



Food and Agriculture Organization  
of the United Nations

# VIETNAM

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## National IPM Programme



*Revision 2011*

## FIELD GUIDE ON GENDER AND IPM

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## Introduction

### PARTICIPATION OF WOMEN IN IPM ACTIVITIES

In 1986, Vietnam started the transition from a centrally planned to a market economy. This has resulted in significant economic as well as social changes in Vietnamese society and an increasing awareness that the neglect of women's role in the economy will constrain economic success. Women comprise 65% of agricultural, 43% of the industrial and 70% of the informal labor force. The contribution of women to the economy has been demonstrated in both urban and rural areas. In urban areas, many women have engaged in small businesses and have become main income earners for their families. In rural areas, where men migrate to towns and cities to find work, women have taken over much of farm production tasks and marketing of produce. To date, despite the change in status and position of women in society and a legal framework supporting women's participation, women still often have less access to credit, tools, labor-saving technologies, technical services and training.

The important role of women in agriculture in Vietnam deserves to be reflected in the planning and implementation of the IPM programme. Women should be able to participate in the training activities that are being organized in all 63 provinces in Vietnam. Their participation should reflect their role and responsibilities in agriculture.

This recently revised (2011) Field Guide on Gender and IPM addresses some of the constraints for women to participate in IPM training, and to formulate an action plan for the IPM programme to better address women's participation in the programme. The objectives of the field guide are:

- increase knowledge and awareness on the roles and responsibilities of women in agriculture;
- create understanding that women can be as capable participants in IPM activities as men;
- improve skills to discuss with village leaders when preparing for a FFS and explaining why women should be represented in FFS reflecting their roles and responsibilities in agriculture in the village where a FFS will be held;
- improve planning skills to include gender issues, and develop plans that include gender, and ways to carry out these plans.

The field guide is divided into four parts:

1. Gender awareness\*;
2. Gender division of labour;
3. Gender communication, facilitation and sensitivity;
4. Gender activity plans.

The first part on awareness on the roles and responsibilities of and the relations between women and men will help trainers and farmers to understand their own ideas and prejudices about these roles, responsibilities and relations.

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\* Some of these exercises are based on the Gender Analysis Kit which was prepared and finalized for use in Vietnam by staff and consultants from CFWS, VWU, UNDP and UNICEF

The second part gives tools to collect gender disaggregated data. These allow trainers and farmers to collect data on the roles and responsibilities of and the relations between women and men in their family and village and how these connect to IPM activities. With these data, trainers and farmers can discuss who should participate in IPM programmes, why and how this can be realized. The results of the data collection exercise and of the discussion that follows the exercise support the trainer in communicating the importance of women's participation in IPM programmes to farmers and village leaders. The tools are equally an instrument to make farmers, trainers and local authorities aware of gender.

The third part on gender communication, facilitation and sensitivity skills will help trainers to improve communication and negotiation skills with village leaders when preparing and organizing a farmer field school and to facilitate the field school session in such a way that women feel at ease to participate without fear of being ignored or ridiculed.

The exercises in the first three parts will support trainers in elaborating and finalizing a gender activity plan. This plan should be part of general plans for IPM activities at village, district and provincial level.

The exercises can be carried out by trainers, farmers and if appropriate village leaders and representatives of the VWU and eventually other mass organizations, as follows:

The sessions on gender awareness, tools to collect gender disaggregated data and gender communication, facilitation and sensitivity skills and the guidelines for the gender activity plan can be included in training of trainers (TOT) courses and in refresher courses for trainers and main trainers. Selected exercises from the gender awareness session can be used by trainers in farmer field school sessions to value women in their role as field school participants and IPM experts.

The gender disaggregated data collection tools session can be used by trainers in farmer field schools and when planning follow-up activities with farmers groups. Village leaders and representatives of local social and mass organizations can be invited to participate in selected gender awareness exercises, and the exercises to collect gender disaggregated data. Information gathered from these exercises can be used by the trainer when preparing for FFS or follow-up activities in a village.

The sessions in which the exercises are presented are built up as follows:

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

# **GENDER AWARENESS**

## **Background**

The gender awareness exercises highlight the roles, responsibilities and relations between women and men in Vietnamese society in general and in agriculture in particular. Carrying out the exercises gives the opportunity to discuss ideas about these roles, responsibilities and relations and about the capabilities of women and men to participate in IPM training.

