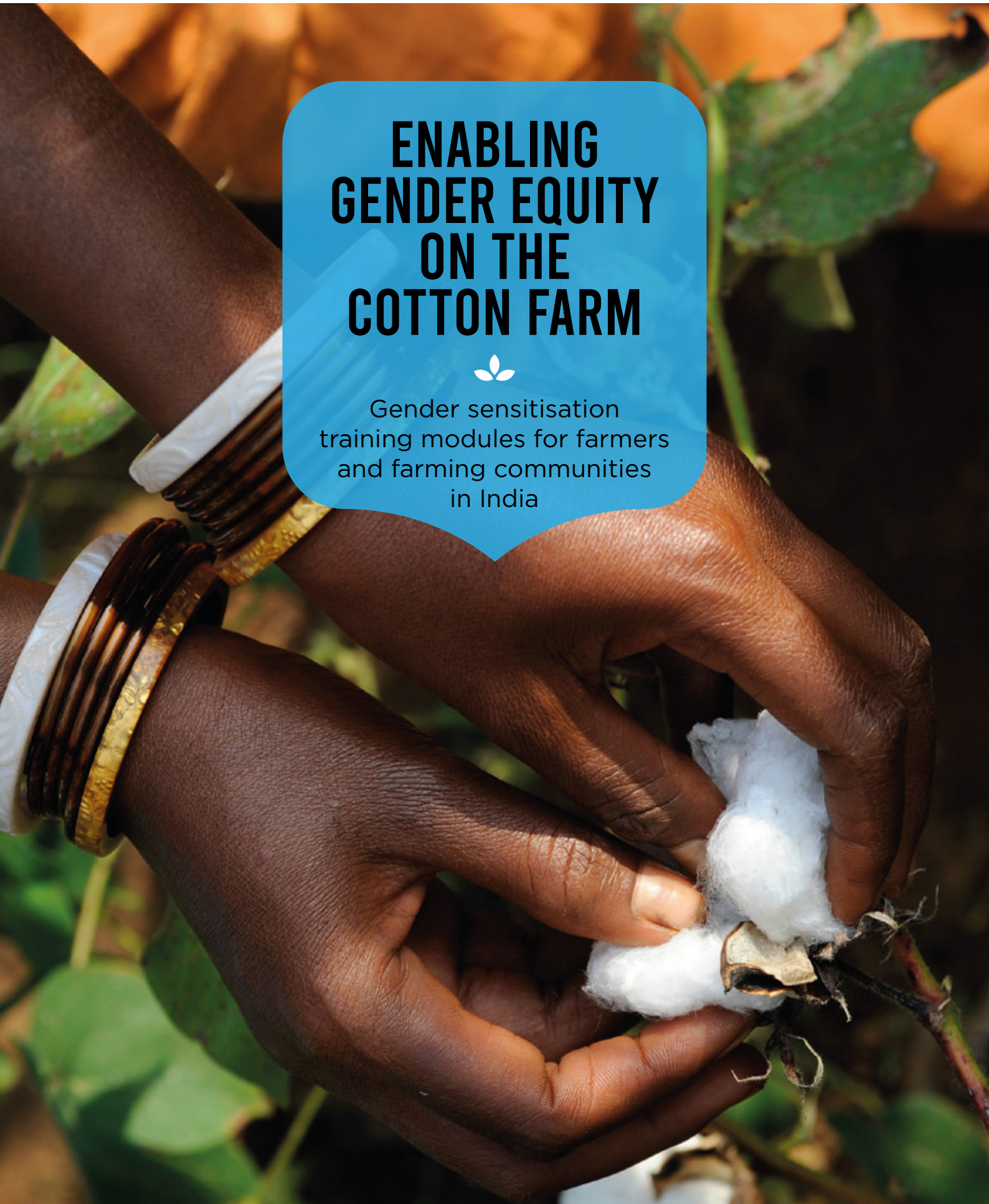


ENABLING GENDER EQUITY ON THE COTTON FARM



Gender sensitisation
training modules for farmers
and farming communities
in India



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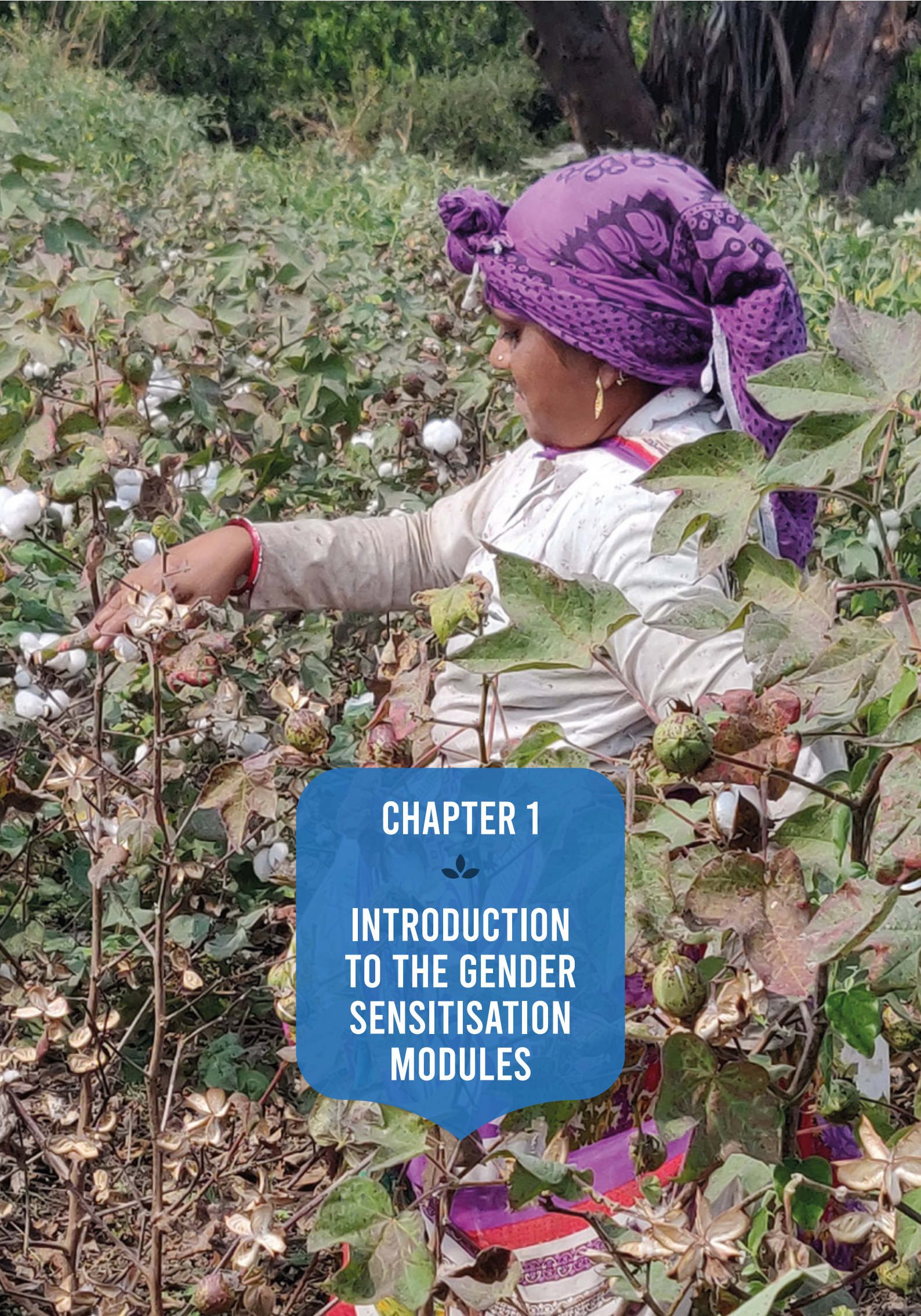
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CHAPTER 1



INTRODUCTION TO THE GENDER SENSITISATION MODULES

UNLOCKING OPPORTUNITIES FOR WOMEN FARMERS CAN PROVIDE BOTH SOCIAL AND ECONOMIC GAINS

India is the largest cotton producing country in the world (26% of the world's produce); with Gujarat and Maharashtra as the largest producer states contributing more than 50% of the country's total produce.¹ Presently, nearly 60 million people in India depend on cotton cultivation, marketing, processing and exports for their livelihoods. The textile industry, which consumes cotton as a principal raw material, contributes to nearly 4% of India's GDP.² Cotton is, thus, an important fibre and cash crop in India, contributing significantly to both agricultural livelihoods and the industrial economy of the country.

