should be a real requirement for field school participation as opposed to a stereotype assumption. List them in the third column.

Note: request the participants to take into consideration the exercise they just carried out. After finishing the third column, ask the participants if the rationale, the real requirement for field school participation would make it easier or more difficult for women to be selected or to participate in a field school. In the fourth column list the probability or opportunity for women to participate.

Do you think that stereotype selection criteria make it more difficult for women to be selected for IPM training? If you reformulate the criteria, would it be easier for women to be selected? Do you think that reformulating the criteria and using those for selection will result in getting capable participants in the Field School? What kind of criteria would you choose to use when you discuss with village leaders on the selection of participants for a PAR? Why?
III.  EXERCISE 2 – GENDER DIVISION OF LABOUR IN AGRICULTURE

In the previous exercise participants have worked on a general picture of the division of time between women and men in their village. In the following exercise they will elaborate in more detail the work which has to be done to grow rice (or other crop or IPM related activity)

Objectives:

- Get information on the roles and responsibilities of women and men in rice (or other crop) growing or other PAR related follow-up activity
- Discuss the potentials of women to participate in a Participatory Action Research or follow-up activity
- Discuss possible constraints on the participation of women in a field school or follow-up activity and solutions for those constraints

Materials: Board, Paper-sheets, Markers in two different colours, tape

Time: 30 minutes

Procedure: same as in the previous exercise, using the following table:

Gender division of labour in growing… (fill out the crop or the follow-up activity)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Women</th>
<th>Men</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seedbed preparation</td>
<td>100</td>
<td>0</td>
<td>-100</td>
</tr>
<tr>
<td>Transplanting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soil preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussions:

Compare the results of the groups, discuss the similarities and differences in their findings.

- Who works more in growing... (fill out crop) or....(fill out activity), women or men?
- What can we conclude from this exercise with respect to the participation of women in a Participatory Action Research or in a follow-up activity?
- Is it important for women to participate in the field school or the follow-up activity? Why
- Are there constraints on their participation? What kind? How can we as farmers and trainers solve those constraints?
- For planning of the follow-up activities: Do women and men have different needs for follow-up? What do women want to carry out for the follow up, what do men want to do in a follow-up? If they want to carry out the same activity, what do women find important and what do men find important? What do women know about the activity, what do men know about the activity?

Background for the trainer

The gender division of labour tables help in classifying the daily roles and responsibilities of women and men:

Women often work continuously. They are responsible for agricultural, household and commune activities. In many cases men have more free time as they have less responsibility for the household activities. Women and men may perform the roles in different ways. For example men often make decisions at the village or commune level while women often do the work. On the other hand, often women manage the household economy. Women usually do the majority of the household work and the commune work which deals with maintaining and strengthening the social cohesion of the commune. Men usually attend village or commune meetings where village or commune politics are discussed.
How does this affect planning for a Participatory Action Research or follow-up activity? The roles performed by women are always interconnected. When women participate in a PAR, it will also affect other responsibilities. Women who attend the PAR one morning every week have less time for other agricultural and domestic responsibilities. Often this time constraint is mentioned by trainers as an obstacle for women’s participation in IPM: “Women are already busy, they do not have time to learn about IPM, that's why it is better that her husband participates”. The following quotation from a report on ‘Women and Integrated Pest Management in Vietnam' shows that time constraint of women can be overcome if she gets practical and moral support from her family members and her husband:

"Most of the farmers who consider their attendance in the IPM training course favourably, emphasized the fact that they were given support by other members of their families. For the men this support is mainly moral support. The members of the family may "jolly" ask them about the course, showing their concern with the course, etc.... For women, the most important support from their families is revealed in specific attitudes and behaviour, either moral or practical, of other family members. Especially the attitudes and the support from the husband are very significant for the participation of the woman in the training course."