### **Objectives:**

The objectives of the exercises are:

1. to get insight into ideas about female and male characteristics, roles, responsibilities and relations;
2. to understand how these ideas influence opinions about the potentials of women and men to participate in IPM; and
3. to discuss women's and men's capabilities to participate in IPM training looking from a gender perspective.

There are four exercises on gender awareness. Some can be selected by trainers to conduct in TOTs, Refresher courses, Farmer Field Schools or Planning Activities with farmer groups.

For the TOT or Refresher training, it is recommended to start the gender awareness session with the first exercise about female and male characteristics/stereotypes.

## FEMALE AND MALE CHARACTERISTICS AND STEREOTYPES

### Objectives:

- Describe and analyze female and male characteristics
- Discuss ideas about female and male characteristics that can lead to stereotyping of women and men in our society
- Explain why we value certain female characteristics more than certain male characteristics and certain male characteristics more than female characteristics
- Discuss that women and men have different biological characteristics but can have similar social characteristics. Female and male biological characteristics cannot be (completely) changed, but female and male social characteristics have changed over time and are inter-changeable
- Discuss whether or not women can participate in IPM based on the results of the exercise

### Materials:

Board, chalk or newsprint, markers

### Time:

20 minutes

### Procedure:

When you introduce this exercise

- Use your field experience and information given in the background section and notes for trainers.
- Questions such as: 'how many days in the year is women's day, how many days are men's days' or 'can you name a male leader, can you name a female leader' or 'who talks a lot in this field school, women or men.....', help to get participants into the exercise.

Make a list on the board or big paper of male and female characteristics, as follows:

WOMEN	MEN
- patient	- talk loudly
- sensitive	- strong
- gives birth	- grow mustache
.....	.....

Ask the participants to add more characteristics for women and men, list them in the table. Note: among the characteristics listed there should be at least one relating to the sex characteristics of women and men (for example, getting pregnant, giving birth, breast feeding, growing a mustache or beard.....)

After finishing the list, go through each item under the heading women. Ask if men can also be patient, sensitive...? If so, mark the "yes" answer with "+". Mark the characteristics that are unchangeable (getting pregnant, growing a mustache etc..) with "-". Do it likewise with the men's column. Ask if women could talk loudly, be strong....Continue to mark "+" for the "yes" answer until finished.

## **Discussions:**

- What female and male characteristics can not be changed? Which characteristics can both males and females have?
- How would you react if a woman talks loudly and is stronger than a man? How would you react if a man does not talk loudly and is not as strong, but patient and sensitive ?
- Are women always patient, sensitive etc.? Do men always talk loudly, are strong etc...? Why or why not?
- Based on all the female and male characteristics identified, which ones are important for field school participation? Why? Can both women and men have these characteristics?
- Do you think that women are capable of participating in FFSs and follow-up activities? Are women still underrepresented in FFS and follow-up activities? If so, why? If women are participating in FFS, do they feel shy to give their opinion? If so, why?



## **AGREE OR DISAGREE: STATEMENTS ON 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 IPM
- Discuss certain qualities and capabilities women have like men which make them equally good field school and follow-up participants

**Material:** Board, Chalk, Newsprint, Markers, Tape

**Time:** 20 minutes

### **Procedure:**

When you introduce this exercise

- Use information from the background section 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\*:

Women are shy

Men are decisive

Men understand topics of farmer field school better than women

Women are more detailed and careful than men when participating in a farmer field school

\*Two statements are taken from the first exercise which was presented in various sessions with IPM trainers and farmers and two statements are taken from the CFWS report on Women and IPM. You can use your own statements if you consider them more appropriate for the group you are working with.

## Discussions:

For each statement, request the representative of the group to explain why their group chose that position.

- Can women be decisive? Can men be shy? 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? If so, why? Are women still shy and timid 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.

Criteria for FFS participation (stereotypes)	Opportunity for women to participate	Rationale for FFS participation	Opportunity for women to participate
Example: be educated to be able to understand and take notes.....	low	be a farmer and have field experience	high

After you finish making the first column, ask the participants if the criteria they identified will make it easy or 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 FFS? Why?