Women are a key stakeholder, as they comprise the largest percentage of the workforce in cotton cultivation. According to the International Trade Centre, women cotton farmers account for 70% of the labour in sowing and 90% of the labour in cotton picking in India.³ Given the criticality of the production-related tasks that women perform, women farmers directly impact the quantity and quality of cotton produced. However, gender-blind approaches in agricultural programmes have often overlooked the specific needs and opportunities for women farmers.

Gender discrimination remains a key challenge within cotton production, partly as a result of pre-existing social attitudes and beliefs about gender roles. Women in farming communities operate within a gendered ecosystem which is rooted in predefined gender roles and perceptions. This also reflects in the division of labour. On the farm, there is an over-representation of women in physically overburdening, repetitive, and drudgery prone tasks. As per a study conducted by IDH and Sattva in Maharashtra in 2018⁴; 88% of stubble picking, 89% of sowing, 84% of weeding, 74% of fertilizer application and 94% of the picking are done by women. These tasks are typically done manually which makes them highly drudgery prone. On the other hand, women farmers play a limited part in agricultural decision-making, have limited involvement in market-facing roles, lack land ownership and have limited control over productive resources and profits.⁵ Additionally, women farmers often fall on the shadow side of farm-related interventions and have reduced access to building agronomic skills, soft-skills such as business acumen, negotiation and communication skills, and agricultural extension services. The failure to recognise gender roles, differences and inequalities impacts the growth

and development of women cotton farmers. This will also have a bearing on the quantity and quality of cotton being produced thus restricting both the social and economic gains that can be achieved through cotton cultivation.

Unlocking social and economic gains in cotton cultivation through gender-aware programs is a twofold journey. On the one hand, this includes equipping women co-farmers⁶ with improved agronomic knowledge and practices and strengthening their access to extension services. On the other hand, it is important to complement these efforts with sensitising rural communities on the role and contributions of women co-farmers on the field. Equipping women farmers with the required knowledge and skills will not result in the intended socio-economic impact, unless the cultivation processes and value chains are themselves made gender inclusive. A gender inclusive approach can result in better economic and social outcomes including improved agency and involvement of women farmers, equitable gender division of labour, improved quality and quantity of cotton produced, and greater household incomes.⁷

The term 'co-farmer' is defined in the BCI Standard as relevant in contexts where 'a man and woman in a couple share farming duties and decision-making responsibilities equally.'



GENDER SENSITISATION AS A TOOL TO ENABLE GENDER EQUITY AND IMPROVE AGRICULTURAL OUTCOMES

While women play a major role in executing cotton cultivation-related tasks (sowing, weeding, harvesting etc), the limited access to resources and knowledge and limited participation in decision making restrict them from maximising their potential on the farm. **Building an agricultural ecosystem that is inclusive of women farmers and co-farmers is poised to:**



Drive gender equality for women co-farmers in the form of equitable division of labour, improved agency, and greater involvement in decision-making processes.



Contribute to improving outcomes on the farm in the form of improved quality and quantity of cotton and thereby, improved incomes for cotton producing households.

By linking gender sensitisation to improved outcomes on the farm (improved quality and quantity of cotton production and improved farmer household incomes), the modules seek to provide farmers and the wider community with incentives to drive gender inclusivity. Driving gender equity on the farm will require a series of efforts, of which gender sensitisation is but one part and must be complemented with other efforts within the larger ambit of gender-aware programming. This manual should not be seen as the blueprint or the answer to all the questions related to addressing gender inequalities on the cotton farm.

USING THE MODULES

The modules may be used by organisations and / or trainers working closely with farming communities or those implementing agricultural programmes. The manual is aimed to support trainers in their capacity building efforts to equip farmers and the wider farming community with the awareness and knowledge required to make cotton production inclusive for women farmers and co-farmers. The manual is designed to be flexible and adaptable for use in different situations, depending on factors such as the trainers' own skills and experience, time available, the participants, as well as resources available.

The training of trainer modules (Chapter 3), including the gender analysis and planning tools will help trainers build a nuanced understanding of gender inequity on the farm and thus, prepare them for delivering the gender sensitisation training. The modules, activities and resources provided for training farmers and the wider community (Chapter 4) can be used by the trainer to deliver gender sensitisation training to farming communities in-person.

The power of this manual lies in the universality of its application. This resource may be used across India and parts of Asia where similar gender dynamics may be found within farming communities. This manual will also serve as a reference for gender and social experts seeking to make agricultural practices on the farm more gender equitable.





CHAPTER 2



ABOUT THE TOOLKIT

INTRODUCTION

It is recommended that the session facilitators read through this chapter prior to conducting any of the sessions, in order to revise the principles and objectives of the toolkit.

The gender sensitisation modules have been designed based on a combination of:



Primary interactions with implementing partner training teams (field facilitators from BC-GIF-funded programmes) that engage closely with the farming community.

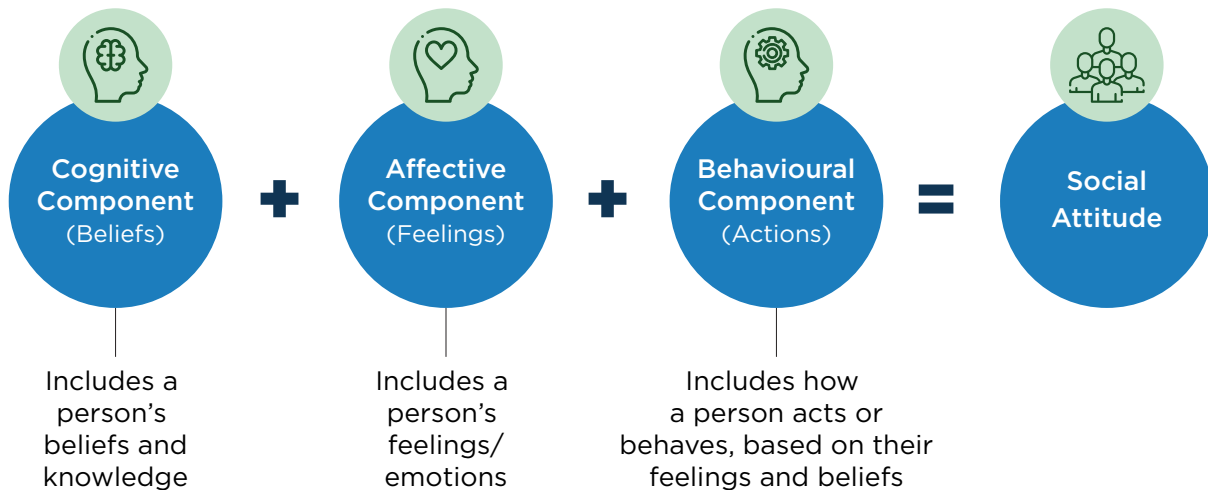


Secondary research, through a review of 10+ relevant research papers, to develop a contextual understanding of the social, cultural and economic challenges faced by women cotton farmers across India.