A discussion with female trainees in Thang Binh revealed the following:

"Whether females can attend this kind of training depends on the attitudes of the husband. I am lucky, because my husband understands me and my desire for "improvements. Going out in the evening is also difficult for a woman if the husband does not agree. I had to find some way to explain to my husband not to be worried, otherwise he would think I am going to smile at others. When I go to the course, my mother and sister help me in the household work, otherwise I cannot go all the time".

In contrast to the attendance of men in training courses, which is mainly the result of a personal decision, the participation of women in these courses are somewhat dependent on a collective decision of the whole family. While attending a course a woman has to spend more time on convincing other members of her family of the usefulness of her participation, encouraging them to understand her and gaining their moral and practical support.
IV. EXERCISE 3 – AGRICULTURE WORKERS EMPLOYMENT

Objectives:

• Discuss the complementarities between farmers and agriculture workers
• Identify the potential changes that SAI will have on agriculture workers employment

Materials: Board, Paper-sheets, Markers, tape

Time: 30 minutes

Procedure:

Prepare your own introduction based on the data collected during the preparation of the PAR on the income generated by agricultural work for different households in the community, in particular the households whose budget depends a lot on this outcome.

Make this introduction, present the table below and ask the participants to work in small groups. They will discuss the elements that farmers need to take into account when they hire an agricultural worker and the elements that agricultural workers need to take into account when working on a farm.

<table>
<thead>
<tr>
<th>Type of agricultural task</th>
<th>When/why do farmers need to hire agricultural workers</th>
<th>Elements farmers take into account regarding the agricultural worker</th>
<th>Elements agriculture workers take into account</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example: seedbed preparation, transplanting...)</td>
<td>(example: time constraints, lack of experience for that task...)</td>
<td>(example: skills of the worker, availability...)</td>
<td>(example: salary, distance from home...)</td>
</tr>
</tbody>
</table>

Discussions:

After the groups finish presenting, ask the participants:

• If the elements they identified in the second column will make it easy to find agriculture labourers that meet all these criteria. Why or why not?
• Which tasks will require more agriculture work due to the change of production methods implied by the PAR? Which ones will require less work?
• What are the new skills that will be needed from agricultural workers?
• What could be the positive and negative impacts for farmers? And for agricultural workers?
• What can be done to improve the situation?
SECTION 3 - DEFINING A PARTICIPATORY ACTIVITY PLAN

This section is for PAR trainers. It contains a series of sessions to be conducted at the end of the first PAR cycle. These sessions will allow trainers to bring PAR participants to adopt a Participatory Activity Plan for the following PAR cycles.

After going through the exercises presented in Section 2, the PAR participants will have a general awareness of the different social and economic circumstances of the other members of the group. Through discussions during the exercises and outside, they will have recognized that women face specific constraints and the agricultural workers will face both opportunities and challenges due to the changes in method and amount of work required in agriculture.

The Participatory Activity Plan is an integral element of the trainer's overall activity plan which is developed for the following PAR cycles. It should help empowering women and agricultural labourer participants, and mitigating potential negative impacts that might have been identified by the trainer and the PAR participants during the previous exercises. The Participatory Activity Plan may include some activities that will be conducted by the local administration or local organizations which have more capacity and resources to carry out these activities. Indeed, it is necessary to integrate the PAR within the portfolio of other livelihood programmes in the community, rather than isolate it. You will thus meet in advance with members of local authorities, administration or organizations that are working with women and supporting the vulnerable households and members of community to get new skills to be able to work in agriculture or in other sectors.

To make sure that all participants have their say in preparing this Participatory Activities Plan, you will organize four sessions:

- A session with women only in order to provide a space and time when women can voice their concerns in confidence.
- A session with men only to bring them to reflect on potential solutions to gender inequalities.
- A session with agricultural labourers only to get their views about the opportunities that they can harness from the PAR and the other options that might support them.
- A session with all the PAR participants to agree on the Participatory Activity Plan.
I. SESSIONS 1 & 2: IDENTIFYING ACTIVITIES TO ADDRESS WOMEN’S NEEDS AND CONSTRAINTS

Objectives:

- Discuss the activities that would improve women’s participation in the PAR,
- Discuss the activities that would improve the living conditions of women participants and address some of the inequalities between men and women,
- Identify the local organizations and programmes that could provide support or carry out the activities that women are interested in.