## WOMEN'S AND MEN'S ROLES IN RICE GROWING FROM GRANDPARENTS TIME TO OUR TIME: THREE GENERATIONS

### Objectives:

- Discuss and analyze the roles and responsibilities of women and men in rice cultivation, fieldwork and decision making, over three generations: grandparents - parents - our generation
- Compare the differences in roles and responsibilities of women and men over time and analyze what has changed
- Discuss who should participate in IPM, based on her/his role in rice growing, not only in the field, but also in decision making about rice cultivation and based on her/his knowledge about rice cultivation

**Materials:** Board, Chalk, Newsprint, Markers, Tape

**Time:** 30 Minutes

### Procedure:

When introducing this exercise:

- Use the information of the background section of this guide.
- Ask some questions such as: 'how long has rice been cultivated in your village' or 'who worked in the rice field some fifty years ago and some 25 years ago, women or men....'

Divide the participants in small groups of 5-7 persons. Ask the groups to discuss the roles and responsibilities in rice growing of their grandmothers - mothers - and themselves, and their grandfathers - fathers- and themselves. Both the work in the field and decision making in rice cultivation, e.g. who decided/decides on which variety to grow, on when to transplant and harvest, on the use of fertilizer or pesticide etc., are to be discussed. Use the following questions for the discussion:

- What was the work of your grandmother and grandfather in growing rice? What did they do in the field and who decided about rice cultivation?
- What was the work of your mother and father in growing rice? What did they do in the field and who decided about rice cultivation?
- What is your work as women and men in growing rice? What do you do in the field and who decides about rice cultivation?

The groups will summarize their ideas on a big piece of paper. They can use the following table:

Generations Women	Work in the field	Decision making	Generations Men	Work in the field	Decision making
Ba- Grandmother			Ong- Grandfather		
Me-Mother			Bo-Father		
Con- Farmer			Con-Farmer		

Each group will present their ideas to the whole group.

**Discussions:**

- What are the major changes in rice cultivation from the time of our grandparents to the present? What has changed for women, what has changed for men in their work in the field and in what they decide about rice cultivation?
- What have been the results of these changes for the relations between women and men?
- When we look at the roles of women and men in growing rice from our grandparents' time to the present, is it important for women to participate in IPM? Is it important for IPM to consider the field experience and knowledge of women?

## WOMEN'S AND MEN'S ROLES AND RESPONSIBILITIES IN EDUCATING CHILDREN IN IPM

### Objectives:

- Discuss and analyze the roles and responsibilities of mothers (and other female household or family members) and fathers (and other male household or family members) in educating their children in IPM
- Discuss how IPM knowledge is carried over to the future generation

**Materials:** Board, Newsprint, Markers, Tape

**Time:** 30 Minutes

### Procedure:

When introducing this exercise:

- Use the information of the background section of this guide.
- Ask questions such as: "Who tells the children about growing rice, women or men?", 'How do you tell your children about IPM...singing songs, lullabies...?'

Divide the participants into small groups. Each group will discuss the following questions:

- What do you as a mother (sister, cousin, grandmother...) teach the children to become rice farmers?
- What do you as a father (brother, cousin, grandfather...) teach the children to become rice farmers?
- How do you as a mother (sister, cousin, grandmother) teach the children to become rice farmers?
- How do you as a father (brother, cousin, grandfather) teach the children to become rice farmers?

Each group will summarize their ideas on a big piece of paper. They can use the following table:

Mother and/or other females in the family		Father and/or other males in the family	
What do I teach the children	How do I teach the children	What do I teach the children	How do I teach the children
Example:		Example:	
Rice seed selection	They sit by me and see what I am doing and do what I do.....	Preparing the soil	They walk with me while I walk with the buffalo in the field.....

Each group will present their ideas to the whole group.

**Discussions:**

- Is the role of women in educating the children in rice growing important? Is the role of men in educating children in rice growing important? Is it important for women to participate in IPM training? Why?
- Will it be important for children to learn about IPM? Who will teach them?

## **BACKGROUND NOTES FOR THE TRAINERS**

### **Sex and Gender**

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. It is what we call sex. Female and male sex characteristics refer to our biological characteristics: women can get pregnant, men can grow a beard or mustache, 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.



**GENDER DIVISION OF LABOUR**

**OR**

**THE ROLES AND  
RESPONSIBILITIES  
OF WOMEN AND MEN  
IN HOUSEHOLD - AGRICULTURE –  
COMMUNE**

## **Background**

In this part, two exercises are presented which can be used as simple tools to gather data on the gender division of labour, or the work of women and men in agriculture, household and commune in general and in rice (or other crop) growing in particular. The results of these activity profile tables allow for an analysis of gender roles and relations, and for a discussion on whether women should participate in IPM and the potentials of and the constraints on their participation.