Review of 10+ existing gender sensitisation modules, to capture tested principles and good practices for delivering gender sensitisation training (listed in the annexure).

Further, the modules have been designed using principles of ‘Social Attitude Change’. **Social Attitude consists of three components:**



The activities within the modules have been designed to influence each of these three components. The cognitive component will be influenced by sharing facts and rationalising with the participants while examining prevalent gender norms and ideas. The affective component will be influenced through shared reflections, dialogue and empathy. The behavioural component will be influenced by providing participants with incentives to positively change their behaviours, and thereby strengthen gender equity on the farm.



LEARNING OBJECTIVES OF THE GENDER SENSITISATION TRAINING



1.

Sensitise farming communities on key **gender principles and biases** (social conditioning) that may influence the recognition of women's roles and their contribution on the farm and within the household.



2.

Sensitise farming communities on the **social and economic benefits** that households stand to gain by optimising and strengthening the involvement of women co-farmers on the farm, including strengthening the role of women co-farmers within decision-making.



3.

Sensitise farming communities on the **benefits that households stand to gain** if women farmers and co-farmers had access to agronomic knowledge, productive resources and extension services.

OVERVIEW OF THE GENDER SENSITISATION MODULES

The gender sensitisation toolkit has two key components. The first is a set of modules designed for the training of trainers (ToT) and the second is a set of modules for the end recipients (that is, farmers and the wider community).

The modules have been detailed out as follows:

CHAPTER 3:

TRAINING OF TRAINERS (TOT)

3.1 Module 1: Introduction to basic gender-related concepts; Gender vs Sex; Understanding the socialisation process

3.2 Module 2: Gender analysis

CHAPTER 4:

TRAINING MODULES

4.1 Module 1: Gender vs Sex; Understanding the socialisation process

4.2 Module 2: Gender roles; Gender norms; Gender division of labour on the farm

4.3 Module 3: Gender relations

4.4 Module 4: Access to resources and agricultural decision-making, Gender discrimination





CHAPTER 3



TRAINING METHODOLOGY

INTRODUCTION

This section includes the process and principles adopted in designing the modules, key points for effective facilitation and an overview of resources required during the course of the training. This chapter also includes a section on 'Feedback and Evaluation', for trainers to assess efficacy of the training provided. It is recommended that trainers / facilitators read this section prior to conducting the sessions, in order to familiarise themselves with the methodology, tools, techniques and feedback mechanisms that will be used during the training.

The modules have been designed to be delivered in a participatory manner, respecting adult learning principles and prior life and work experiences of the participants. Since the modules may challenge the inherent attitudes and beliefs of adults, there may be moments of debate and discussions that will need to be facilitated sensitively. It is critical that the facilitator remains bias-free and judgement-free while working with the participants, to ensure that the process of behaviour change remains empathetic and respectful.

READING THE TOOLKIT

Each module consists of the following:



1. Learning outcome/purpose:
What trainers and participants can aim to learn through the particular module.



2. Time required:
Estimated duration of the activity. Trainers must use this to plan their session and to keep track of time.



3. Resources required:
The various resources or equipment required to conduct the activity.



4. Facilitator notes:
Definitions, tips, and other relevant information for trainers to access easily while conducting the activity.



5. Steps to be followed:
Detailed, stepwise flow of the activity, that the trainer is broadly expected to follow. The trainer can refer to these instructions to conduct the activity effectively.





6. Prompts/questions for group discussion and debrief:
Every activity is followed by prompts and questions that can enable discussion and reflection amongst the participants. Trainers are to use this to enable dialogue and reflections, to ensure that the participants are able to capture key learnings from the activity.



PLANNING FOR THE TRAINING SESSION

Prior to each session, trainers are encouraged to read, plan and reflect on the contents of each module, to ensure that they are prepared and that they will be able to deliver the module within the stipulated time. **The following steps can be followed to ensure the above:**

- 
- 
- ✓ Read through the contents of the modules and the activities within each module.
 - ✓ Identify aspects of the session where preparation is required by the trainer.
 - ✓ Plan what the trainer will say and how the contents will be delivered to the participants.
 - ✓ Think through any possible queries and responses participants can raise and prepare answers accordingly.
 - ✓ Identify and mark the places in the session which may require extra time, so that it may be adequately accounted for.
 - ✓ Plan a set of questions to ask the participants, along with ideal responses that indicate participants have understood the concept.
 - ✓ List all resources and support that the trainer will require for the session and procure them.



KEY PRINCIPLES TO BE ADOPTED WHILE CONDUCTING THE TRAINING

The following principles can be adopted to ensure sensitivity in the course of the training:

 <p>CONFIDENTIALITY</p>	<p>It must be established that the training is a 'safe space' for participants and that views, experiences or thoughts shared by participants will not be discussed outside of the training room. Discussion points may be anonymously collated by the facilitator for future reference. Each participant must acknowledge and agree to abide by this principle. This will help create a space where participants feel comfortable sharing their thoughts and points of view.</p>
 <p>RESPECT</p>	<p>All participants must respect each other's right to put forth their points of view and perspectives, no matter how divergent. The facilitators can forewarn the participants that the training may entail debate and discussions based on divergent points of view and that the participants must continue to address each other in a respectful manner during the same. The facilitator should guide participants to understand each other's points of view. This will create a safe space for participants to learn from each other.</p>
 <p>NON-HIERARCHICAL RELATIONS</p>	<p>It must be established that regardless of age, education or any other variable, no participant is more or less knowledgeable than the other. Participants must be seated at one level, to be able to see eye-to-eye and voice their opinions. This will enable participants to feel relaxed and comfortable around each other.</p>
 <p>LATERAL LEARNING</p>	<p>This principle assumes that participants, as a collective, already possess all the knowledge they require for their learning. This principle is established to ensure that participants are open to learning from each other, and open to the wisdom of the group. The trainer must leverage knowledge from within the group to the extent possible and can then actively fill in any gaps in information or misinformation that may exist, as and when the need arises.</p>
 <p>COLLECTIVE ACTION</p>	<p>The training tools aim to build collective understanding of gender and its implications on the lives of farmers. It must be established that the purpose of the training is to enable participants to take collective action towards positively transforming their lives and their communities. The facilitators can also explain that understanding gender dynamics is a journey and while the process may seem challenging, it will be rewarding in the long-term.</p>



RESOURCES REQUIRED FOR CONDUCTING THE SESSIONS

This section consolidates all the resources and equipment facilitators will require to conduct the sessions. Prior to the delivery of each module, facilitators must organise the type and quantity of resources required. **The training resources required are listed below:**

CHAPTER 3:

TRAINING OF TRAINERS (TOT)

1. Chart papers
2. Black/White Board (optional)
3. Marker pens
4. Notepads
5. Pens
6. Printouts of the activity worksheets (provided in Annexure 1; one per participant to be printed)

CHAPTER 4:

TRAINING MODULES

1. Chart papers
2. Black/White Board (optional)
3. Marker pens
4. Notepads
5. Pens
6. Blank sheets of paper

EVALUATION AND FEEDBACK

At the end of the training, it will be important for trainers to collect feedback and evaluate the shift in knowledge amongst the training participants. The test and feedback forms have been designed for Chapter 5 (Training Modules for farmers). **For this, the following tools will be used:**



A pre-test and post-test, which are to be administered before and after the training. These tests are designed to evaluate change in the knowledge levels of participants through the training. The pre-test should be administered prior to Module 1 and the post-test should be administered at the end of Module 4. The test form is available in Annexure II.



A Scoring Matrix has been provided in the Annexure II which should be used to evaluate the pre-test and post test scores. Results from the pre and post-tests can be shared with the farmers as per the discretion of the implementing organisation.



Implementing organisations may also choose to **modify / adapt the training modules** on the basis of the results from the pre-test.