Preparation:

The only difference between the 2 sessions is that one will take place with women only and the other one with men only. These sessions can be organized before or after a normal PAR session if the target participants are available to do so. It is important that you take enough time before the sessions to explain to the participants the importance of participating in that meeting. In particular, explain to men that activities will involve men and will benefit them.

If possible, prepare these 2 sessions with a woman from local administration or a local organization that work with women in the community and invite her to participate in the meetings. Participation of a person of the same sex that has a good knowledge of the issues faced by women in the neighbourhood can help women voice their concerns in confidence. During the session with men, her experience can be a good support to address the issues raised by men.

Read once again the background information that you had prepared before the beginning of the PAR (Section 1 of this Guide, Participatory Rural Appraisal, Baseline questionnaires...). Read your notes from the previous exercises on gender issues. Based on these elements, prepare a list of activities that could be relevant to include in the PAR and post-PAR and other activities that can be carried out by other local actors.
For example:

- Additional training for women on other aspects of the agricultural value chain (organic fertilizer production, machine hire, rice milling, marketing or commercialization) especially high-income-generating activities usually reserved to men, either individually, collectively or cooperatively,
- Organizing follow-up sessions with role-plays and conflict-resolution exercises on the issues highlighted during the previous exercises (time spent by women working in the household, control over household important assets...) to be chaired alternatively by women and men participants: this would help participants to reflect on their individual approach and behaviours and to discuss solutions for change,
- Additional training for women to increase their capacity to speak and take leadership roles in public groups within the community,
- Include elements on household budget in the book-keeping activities: the PAR will include book-keeping on crop growing. PAR participants could also record information about their household budget dedicated to agriculture production (money spent on tools, seeds, land, hired labour; money earned when selling crops...) and to the rest of their budget (money spent on education and health of the children, money earned from other activities...),
- Work with or organize women participants in saving groups: savings groups have multiple purposes, which include providing a regular opportunity for women to meet and share their own issues of interest or concern once the formalities of the savings group are finished. The concept and processes involved in the savings groups involve minimal training as they are designed to accommodate women with low levels of formal education,
- Ensuring that the PAR public activities (field days, radio or newspaper interviews, workshops...) promote women participants or activities in which both men and women played a balanced and fair role,
- Organizing meetings with other PAR participants in the district or province to discuss about the activities carried out by men and women to address gender inequalities,
To determine these activities can be included in the PAR or if they can be carried out as complementary activities outside the PAR, you first need to evaluate your capacity to coordinate them and the capacity of local administration or local organizations to help you to coordinate these activities or coordinate them instead of you. For example, you can consider coordinating activities that require less time and specific skills such as organizing meetings between different PAR participants in the province or ensuring that women have a balanced role in field days. By contrast, you may require the support of a local organization or local administration services that have experience in supporting women saving groups or in training women on off-farm income-generating activities.

**Time:** 30 minutes for each session

**Materials:** Board, Paper-sheets, Markers, tape

**Procedure for each session:**

Make your own introduction based on the information you have prepared, reminding participants about the discussions that took place during and after the exercises on gender. Divide participants in small groups and ask them to discuss for 5 minutes about the following question:

- In the community, what are the inequalities between men and women?

During the presentation by each group, note the list of inequalities in the following table. After all have been presented, ask them to indicate the level of importance of this problem and write it on the right part of the table (H = High, M= Medium, L= Low).