Carrying out this exercise in field schools will give the trainer concrete data on the division of labour in various villages in the district where she works. These data can be used for discussions with village leaders when preparing for future farmer field schools. They will give information on the importance for participation of women in the field school.

Farmer groups that plan follow-up activities can carry out the exercise in combination with other planning tools in order to better decide who should participate in the activities, why and how this participation can be realized. Also, the exercise offers an opportunity to discuss the different needs women and men can have for follow-up activities and the content of those activities.

## **GENDER DIVISION OF LABOUR IN AGRICULTURE, HOUSEHOLD AND COMMUNE**

### **Objectives:**

- Get information on the roles and responsibilities of women and men in agricultural, household and commune activities
- Discuss the potentials of women to participate in a farmer field school 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, Newsprint, Markers in two different colours, tape

### **Time:**

5 - 10 Minutes for the Introduction

15 Minutes for the table

### **Procedure:**

There are two ways of presenting the exercise to the participants. The first one starts with a poem and can be used in a farmer field school as a more playful introduction to the exercise. The second one is a more straightforward introduction to the exercise.

#### *First option to present exercise:*

Present the following poem to the participants. Write the poem on newsprint before the session so it can be readily presented to the participants.

((

Wake up!, Wake up!, 'Bo cu', it is already light  
It's already Saturday. Don't you remember?  
It's Saturday, isn't it?, You, 'Me no', are going to the field school, aren't you?  
IPM!, IPM!, Having told by you, I feel a desire to know;  
There are spider lads who spin webs to snare white butterfly ladies  
The ants with the three segmented body swallow BPH still alive  
However, up to now  
I have thought they are from the same gang

Come on, let's move on time  
I will take care of your housework  
You go there and try to learn  
If you are a good student, I will reward you

((

The poem was written by a farmer in Hai Hung province to "Motivate women to participate in the IPM programme".

Ask one of the participants to read the poem.

Discuss what the poem is about. Allow some time for the comments of the participants. The following questions can help the participants to voice their opinions about the poem:

Are there female participants who have the same experience as the 'Me no' in the poem? Can they tell something about it? Are there male participants who have the same experience as the 'Bo cu' in the poem? Can they tell something about it? What does the last line of the poem mean.....What do you think about the poem?

Link the opinion of the participants about the poem with the exercise they are going to carry out by saying that the exercise gives them an opportunity to look at the roles and responsibilities of women, Me no's, and men, Bo cu's, in the village: their work in agriculture, household and commune. During the exercise they will have an opportunity to discuss whether it is important for women to participate in IPM and what can be done for women to be able to participate.

*Second option to present exercise:*

Prepare your own introduction:

- Agricultural data about the role of women and men in agricultural activities in general and rice growing in particular and IPM data on the participation of women and men in the programme.
- Questions such as: Who works more in rice growing, women or men, Who works more in the household, women or men, Who takes decisions about rice growing and the household, women or men.....Allow participants some time to give their opinions.

Link your introduction and the opinions of the participants with the tables which will give the group an opportunity to analyze their work as women and men in agriculture, household and commune and to discuss who should participate in the field school or follow-up activity based on the work done.

Divide the participants into small groups. Present the outline of the first table.

Table 1:

Gender division of labour in agriculture-household-commune

ACTIVITIES	Women 100-----0	Men 0-----100
AGRICULTURE		
HOUSEHOLD		
COMMUNE		

Ask the participants to discuss on the labour division of men and women in agriculture, household and commune. They can still indicate some more detail for each of the categories, but not too much. For each of the category they should fill out the table. The 100-----0-----100 percentage scale indicates the work of women and men in agriculture-household-commune. Use the following rules:

- 100=do all the work
- 0=do no work
- The work input of the women and men together adds up to 100%.
- Use a red marker to shade the activities of the women and a blue marker to shade those of the men.

Each group presents their results.

### **Discussions:**

Compare the tables of the groups; discuss the differences and similarities in their findings:

- Who works more in agriculture, who in the household, who in the commune?
- What about the frequency of the work of women and of men? Is it done every day, every month, does it vary according to the season.....
- Who has to do more work, women or men? If men say that women do more work, but light work and that they do the hard work, what would be your comment? Does the woman's work stop when she is at home, or does she continue until late in the evening? And can men sit and relax? Also, you can comment that women do not have time to go the Bia Hoi or play cards or gamble with their friends, whereas men seemingly have enough time to do so.....
- Are there in the commune differences between households in the work done by women and men? What kind of differences? (see suggestion to elaborate on this question)
- What should we conclude from this exercise with respect to the participation of women in farmer field schools or IPM follow-up activities?
- Is it important for women to participate or is it not important for them to participate? Why?