CHAPTER 4



TRAINING OF TRAINERS (TOT)

INTRODUCTION

This section has been designed for the trainers who will be responsible for delivering the gender sensitisation training to farmers and / or the wider rural community. The purpose of this section is to equip trainers with the knowledge and nuanced understanding they will require before they can effectively facilitate the training sessions for farmers/rural communities.

PLANNING THE TRAINING OF TRAINERS (ToT)

- ✓ Facilitators are encouraged to read Chapters 2 and 3 prior to conducting a session.
- ✓ Each ToT participant may be provided with a physical or digital copy of the training toolkit.
- ✓ The ToT is to be held over a 2-day period (4-5 hours per day), with the following objectives for each day:

DAY 1

Module 1: Introduction to gender-related concepts; Gender vs sex; Understanding the socialisation process.

Module 2: Gender Analysis

DAY 2

- Familiarise the facilitators with **farmer modules** given in Chapter 5.
- **Activities III, Activity VI, Activity VII** in Chapter 5 are not covered in the ToT. Conduct these three activities with facilitators while browsing through the 'discussion' sections of other activities.
- Pick participants and ask them to **conduct one activity with other participants** for practice.
- Work with the participants to follow a **discussion led format**.

LEARNING OUTCOMES FOR TRAINING OF TRAINERS (ToT)



1. The concepts of gender, gender equity, and gender equality.



2. How individuals (men and women) understand and experience their gender.



3. Division of labour amongst men and women: Gender roles and responsibilities.



4. Access to and control over resources such as agricultural tools, machinery, land and household income, and access to services such as agricultural training, extension services, and government schemes, amongst men and women.



5. The gendered nature of decision-making on the farm and within the household.



6. The importance of gender-aware planning and programming: How the concepts studied above influence the planning of and impact that can be achieved from agricultural programmes.

MODULE 1



INTRODUCTION TO BASIC GENDER-RELATED CONCEPTS; GENDER VS SEX; UNDERSTANDING THE SOCIALISATION PROCESS

MODULE CONTENT

1. Introduction to the term 'gender' and its importance in agricultural programming (20 minutes)
2. Gender vs. sex (50 minutes)
3. Socialisation across the lifecycle (60 minutes)

TIME

2 hours 10 minutes

RESOURCES

1. Chart papers
2. Black/White Board (optional)
3. Marker pens
4. Notepads
5. Pens



LEARNING OUTCOMES

1. To understand the difference between gender and sex.
2. To explore how socialisation operates across the lifecycle, and how socialisation determines the roles and responsibilities of women and men within the household and on the farm.
3. To understand how gender can determine the opportunities and choices men and women have access to.

ACTIVITY 1



INTRODUCTION TO THE TERM 'GENDER' AND ITS IMPORTANCE IN AGRICULTURAL PROGRAMMING

PURPOSE

To understand the broad meaning of the term 'gender' and the importance of gender awareness for individuals designing and/or delivering agricultural programme

TIME

20 minutes

CONCEPTS INVOLVED (For the facilitator's reference)



1. Gender equality: Gender equality refers to equal rights, responsibilities and opportunities for women and men. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.⁸



2. Gender equity: Gender equity refers to fairness of treatment for women and men. Fairness of treatment may mean equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations and opportunities.⁹ Gender equality is focussed on providing equal rights to men and women while gender equity works to correct historical injustice through corrective action.

STEPS TO BE FOLLOWED

PART 1: UNDERSTANDING THAT WE EACH CARRY A 'GENDER IDENTITY'

1. Conducting the activity

5 minutes

1. The facilitator begins the activity by asking participants to introduce themselves in two sentences starting with the words 'I am a.....'. Each participant must introduce themselves to those sitting next to them.
2. After giving the participants 2-3 minutes to interact with their neighbours, the trainer must ask specific participants (4 or 5 participants) how they introduced themselves and list the responses on a chart paper / board.

2. Discussion with the participants

5 minutes

1. Once responses have been listed on the board, the facilitator notes the different identities (nationality, religion, gender, age, occupation and so on) emerging from how participants identified themselves. For example, '*I am a farmer from Maharashtra. My name is Bhuvan*', which means the participant introduced themselves using their occupation, region and name.
2. The facilitator then explains the following to the participants: "*We all have multiple identities, and those which are most important to us may change at different points in our life. For example, when we are young, we may introduce ourselves based on our education and when we are older, we may introduce ourselves based on our livelihood. For example, as a person grows up, their identity transforms from a child to an adult.*"

3. Now, the facilitator can introduce 'gender identities': *"Similarly, we each also possess a 'gender identity'. That is, the way men and women identify themselves and the role they play in the society."*
 4. For example, *'I am a man, and I am responsible for taking care of my family's financial needs'* or *'I am a woman, and I am responsible for helping my children study'*. Do you agree? Gender identity includes what we think about the other sex and the roles they are supposed to play in a society.
-

3. Questions for the participants

5 minutes

1. What are some of the 'gender identity' statements that you can think of? Share a few examples to get the participants thinking.
 2. What are some of the ways in which we imagine ourselves, our roles and our responsibilities based on our gender?
-

PART 2: WHAT IS GENDER?

1. Questions for the participants

2 minutes

1. Why is understanding 'gender' important for us?
 2. Why is it important to look at how the experiences and challenges of men and women differ?
 3. Does gender have an influence on the work that we do with cotton farming households? In what way?
-

2. Discussion with the participants

3 minutes

It is important for individuals working on the design and delivery of agricultural programmes to understand:

- How the roles, responsibilities and needs of men and women differ.
- The contribution of both men and women within the cotton production ecosystem.
- How agricultural programmes can be made more suited to both stakeholders (men and women).

This is because, within cotton farming both men and women play important and different roles. If we want to positively influence the lives of cotton farming households, we must take into account the needs and potential of both men and women equally.

The facilitator should take 2-3 minutes to ask the groups their thoughts on the points provided by the facilitator.



ACTIVITY 2



GENDER VS SEX

PURPOSE

To understand that 'gender' and 'sex' are different, though we often tend to look at them together.


RESOURCES REQUIRED

Chart paper or blackboard / whiteboard

TIME

50 minutes

CONCEPTS INVOLVED (For the facilitator's reference)

 **Gender vs sex:** The term "sex" refers to the biological differences between women and men. "Gender" refers to the identities of men and women that are 'socially constructed', that is, they have been determined by society. Activities / roles undertaken by men and women based on their 'sex' remain largely permanent while those under gender can change. For example, only women can give birth to a child (owing to their biological make up) while both men and women are capable of using machinery, driving, cooking, cleaning, taking care of elders and doing other household chores. Do you agree?

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- On the chart paper or blackboard / whiteboard make two columns with the words 'men' and 'women.'
- Ask participants to think of the first words that come to their mind when they hear the terms 'man' and 'woman'. Give them 2-3 minutes to think about this silently.

2. Conducting the activity

10 minutes

1. The facilitator must ask participants to share the first few words that come to their mind when they think of the term 'man' or 'woman'. Note these words down on the chart paper / whiteboard.
2. The facilitator must remind the participants that no one should laugh or make any judgment while the participants are sharing their thoughts.
3. The facilitator must ensure that the words listed in the columns cover both biological traits (for example 'penis' or 'moustache' for man and 'breast' or 'menstruation' for woman) and social traits (for example 'driving a motorbike' for man and 'cooking' for woman).
4. It will also be good to list down words that are specific to agriculture. For example, farmers and harvesters.
5. In case the participants are unable to think of a wide variety of words, the facilitator may pick up specific words and ask the participants to assign them to one of the columns (either man or woman). For example, the facilitator may ask, "Where will the word farmer fall?"
6. Table 1 given below provides a list of words that the facilitator can use. The facilitator can pick up words at random and ask the participants where each of these words fall (whether under 'man' or 'woman').