<table>
<thead>
<tr>
<th>Inequalities</th>
<th>Level of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Divide participants in small groups and ask them to discuss for 15 minutes about the following question:

- Within the PAR, what new activities and actions could address these inequalities and improve women’s participation? How would they be organized?
- In addition to the PAR, what trainings and activities would improve the living conditions of women participants and address some of the inequalities between men and women? How would they be organized?

During the presentation by each group, note the propositions of activities they make in the table. Some activities can address different types of inequalities.

<table>
<thead>
<tr>
<th>Inequalities</th>
<th>Level of importance</th>
<th>Activities</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

After they have been presented, ask the woman from local administration or organization you have invited to comment on these propositions or make your own comments (would they be useful? would it be possible to get support to carry them out? ...). Then present the other activities that you had thought about during your preparation and ask participants to comment on them.

Ask participants to indicate the impact that this activity could have to address the inequalities mentioned during the first discussion and write it on the right part of the table (H = High, M= Medium, L= Low).

When it is over, ask participants to designate one of them to present this table during the final session where all participants will agree on the Participatory Activity Plan.
II. SESSION 3: ADDRESSING CHALLENGES AND OPPORTUNITIES FOR AGRICULTURAL LABOURERS

Objectives:

- Discuss the opportunities and constraints of participation in the PAR for agricultural labourers, in particular in terms of income,
- Discuss the activities that would ensure that they can generate more income or produce more food.

Preparation:

This session can be organized before or after a normal PAR session, depending on the availability of agricultural labourers, who will be the only participants.

If possible, prepare this session with a person from local administration or a local organization that works on creating opportunities for income for vulnerable households in the community.

Read once again the background information that you had prepared before the beginning of the PAR (Section 1 of this Guide, Participatory Rural Appraisal, Baseline questionnaires...) and your notes from the previous exercises on agricultural labourers. Based on these elements, prepare a list of activities that could complement the PAR training for agricultural labourers to be able to ensure sufficient sources of income or produce their own food. For example:

- Training agricultural workers on other aspects of the agricultural value chain (organic fertilizer production, machine hire, rice milling, marketing or commercialization),
- Training them on skills useful in non-farm employments available within the community,
- Work with or organize a savings group: this could help agricultural workers to gather enough money to invest in producing food on their own land, to rent or buy land, to invest in other income-generating activities (small business...). This can also foster solidarity and strengthen claim-making and negotiation capacities of participants.
As for the previous session, you will determine if these activities can be included in the PAR or if they can be carried out as complementary activities outside the PAR, you first need to evaluate your capacity to coordinate them and the capacity of local administration or local organizations to help you to coordinate these activities or coordinate them instead of you. Local organizations or local administration services that have experience in supporting saving groups or training landless and poor household on agriculture value-chain or off-farm income-generating activities.

**Time:** 30 minutes

**Materials:** Board, Paper-Sheets, Markers, tape

**Procedure:**

Make your own introduction based on the information you have prepared, reminding participants about the discussions that took place during and after the exercises on agricultural workers. Divide participants in small groups and ask them to discuss for 10 minutes about the following questions:

- What are the resources or income-generating activities that allow agricultural labourers in the community to grow food or get a salary?
- What assets (money, tools, vehicle...) and skills are necessary to carry out these activities?
- Do they provide a good revenue or amount of food compared to the capital and time engaged?

During the presentation by each group, note the list of resource or income-generating activity and necessary assets and skills in the following table and indicate the amount of food or revenue they provide (H = High, M= Medium, L= Low).

<table>
<thead>
<tr>
<th>Resource or income-generating activity</th>
<th>Necessary assets</th>
<th>Necessary skills</th>
<th>Amount of food or revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: growing food on rented land, working in a nearby factory, selling groceries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After you have filled the table, ask the participants the following questions:

- Can agricultural labourers use the methods from the PAR to grow crop themselves on land they own or rent? What assets would they need?
- What skills other than the ones learned through the PAR would they be interested in learning in order to get money from other activities?