### **Suggestions:**

The table generates general data on the gender division of labour in the village. However, there are differences between families in the villages with regard to their possibilities to work in agriculture-household-commune. For instance, there are families where men are employed outside the farm for long periods of time and where women farm without adult men to support them. There are also families with a more diversified farming system and where men, for instance work in forestry activities and only marginally support the rice cultivation which is done almost entirely by the women and their children. By adding extra space in the table for 'comments', participants can discuss the differences between families in the village and how these differences determine whether women or men should participate in the field school or follow-up activity:

Table 1: adjusted version to integrate information on differences in gender division of labour between families (the text shown is an example of how this table can be filled out)

Activities	Women 100-----0-----100 Men	Comments
Agriculture  Growing rice	80%////////\20%	In this village many men are doing off-farm activities, they return to help with the harvest; Women, together with children carry out all rice growing activities.....
Household		
Commune  Participation in VWU	100%/////	All women in the village are members of the VWU, the Union is very strong here, the local leaders very active and supportive of female farmers to attend training and extension activities; the village administrative and political leaders value the work and opinions of the VWU members.....

## GENDER DIVISION OF LABOUR IN RICE GROWING

In the previous exercise participants have worked on a general picture of the division of labour 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 IPM related follow-up activity
- Discuss the potentials of women to participate in a farmer field school 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, Newsprint, Markers in two different colours, tape

### Time:

25 minutes for the table

### Procedure:

Follow the same procedure as in the previous exercise, but use the following table to summarize discussions in small groups:

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

ACTIVITIES	Women	Men
	100-----0	0-----100
example		
seedbed preparation		
soil preparation		
etc		

Ask the participants to discuss on the labour division of men and women in rice cultivation (or another crop), listing all the activities in rice cultivation in detail. For each of the activities they should fill out the table. The 100-----0-----100 percentage scale indicates the work of women and men for each activity. Use the following rules:

- 100=do all the work
- 0=do no work
- The work input of the women and men together adds up to 100%.
- Use a red marker to shade the activities of the women and a blue marker to shade those of the men.

Each group presents their results.

## **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 rice or other crop farmer field school 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? If you presented the poem at the previous exercise, what did the 'Bo cu' do to enable the 'Me no' to participate in the field school?
- For planning of the follow-up activity: 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?

## **Suggestions:**

A similar suggestion as for table 1 is given for this table:

The table generates general data on the gender division of labour in the village. However, there are differences between families in the villages with regard to their work in growing a certain crop. For instance, there are families where men are employed outside the farm for long periods of time and where women farm without adult men to support them or families where all the farm activities are entirely by the women and their children because they are widowed, or divorced or are abandoned by their husbands. By adding extra space in the table for 'comments', participants can discuss the differences between families in the village and how these differences equally determine whether women or men should participate in the field school or follow-up activity:

Table 2: adjusted version to integrate information on differences in gender division of labour between families (the text shown is an example of how this table can be filled out):



Activity	Women	Men	Comments
Rice growing	100-----0	-----100	
seed selection etc.. etc..	100%////		
pesticide spraying etc. etc.	70%////\30%		Many women here spray pesticides, because husbands work off-farm; some of the women work as pesticides sprayers for other families to earn money.....

*Note:*

- The tables without the extra column for comments work well with farmer groups. Immediately, they see the division of labour between women and men which guarantees a lively discussion about the roles and responsibilities of women and men and the relations between them in all life spheres: agriculture - household - commune. The more elaborate tables probably are more useful for awareness raising of IPM trainers and for giving them an opportunity to exchange their experiences and ideas about the districts where they work. These tables also can be presented in the field school or when planning a follow-up activity depending on whether or not the trainer thinks it useful for the group.
- It is important that the gender division of labour exercise is carried out for agricultural, household and commune activities and for the specific IPM activity. The results of the two tables have to be compared to be able to observe the potentials of and constraints on the participation of women in IPM. It is possible to combine the data on the specific IPM activity with the data on agricultural, household and commune activities in one table. For example, rice growing in all its detail is shown under agriculture. The risk of integrating the specific activity into the agriculture-household-commune table is that the participants will focus solely on this activity and less on the others, which are equally important for the discussion. Nevertheless, it can be done under the condition that the trainer gives enough time for the participants to discuss and to fill out the whole table.