3. Questions for discussion with the participants

10 minutes

Once the words have been listed on the chart paper / board, the facilitator must ask the following questions. While the discussion is under progress, the facilitator must start marking the words as either 'SEX' or 'GENDER'.

- Which of these words are biological? That is, which of these are traits that men or women are born with. In case the participants are unable to answer the question, the facilitator can share a few examples.
- Can any of the 'man' words also describe women? Which ones are those? In case the participants are unable to answer the question, the facilitator can share a few examples.
- Can any of the 'woman' words also describe men? Which ones are those? In case the participants are unable to answer the question, the facilitator can share a few examples.
- What are some of the things that only men can do or only women can do? Why? Spend time on this question to clear out any misunderstandings that the participants may have with regards to the difference between 'sex' and 'gender'.

Note for the facilitator

There may be differences of opinion during the discussion. The facilitator will have to nudge the group to understand the right answer by providing adequate reasons and examples. For example, why can't men be gentle or why can't women be strong? Why can't men cook dinner at home or why can't women drive motorbikes?

4. Points for discussion with the participants

10 minutes

The facilitator can share the following examples to differentiate between 'Sex' and 'Gender':



Sex:



- Only women can get pregnant and give birth
- Only men can supply sperms
- Only women can breastfeed children
- Only women menstruate



Gender:

- Women typically do household chores, but men can too
- Men typically earn money for the house, but women can earn too
- Men plough agricultural land and drive tractors, but women can too
- Women perform sowing, weeding, harvesting but men can too
- Men also have emotions and can cry or be gentle
- Women can also go to the market
- Men take decisions but women can too

The facilitator can then share the definitions of 'sex' and 'gender' with the following inputs¹⁰:

 Sex is:	 Gender is:
Biologically defined (that is, we are born with it)	Determined by society (that is, it is not something we are born with)
Determined by birth	Learnt through life
Universal (applicable across all geographies and social groups)	Differs within and between cultures and social contexts
Largely permanent (can be surgically changed)	Can always be changed

5. Questions for discussion with the participants

15 minutes



Once the terms gender and sex have been discussed at length, the facilitator can ask the participants the following questions:

- What are some of the roles played by men and women that are determined based on their 'biological sex'? For example, breastfeeding.
- What are some of the roles played by men and women that are determined based on their 'gender'? For example, women cooking food within the household.
- Can you think of some ways in which we typically confuse the terms 'gender' and 'sex'?
- From the perspective of gender equality, why is it important for us to understand the difference between 'gender' and 'sex'?
- For example, so that we can break through the limitations that we place on the capabilities of men or women.
- For example, we often believe that only men can take decisions related to cotton farming but so can women.

Important to note

The first step in achieving gender equality is understanding that the 'roles' and 'responsibilities' taken up by 'men' and 'women' are not permanent and that they can change. Understanding that these roles can change may allow us to think of new ways in which the potential of men and women can be unlocked within agricultural programmes.

Table 1¹¹: Examples of words that can be used in Activity 2 (Gender vs Sex) to describe 'man' and 'woman'

 Men		 Women	
Breadwinner	Consume alcohol	Cooking	Gentle
Spray pesticide	Strong	Talkative	Farm labour
Power	Decision-maker	Shopping	Kind-hearted
Strength	Violence	Mother	Menstruation
Freedom	Husband	Emotional	Weeding
Businessman	Rational	Breasts	Childbirth
Penis	Moustache	Gossip	Housekeeper
Testicles	Tractor operating	Harvesting	Passive
Ploughing	Friends/fun	Beautiful	Obedient
Bullock Cart	Brave	Cleaning	XX chromosomes
Dominant	XY chromosomes	Sowing	Tolerant
Loud	Humorous	Uterus	Cotton picking
Noble	Aggressive	Sensitive	Child rearing

ACTIVITY 3



SOCIALISATION ACROSS THE LIFECYCLE¹²

PURPOSE

To understand how societal norms and values shape the understanding of what is expected from men and women and play a role in forming gender stereotypes. These norms also determine the kind of opportunities that are extended to men and women. Understanding the concept of socialisation is a critical component in enabling gender aware programming.

RESOURCES REQUIRED

1. Chart paper / board
2. Markers

TIME

50 minutes

CONCEPT INVOLVED (For the facilitator's reference)

Socialisation:

- Throughout our lifetime, we interact with society through:
 - Different groups of people such as parents, elders, siblings, teachers, friends.
 - Different systems such as education, marriage, government, religion.
- From the time we are born, we learn the practices, customs and beliefs that are common to our culture and incorporate these into their own thinking and actions.
- As we grow older, they become deeper parts of our personality and they influence the way we view ourselves and others.
- Socialisation is the process through which an individual learns these norms, values, behaviours, and social skills which are 'appropriate' to his or her 'gender'.
- Socialisation determines the roles that women and men perform. For example, men are taught to be strong, never cry, lead the family or be the breadwinner of the family. Similarly, women are often taught to be caring, to be housewives, become a good cook and take care of the children.

STEPS TO BE FOLLOWED

1. Introduction to the activity

5 minutes

The facilitator will ask each participant to choose a partner for this activity. This activity will be carried out in groups of 2.

2. Sharing stories from our childhood with our partners

15 minutes

1. The facilitator will ask participants to think about the first memory they have of being a boy or a girl.
2. Explain that a newborn child does not know whether they are a girl or a boy. We usually understand this because of something someone says or does to us. For example: A woman may remember the first time she was told not to go out and play because she had to help with cooking the dinner. A man may remember a time when his friends teased him because he cried.
3. The facilitator can share an example from his or her own childhood to help participants understand what is to be shared. For example, a male facilitator may say: *"I remember being made fun of because I used to cook with my mother instead of going on the farm with my father"*.

4. Each participant needs to think of such an experience from their own life. Each participant needs to share their experience with their partner keeping the following questions in mind:
- When was the first time you realised that you are a girl or a boy? For example, a girl realised that she loves wearing bangles or a boy realised that he wants to grow his moustache.
 - How did this realisation happen? For example, where did this happen? Who else was there? What was the specific incident or conversation that took place?
 - How did this situation influence the man or woman that you are today?

Note for the facilitator

The participants may try to generalize stories instead of focusing on specific, personal experiences. If you notice this during the group discussion, remind them that in this exercise it is important to reflect on real, specific stories from their childhood.

3. Discussion with all the participants (large group discussion): 20 minutes

The group discussion should cover each of the three questions given below. The facilitator may use the additional prompts and discussions points to guide a meaningful conversation.

1. Request 4-5 participants to share very brief descriptions of what happened that made them realize that they were either a girl or a boy by covering the following questions:
 - Question 1: How did you first learn that you are either a 'girl' or a 'boy'?
 - Question 2: Who was involved / present when you first learnt that you are a 'girl' or 'boy'?
 - Question 3: How does being a girl or boy / man or woman influence our lives in the long term?
2. Pick up stories from any 3 participants, and briefly discuss each story by asking:
 - Through this story, what can we say about the differences between boys and girls?
 - What did this incident teach you about what a girl or boy is supposed to do or supposed to be like?
 - Society expects girls and boys to behave differently and this is taught to us from the time we are born. We become aware of gender differences at a young age, and these differences continue to be present throughout the course of our lives. Do you agree?
 - When we are young, we may learn this in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc.). Do you agree? What are your thoughts on this?
 - When you were young, what did you learn about being a boy or a girl? For example, boys are taught that they can socialise, negotiate and compete, while women are taught that they must be gentle, help out at home and stay safe.
 - How does this influence your life today as a 'woman' or a 'man'? Can you share a few examples?
 - How does this influence the way in which we perceive the roles of our sons, daughters, wives and other family members? How does it influence the opportunities that are made available or not made available to our sons, daughters, wives and other family members? For example, households may prioritise sending their sons to high school and college while daughters may get married earlier.
 - How does this influence the way in which we perceive the roles of men and women on the agricultural farm? How does this influence the agricultural opportunities that men and women get?
 - Can we think of some ways in which our understanding of what 'women' and 'men' can or should do may limit our own lives? For example, not giving girls a chance to study further or restricting women from taking part in agricultural programmes.
 - Do you think these learnings are permanent or can they be changed? What can be some of the benefits in changing the way we see the roles of 'men' and 'women'?