After this discussion, ask the person from local administration or organization you have invited to comment on these questions or make your own comments (would it be possible to support participants in acquiring the assets or the skills necessary? Is there a sufficient market demand for such income-generating activities?). Then present the other activities that you had thought about during your preparation and ask participants to comment on them, ranking them in the following table:

<table>
<thead>
<tr>
<th>Activity/training</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: High, medium, low</td>
</tr>
</tbody>
</table>

When it is over, ask participants to designate one of them to present this table during the final session where all participants will agree on the Participatory Activity Plan.
III. SESSION 4: ADOPTING THE PARTICIPATORY ACTIVITY PLAN

Objectives:

• Discuss the changes of payment of agriculture workers for each agriculture activity in order to ensure that farmers and agricultural labourers come to an agreement that satisfies their needs,

• Adopt a plan of activities to address the needs and constraints of women and agricultural labourers.

Preparation:

During the previous sessions, participants will have identified a series of activities and trainings that they believe would have positive impacts on women and agricultural labourers. To prepare this session, you will evaluate the feasibility to include these activities in the PAR programme of activities, depending on the time available and your capacity to facilitate these activities, including with support from other local actors. You will also contact these actors to know if they could work with you to implement this plan and carry some of the activities on their own.

Time: 45 minutes

Materials: Board, Paper-Sheets, Post-its, Markers, Tape

Procedure:

Make your own introduction based on the information you have prepared, reminding participants about the discussions that took place during and after the exercises on agricultural workers. Explain that you would first like to bring participants to identify the impacts on the agricultural workers revenues.

Divide participants in small groups and ask them to discuss for 5 minutes about the following questions:

- After the PAR, what agricultural tasks will require more work from agricultural labourers and what activities will require less?

- What activities will require more skills from agricultural labourers and what activities will require less?
During the presentation by each group, note the list of activities in the following table and a “+” or a “-” if there is more or less work or skills needed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Amount of hired labour</th>
<th>Skills of hired labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: seedbed preparation, transplantation...</td>
<td>“+” or “-” days of work</td>
<td>“+” or “-” skills necessary</td>
</tr>
</tbody>
</table>

After the presentation by each group, add an additional column to your table and ask participants to say if the money that each agricultural worker will earn for this activity during the season will be more important or less important.

<table>
<thead>
<tr>
<th>Task</th>
<th>Amount of hired labour</th>
<th>Skills of hired labour</th>
<th>Wage earned during the growing season from the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>“+” or “-” money</td>
</tr>
</tbody>
</table>

Discussions:

- How can the wage for each task be adapted to the skills needed from the labourers?
- How can farmers and labourers benefit from the changes in agricultural methods?
Part 2. Adopting the Participatory Activity Plan.

Ask the persons that have been designated during the previous sessions to present the activities that their group would like to include in the Participatory Activity Plan. Write each of the activities in the following table and give them information you have prepared before the session regarding the feasibility of each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Which PAR participants would participate</th>
<th>Who would coordinate them</th>
<th>How much time they would require from participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: training women to speak in public, organizing savings groups...</td>
<td>Example: all who want to participate, voluntary women,</td>
<td>Example: you, local organization...</td>
<td>Example: 3 hour per week during 6 weeks...</td>
</tr>
</tbody>
</table>

Divide the participants in groups, making sure that each group includes men, women, farmers and agricultural labourers. Ask each group to discuss for 15 minutes about the following questions:

- Which are the 2 activities that would be more useful to address the inequalities between men and women? Will it be possible for PAR participants to participate in such new activities?
- Which are the 2 activities that would be more useful for agricultural labourers? Will it be possible for PAR participants to participate in such new activities?

Ask the groups to present their conclusions to the rest of the participants. After discussion each group will present their ideas, and you will indicate how these activities can be included into the general PAR programme.

To finish the session, ask participants to choose the activities that each of them is ready to participate in and note their name.
For more information on SRI-LMB

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