## BACKGROUND NOTES 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. E.g. 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 farmer field school or follow-up activity?

The roles performed by women are always interconnected. When women participate in an IPM FFS, it will also affect other responsibilities. Women who attend the FFS 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 the CFWS report on 'Women and IPM 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 can not 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.*

# **GENDER COMMUNICATION, FACILITATION AND SENSITIVITY SKILLS**

## Background

In the previous exercises attention was paid to gender awareness, and division of labour between men and women. However, understanding more about roles of men and women, and the importance of women in agriculture and other activities is not enough to increase participation in Field Schools. In the following exercises we will pay attention on how to improve skills to discuss with village leaders when selecting participants for a FFS. We will also pay attention on how to make sure that women are encouraged to be active participants in a FFS. Gender communication, facilitation and sensitivity skills support the trainer when preparing a farmer field school or follow-up activity in discussions with village authorities.

Gender communication, facilitation and sensitivity skills are part of general communication skills:

- A trainer should be able to communicate and negotiate with local authorities the requirements needed for a potentially successful field school. One of those requirements is a fair chance for women to participate in a field school. A trainer may still feel not too comfortable talking about women's participation with the village authorities. This may relate to an earlier experience when the response of the authorities was negative or to a feeling of uncertainty about how to bring up the topic of women's participation anticipating a possible negative response from those authorities.
- In the field school sessions, particularly in a field school with few female participants, a trainer should facilitate the active participation of women. The trainer should create an atmosphere where women feel at ease to share their experiences, ask questions and say what they think without fear of being ridiculed by the male participants.

This session will support trainers in improving their gender communication, facilitation and sensitivity skills through role plays in which trainers perform their own professional role while being observed and analyzed by their colleagues.

The results of this session will be used together with those of the gender awareness and gender division of labour (see Tables) sessions to develop a trainer's gender action plan. This plan links with the general activity plan for future field school or follow-up activities.

Exercises in this part can be carried out in TOTs and Refresher courses for trainers.

## **PREPARING A FARMER FIELD SCHOOL FOCUSING ON COMMUNICATING AND NEGOTIATING PARTICIPATION OF WOMEN WITH VILLAGE LEADERS**

### **Objectives:**

- Find out what constraints exist when discussing with village leaders the participation of women in field schools and how to solve those constraints

**Materials:** Board or Newsprint, markers, tape, other materials to stage the role play such as chairs, table, tea cups etc.....

### **Time:**

10 Minutes for the Introduction and Explanation of the exercise

10 Minutes for preparing the role play

15 Minutes for carrying out the role play

20 Minutes for analyzing the role play and discussion

10 Minutes for wrap up

### **Procedure:**

Explain that the participants will carry out a role play on: preparing a farmer field school and discussing with village leaders about the participation of women in the school.

Ask for ten volunteers. If the group has less than 20 participants ask for eight volunteers.

The volunteers will go with you to another room. The rest of the participants are given points to observe in the role play (see next page).

Explain the volunteers the case they have to perform:

*You arrive at the village where you have a village meeting with the authorities to prepare a farmer field school. You know the area well. Many women are active in rice growing. They transplant the rice, weed the fields, spray pesticides, fertilize the fields, harvest the rice, sell it in the local market and they surely prepare the rice for the family. Some of the women even prepare the soil and irrigate the fields because they are the head of their household and have no male labour available to carry that out for them. You arrive at the Cooperative.....*

Request them to finish the case using the following data:

- Among other things which need to be discussed before the start of the field school, you want to discuss the participation of women in the field school.
- The village authorities are convinced that 'suitable field school' candidates should have 'communication skills' and at least 7 years of formal education.

The group decides how many trainers and how many village leaders will be presented in the play.

While giving the group preparation time to prepare the role play go back to the class room and request the remaining participants to observe the role play using following guidelines:

- What roles are performed
- What arguments do the trainers use
- What arguments do the village leaders use
- How do the trainers support their arguments
- How do the village leaders support their arguments

**Discussions:**

Analyze the role play by going through each of the questions with the participants and note their answers on the board (key points, not too detailed)

After the analysis ask the participants:

- Whether they agree with the arguments of the leaders and with how the leaders support their arguments.
- If they do not agree with the arguments of the leaders or with how the leaders justify their arguments, what they would need to convince them that their arguments are not justified and how they would try to convince them. They now use their own experiences for the discussion.
- List together actions that can be undertaken by trainers to improve the participation of women in the FFS. Discuss what can be done by the trainers themselves.