Note for the facilitator

The essence of this topic is to help participants understand that every human being's way of thinking is determined by what they believe about their gender, what they have learnt over time, as well as what they have been socialized to believe. To address gender issues effectively, individual members of the society need to examine their stand on what they know and believe gender is and how they look at it.

4. Debrief with the participants:

5 minutes

- The facilitator should summarize the discussion and highlight this key learning: Society expects girls and boys to behave differently and this is taught to us right from the time when we are children. This impacts our thinking and actions.
- When we are young, we may learn this in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc.).
- It is through these experiences that we form our 'gender identity'. That is, it is through these experiences that we determine what it means to us to be a man or woman. For example, a woman starts to see herself as a housewife rather than as a doctor or engineer. A man starts to see himself as the head of the household, who is responsible for earning the income.
- However, ask the participants once again if these identities are permanent. Go back to the concept of 'sex' and ask if they are biological or can they be changed.
- Understanding this concept is the first step in creating gender equality within the cotton production ecosystem.



MODULE 2



GENDER ANALYSIS

MODULE INSTRUCTIONS

1. The facilitator must begin this module by first explaining the 'Gender Analysis' handout given below.
2. The larger group must be divided into pairs (groups of 2). Each activity in this module will be conducted in groups of 2.

TIME

2 hours

RESOURCES

1. Printouts of the 5 gender analysis tools, one for each participant (given below)
2. Pens



LEARNING OUTCOME

To understand the use of various gender analysis tools specific to cotton cultivation; to understand how to assess the gender division of labour on the cotton farm, including differences in access to productive resources and gender dynamics within agricultural decision-making.



HANDOUT 1

Gender Analysis

Gender Analysis is the process used to identify and understand gender differences and to study how gender roles, responsibilities and dynamics play out in a particular context. In this module, gender analysis will help in determining the differences in the constraints and opportunities faced by men and women within cotton production.

Why is gender analysis done and how can it help us?

- To understand the problems and opportunities faced by both men and women in cotton farming.
- To plan programmes that are beneficial for both men and women in cotton farming.
- To achieve greater participation and development of women farmers and co-farmers.
- To implement projects / programmes that promote gender equity.
- To ensure that the challenges of and opportunities for women cultivation, who are a key stakeholder in cotton cultivation, receive adequate attention in agricultural programming.
- During programme implementation, monitoring and evaluation, gender analysis helps to assess differences in participation and differences in the benefits received by men and women.

What gender analysis tools will we use during the training?

1. Activity profile
2. Daily activity clock (24-hour daily calendar)
3. Decision making

These tools have been selected for the purpose of the training to give participants an understanding of what gender analysis entails. In addition to these, there are various other gender analysis tools that can be further explored and implemented for robust gender planning and programming.

ACTIVITY 4



ACTIVITY PROFILE

PURPOSE

To understand the gender division of labour (roles and responsibilities) on the farm and within the household and the contribution of men and women within the cotton cultivation process, with a focus on strengthening gender awareness within agricultural programming.

RESOURCES REQUIRED

Printout of 'Table 2: Activity profile to be filled out by the participants', one for each participant.

TIME

30 minutes

STEPS TO BE FOLLOWED

Printouts of 'Table 2: Activity profile' should be handed out to each of the participants.

1. Explain the importance of the activity to the participants: 5 minutes

This tool helps us understand the division of roles and responsibilities between men and women, on the farm and within the household. This will include:

- Division of work across both household activities and farm activities
- Understanding work done by women that often does unrecognised
- Impact of farm work on women's health
- Mechanized vs. non-mechanized division of labour between men and women. That is, how use of tools and farm implements is divided across men and women

2. Conducting the activity: 10 minutes

1. Against each of the tasks provided, the participants must tick whether that particular task is done primarily / majorly by men or women. For example, if sowing is primarily done by women, then they must tick the column marked 'women'.
2. In the subsequent columns, they must select whether the particular task is:
 - Done daily or seasonally
 - Done by machine or manually (by hand)

3. Questions for discussion with the participants: 15 minutes

The facilitator can ask participants the following questions to initiate a meaningful discussion:

- What are all the tasks that women are responsible for on the farm and within the household?
- What are all the tasks that men are responsible for on the farm and within the household?
- What part of men's tasks are daily and what part of seasonal? What does this information tell you about men's tasks?
- What part of women's tasks are daily and what part of seasonal? What does this information tell you about women's tasks?
- What part of men's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about men's tasks?
- What part of women's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about women's tasks?

Spend time discussing the following questions:

- Can men perform the activity of weeding, cotton picking? Can women perform the work of ploughing / tractor operating? Why? Revisit the concepts of gender and sex.
- Why does this gender division of labour exist?
- What is it that stops women from doing typical male jobs and men from taking on female jobs?
- What is the rationale behind the division of labour and what are the obstacles to changing it?
- Given the tasks done by women, how do you think women's involvement on the farm influences cotton production?
- Based on the differences in the roles of men and women, how do the needs and challenges of men and women differ?
- As practitioners working on agricultural programming, what is the benefit of understanding the roles of both men and women? Can you think of this in the context of your current programme and its desired outcomes?

Table 2: Activity profile to be filled out by the participants

Activities	Major responsibility of		When (Daily/ Seasonal)	How (Manual-by hand/Machine)
	 Men	 Women		
Household-related tasks				
Cleaning the house				
Washing the clothes				
Fetching drinking water				
Feeding livestock				
Cooking				
Helping children get ready for school				
Dropping children to the school				
Helping children study				
Taking care of elders / family members who are unwell				
Taking elders / family members to the doctor				
Collecting fodder for livestock				
Purchasing groceries				

Purchasing household assets (TV, fridge)				
Preparing for festivals				
Managing the household income and budget				
Repair and maintenance of the house (fixing, etc)				
Coordinating external services (for example, if an electrician needs to be called)				
Farm-related tasks				
Land preparation				
Uprooting of old plants				
Ploughing				
Stubble picking				
Spreading of manure				
Harrowing				
Making rows for sowing				
Planting seeds				
Application of fertilizers				
Weeding				
Weedicide application				
Collecting water for making pesticides				
Preparing pesticides				
Spraying pesticides				
Cotton picking				
Transportation				
Selling cotton				



ACTIVITY 5



DAILY ACTIVITY CLOCK (24-HOUR DAILY CALENDAR)

PURPOSE

This exercise is designed to map the activities carried out by men and women throughout the day, and to grasp the importance of gender analysis tools as a means of identifying gender differences, issues and concerns, and thereby identifying suitable ways of addressing these.

RESOURCES REQUIRED

Printout of 'Table 3: Daily activity chart', one for each participant.

TIME

30 minutes

STEPS TO BE FOLLOWED

Printouts of 'Table 3: Daily activity chart' should be handed out to each of the participants.

1. Explain the importance of the activity to participants **5 minutes**

- The purpose of this gender analysis tool is to analyse the roles performed by women and men during a 24-hour day. It provides a view of specific activities women and men undertake throughout the day.
- The daily activity clock is useful for comparing the workload between men and women to gain a deeper understanding of the division of responsibilities, and to use this input to strengthen gender awareness amongst facilitators and programme teams, by understanding gender differences, issues and concerns.

2. Instructions for the activity **10 minutes**

- In groups of two, participants must write down the activities carried out by men and women during the given time slots. For example, at 4 am if men or women are sleeping, note down the word 'sleeping'.
- The description of activities does not have to be long and can be provided in 2-3 words.

3. Questions for discussion with the participants **15 minutes**

The facilitator can use the following questions to initiate a meaningful discussion:

- What did you learn from this exercise?
- How is the workload distributed amongst men and women? Was there anything that you learnt from this exercise that surprised you, in terms of how men and women spend their time?
- How many hours of work do men do, on the farm and household both?
- How many hours of work do women do, on the farm and household both?

Spend time discussing the following three questions

- What is it that stops women from doing typical male jobs and men from taking on female jobs? What is the rationale behind the division of labour and what are the obstacles to changing it?
- In your work, you often give farmers advice on how to improve their agricultural practices. Based on who does what, do you feel that the training and advice offered is appropriately targeted and delivered to the right stakeholder?

- How can we integrate gender analysis in the work that we do within agricultural programmes? How can it help us strengthen the various economic, social and / or environmental outcomes that our programme aims to achieve?

Note for the facilitator

Explain how there are many different tools specifically for gender analysis, focusing on the division of labour, and identifying gender gaps. While it can be useful and necessary to sometimes conduct separate gender analysis of programmes, it is important to note that gender analysis does not always have to be conducted as a separate or extra exercise. Any planning process can be made more gender-sensitive by adapting the tools to include questions which provide information about gender differences and issues, and to ensure that women's voices, views and needs are represented in programmes.

Table 3: Daily activity chart

 Time	Daily activity	
	 Men	 Women
02:00 am		
03:00 am		
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		

ACTIVITY 6



DECISION-MAKING

PURPOSE

Understanding how roles and responsibilities towards decision making are divided amongst men and women, both on the farm and in the household.

RESOURCES REQUIRED

Printout of 'Table 4: Decisions made by women and men', one for each participant.

TIME

30 minutes

STEPS TO BE FOLLOWED

1. Handing out printouts

5 minutes

Printouts of 'Table 4: Decisions made by women and men' should be provided to each of the participants.

2. Instructions for the activity

10 minutes

On the chart, select either one of the columns. That is, either 'men', 'women' or 'both', depending upon who is responsible for taking that particular decision. The column selected should be based on who is 'primarily' responsible for the decision. For example, if most women take the decision-related to cotton picking but the participants know a few instances where men take that decision, they should still select 'women' who are in a majority of cases responsible for it.

3. Questions for discussion with the participants

15 minutes

The facilitator can use the following questions to initiate a meaningful discussion:




- Women are engaged in the majority of agricultural operations, including sowing, applying fertilizer, weeding and cotton picking. Yet, women do not play a major role in making decisions. Including decisions related to the tasks that are performed by them. What do you think are the reasons because of which women do not play a greater role in decision making?
- Have you seen instances of women being involved? Can you share some examples?
- What do you think will be all the benefits of involving women in decision making?
- For example, women do all the sowing of seeds. Since they are so involved in this process, what do you think would be the benefits if they could decide which seeds to buy or when to sow the seeds?
- Similarly, women do a majority of the weeding. It is believed that weeding is the best time to look for pests. If women were involved more in decisions related to pest management, what do you think would be the benefits?
- What would be the benefits of involving women in more household-related decisions?
- What are the other benefits that you can think of? Ask each group to share at least one benefit of involving women in decision making. It could be related to the farm or the household.

Spend time discussing the following questions:

- As practitioners / facilitators, how does this information / knowledge influence our work?
- How can we use this information and knowledge to strengthen our programme planning / implementation and to improve the economic, social and / or environmental outcomes that our programme works towards?

Table 4: Decisions made by women and men

Decision	 Men	 Women	 Both
Within the household			
Deciding what food to cook			
Deciding which school or college the children will go to			
Deciding what clothes to buy for the family			
Deciding what the children will study in college			
Deciding when to clean the house			
Deciding what livestock to purchase			
Deciding what vegetables and groceries to purchase			
Deciding which doctor or hospital to go to if someone is sick			
Deciding how to feed, clean, manage the livestock			
Deciding how to manage the household income			
Deciding which bank to go to			
Deciding who the daughter or son will get married to			
Deciding how many children to have			
Deciding what television, fridge or motorbike to purchase			
Deciding when a particular asset needs to be purchased			
On the farm			
Deciding what seeds to sow			
Deciding when to sow the seeds			
Deciding which fertiliser to apply			

Decision	 Men	 Women	 Both
Deciding when to apply fertiliser			
Deciding which pesticide to use			
Deciding when we apply pesticide			
Deciding when to use the tractor / bullock cart			
Deciding when to pick the cotton			
Deciding for how much to sell the cotton			
Deciding how much to pay the labour			
Deciding when to buy or rent land			

4. Group reflections to summarise learnings

20 minutes

At the end of the gender analysis activities, the facilitator must initiate a group discussion to reflect on the various learnings. Participants have used 3 tools to understand how roles and responsibilities are distributed between men and women and how decision making is divided between the two. The facilitator can use the following questions to initiate a meaningful discussion:

- Do you believe that there are certain inequalities between men and women? Do you think these inequalities can or should be bridged?
- Why is it important to bridge these inequalities? Who all will benefit from this?
- Now that you have understood the gender division of roles and responsibilities, how will this influence your interactions with male farmers and women co-farmers?
- How can learnings from gender analysis influence programmes that are designed for cotton farmers? How will it help?
- How can this knowledge help us better target training and other services which are provided to farming households?
- For example, we know what men and women are responsible for doing. We also know that they have different levels of involvement in decision making. How can we link this knowledge to our programme activities to strengthen our programme?
- How do you think we can make gender analysis a useful tool in planning programmes that aim to strengthen cotton livelihoods?
- For example, we now know the time of day and seasons when men and women are occupied. How can we use this information to strengthen our planning?
- Will this have any influence on the way in which you plan and implement your work? Can you share a few examples?
- What are all the other ways in which we can use these learnings?

Note for the facilitator

Participants may share that they cannot change old age traditions, perceptions, roles and responsibilities within households. At this point, it is important to share that these conversations can be initiated among communities and though it may take time, it can eventually be influenced for the better. It is also important to share with the participants that before they share these concepts with the wider community, it is critical that they believe in and understand its value.