See background notes as well.

## **FACILITATING A FARMER FIELD SCHOOL FOCUSING ON CREATING A CONSTRUCTIVE ATMOSPHERE FOR WOMEN TO PARTICIPATE ACTIVELY**

### **Objectives:**

- Discuss what difficulties female participants in field schools might have and how to solve those difficulties.

**Materials:** Board or Newsprint, markers, tape, other materials to stage the role play such as chairs, table, tea cups etc.....

### **Time:**

10 Minutes for the Introduction and Explanation of the exercise

10 Minutes for preparing the role play

15 Minutes for carrying out the role play

20 Minutes for analyzing the role play and discussion

10 Minutes for wrap up

Explain that the participants will carry out a role play on: facilitating a farmer field school where the IPM trainers want to create an atmosphere where women feel at ease to participate and do not feel inhibited to ask questions and voice opinions.

Ask for ten new volunteers. If the group has less than 20 participants ask for eight volunteers.

The volunteers will go with you to another room. The rest of the participants are given points to observe during the role play (see next page).

Explain the volunteers the case they have to perform:

*You, IPM trainers, and the field school participants are now in the third week of the field school session. It's going well. The farmers are interested and enthusiastic. There are few women attending the school. They are: two married women who are supported by their husbands and families to attend the field school, one older woman who is a widow and heads a household of five children, one young single woman who lives with her parents and one woman whose husband is absent and heads a household of two children. The women are less dominant than the male participants. Only the widow speaks up quite often and tells the rest of the participants what she experiences and thinks. The two married women often talk to each other and stay together. The young woman is very silent, writes down everything in her notebook, never asks questions and absorbs everything said and explained. You noticed that the woman with the absent husband knows a lot about the rice field but seldom shares her opinion with others. The men are dominant, they talk and comment a lot. Many of them think that they know everything and do not listen to the women's ideas. One of the men participants always makes jokes - sometimes these jokes are already annoying.*

Request them to finish the case using the following data:

- You want to improve the situation by getting the women to be more active in the field school.



- You would like everyone in the group to respect and listen to each other.
- The group decides what field school session will be play acted. Note: it should be one of the regular field school sessions.

While giving the group time to prepare the role play go back to the class room and request the participants to observe the role play using following guidelines:

- What types of female and male participants attend this field school
- How did the trainers/facilitators deal with each type of participant

### Discussions:

Analyze the role play by going through each of the questions with the participants and note their answers on the board. You can use following table to organize the discussion:

Types of female and male participants	How did the trainer deal with each type

After the analysis of the role play ask the participants:

- Are these the female and male types of participants in your field school? Do you want to add another type of female or male participant?
- How would you have dealt with the types of participants based on your own experience?
- What can you do to improve active participation of male and female participants?

You can add to the above table by giving some extra tools, if necessary, for the trainer to improve the facilitation of the field school session:

Types of female and male participants	How did trainer deal with each type of participant	How to deal with each type of participant; extra tools
making jokes all the time (male)	ignore him  others will not accept and will tell him to stop joking (trainer does not have to do much to prevent him from joking)	talk to him after the FFS explaining that sometimes jokes are nice, but that participants do not feel at ease to speak if he jokes all the time  talk with the monitor of the group and ask advice on what to do
shy (woman)	say nice things to the person	encourage her to give her opinion; go to her and address her directly

*Note:*

- The above tools help the trainer in facilitating the regular field school sessions and in creating a favourable atmosphere for women to participate. However, it may be necessary to give some extra attention to the role of women in rice cultivation and IPM so that they feel more confident about their participation in the field school.
- To support the female participants in the field school by showing them their value for the success of IPM, the trainer is strongly advised to carry out one of the gender awareness exercises as shown in the first session of the field guide. Women in field schools where these exercises were carried out were enthusiastic and felt recognized in their capabilities as field school participants. Also, the discussions between female and male participants in the school triggered off by the exercises were lively. Both enjoyed talking about and discussing their capabilities as IPM trainees and the importance of the participation of women for the success of the programme.

## **BACKGROUND NOTES FOR THE TRAINER**

Tools to communicate with village leaders. For a trainer it can be important to:

- Have information to support your arguments. For example, if you want to convince leaders to involve more women in the field school, present data on the division of labour between women and men in rice growing. If you conducted previous field schools you may have data collected by the farmers themselves through the gender division of labour tables which could support your arguments.
- Be able to negotiate your arguments. Negotiating is the process of convincing the village leaders of your arguments. Information at hand to support your arguments helps you to negotiate. Prepare the meeting together as an IPM trainers' team. This will also support you in your discussion with the leaders. Anticipate what the village leaders will use as arguments and how they will justify their arguments, so you, or the two of you, will be better prepared to handle that. For example, if the leaders say that the men should participate in the field school because they are better educated and can therefore spread IPM information faster, explain that IPM is about training those farmers who are responsible for rice growing and that formal education is less important than field experience. Therefore, women can be equally good participants for the FFS as men, depending on their responsibilities and experiences in rice growing.
- Request before the meeting that a representative of the Women's Union (VWU) be present at the meeting. She will be able to support your arguments to ensure a fairer representation of women in the field school.
- Bring a female farmer who already participated in a field school to the meeting with the village leaders. She can relate her positive experiences as a field school participant to the leaders and thereby support arguments to ensure a fairer representation of women in the field school.
- Build up informal contacts with local VWU representatives besides building up informal contacts with other leaders and farmers, male and female. This can be done when you have carried out field schools in the village for more than one season and start to know the village better or when you had already worked in the village before the start of the IPM programme.

# **GENDER ACTIVITY PLAN**

## **Background**

The trainers have gone through the gender awareness exercises, presented selected gender awareness exercises and the gender division of labour tables in the field school and performed the role plays on gender communication, facilitation and sensitivity. They now have (some) experience and ideas which serve as inputs to their gender activity plan.

The gender activity plan is an integral element of the trainer's overall activity plan which is developed for the coming crop season.

Following are ideas that might support the trainer in elaborating the plan.

A gender activity plan can be made in TOTs, Refresher courses. It should be part of the provincial or district plan for IPM activities.

## **IDEAS FOR ELABORATING THE GENDER ACTIVITY PLAN**

### **Objective:**

- formulate a plan and concrete actions that need to be taken to ensure participation of women in IPM activities

**Materials:** paper, markers

**Time:** 60 minutes

### **Procedure:**

Whether or not the trainer has to do an effort to create opportunities for women to participate in IPM depends on the roles and responsibilities of women in rice (or other crop) cultivation or other IPM related activity in the area where she works and on the actual participation of women in IPM. The following ideas can help the trainer decide whether specific actions have to be taken, that can create conditions for women to participate in IPM, and how to go about it.

Divide into small groups, by working area. Ask each group to discuss the following questions. Each group will summarize their ideas on a piece of big paper.

To make a gender activity plan, the following information will be needed:

- Information on the area where IPM activities will be organized:
  - \* What is the situation in agriculture in your area? What is the participation of women and men in rice (or other crop) growing, other agricultural activities and off-farm activities?
- What has been the representation of women in IPM activities in the village or district before? Are women underrepresented, based on the amount of work they do, and decisions they make in agriculture?
- If this information is not available, is there a possibility to collect data on participation of women and men in rice (or other crop) growing and the participation of women in IPM activities. How?
- How do you plan to improve the participation of women at:
  - \* Village level:
    - Selection process of field school participants

- In the farmer field school and follow-up planning
- \* District/Provincial level
  - Meetings with other trainers and sub PPD staff to discuss gender activity plans and actions
  - Discuss budget requirements for organizing activities to integrate women into IPM (FFS and follow-up)
- What information are you going to use at village level, and district level? Is it available? If not how and where do you plan to get that information?
- Who will you involve in the discussions with village leaders?
- What other kind of information do you need?

After discussion each group will present their ideas, and will indicate how the gender activity plan will fit into their general work plan.

## **BACKGROUND NOTE FOR THE TRAINER**

To decide whether an effort should be made to create opportunities for women to participate in IPM activities is one element of the trainer's overall planning for IPM activities for the coming season(s). The trainer has to make an effort to obtain information and build up knowledge on the agricultural situation in the area of work. This information and knowledge help her to communicate and negotiate the participation of various categories of farmers in the field school with local authorities.

Having information and building up knowledge on the area of work not only helps the trainer decide whether (more) women should participate, but also what other categories of farmers should participate in FFS and IPM activities. These categories are determined by the socio-economic situation of farmers households or the potentials and interests of farmers to become IPM experts (richer and poorer farmers), experience in crop cultivation and being open to learn new practices (older and younger farmers) and gender or who does what and when in the farmers household (women and men). Gender is a category which runs through all other categories of farmers households. In almost all households: poorer or richer, with older or younger members and from different ethnic groups, there are women and men.