TRAINING OF TRAINERS: CONCLUSION

10 minutes

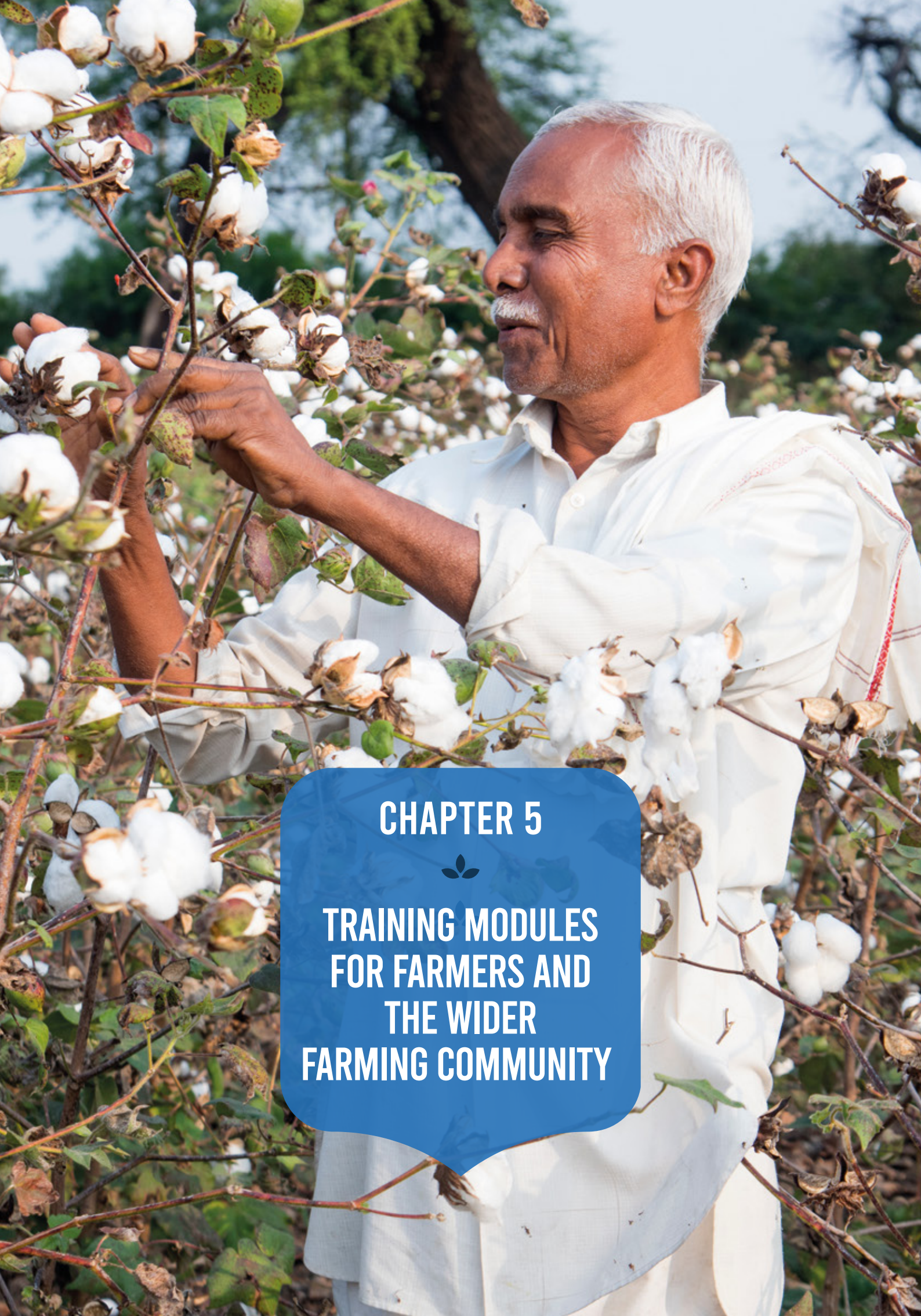
Points to keep in mind while facilitating sessions with the farming community

1. Getting familiar with the modules: Trainers are encouraged to go through the modules multiple times to become familiar with the content and delivery of training.
2. Time management: Facilitators are encouraged to manage time appropriately through the session to ensure that the farmers remain engaged with the content. Making activity-wise preparatory notes can come in handy.
3. Getting the narrative right: The key outcome of the toolkit is to sensitize farmers and farming communities towards the benefits of strengthening the role of women farmers in cotton cultivation. Facilitators should not confuse the narrative to denote women farmers as the weaker sex who need upliftment or pity.
4. Follow a discussion-led format: The toolkit is designed in a question-answer format, wherein the facilitator must ask the participants questions after each activity to encourage reflection-based learning.
5. Separate out the learnings from each activity: Each activity of the module is designed to have a unique learning outcome (provided at the start of each activity). Facilitators must ensure that each unique learning outcome is adequately captured.
6. Handling farmer questions and objections: To prepare for farmer questions or any objections that may arise during the training, please refer to the 'Preparing for participant questions' section given below each activity. Facilitators must read this before the training to acquaint themselves with the different kinds of questions which may come up. Facilitators should honour principles of anonymity, confidentiality and sensitivity in responding to questions and objections.

CLOSING THE TRAINING OF TRAINERS (ToT)

1. The facilitator can thank the participants for their attention and participation in the workshop. Share that this has been an intensive day with a lot of important inputs and discussions which participants can use in their day-to-day work with male and female farmers.
2. The facilitator must ask each participant to share:
 - *"One key learning that I am taking away from today's session".*
 - *"One new behaviour / attitude / learning that I will put in practice in my work with women co-farmers".*
3. The facilitator must also share his / her takeaways using the same points mentioned above.
4. Once each participant has shared their learnings, the facilitator must ask each participant to be seated and close their eyes. The facilitator must then guide the participants to:
 - Start by taking a few deep breaths. It has been a long and tiring day. It is now time to relax.
 - Think about the most enjoyable moment the participants have had during the session today. It could have been a moment where they smiled, laughed or learnt something new.
 - After a few moments, open your eyes and in one word share how you are feeling. Each person can take a second to share how they are feeling.
5. The facilitator can formally close the session.





CHAPTER 5



TRAINING MODULES FOR FARMERS AND THE WIDER FARMING COMMUNITY

DAY 1

 **TIME: 4 hours**

UNDERSTANDING HOW GENDER ROLES AND RESPONSIBILITIES INFLUENCE THE LIVES OF FARMERS AND FARMING HOUSEHOLDS

 Day 1 consists of two modules:


MODULE 1


- Introduction to the term 'gender'
- Socialisation across the lifecycle

MODULE 2

- Gender roles
- Gender norms and Gender division of labour

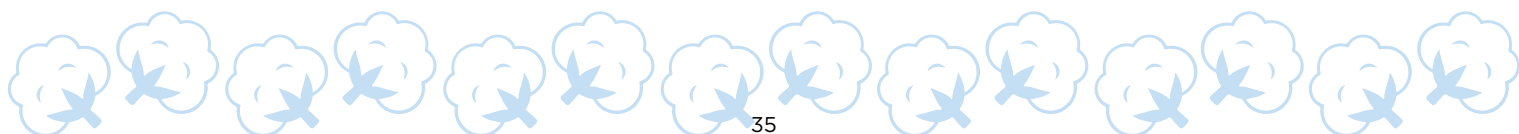
 Each module will be delivered in an activity-led format.

 Activities will be followed by discussions between the facilitator and participants to talk about key learnings and how these learnings are relevant to the everyday life of the participants.

 There will also be short breaks between the modules, which can be used for informal interaction between the facilitator and the participants.

WHY ARE WE HOLDING THIS TRAINING?

This training will help participants understand what gender is, how it impacts us, and why it matters. Understanding gender has social and economic implications and can lead to positive outcomes such as increase in farm income, cost saving on the farm and in the household, better collaboration among male and female workers on the farm, equitable division of tasks between men and women, and so on. As participants go through each activity, they will understand how learnings from this training can be applied to their everyday life.



EXPECTED LEARNING OUTCOMES



1. To understand what gender is and what its implications are on our everyday life.



2. To understand how our interaction with society influences our expectations and the kind of opportunities that men and women have access to.



3. To understand how gender influences everyday tasks, roles and responsibilities for men and women.



4. To identify ways in which the knowledge gained in the training can be used to improve the lives of men and women, both on the farm and within the household. To make the understanding of gender and gender implications relevant to the lives of the farmer.



5. For participants to see social and economic value in greater inclusion of women on the farm and within the household.

STARTING THE DAY

Introduction to the facilitator and the participants

20 minutes

Welcome participants

- The facilitators must begin by welcoming all the participants to the workshop to briefly introduce themselves and their purpose of being here.
- Share the 'Pre-test form' provided in Annexures II with the participants and ask them to take 15 minutes to fill out the questionnaire. Facilitators can assist participants if they have any questions.
- Facilitators can then introduce the workshop by talking about what activities and learnings the participants can expect from the day.

Participant introductions

10 minutes

The facilitator will conduct an introductory activity for the participants. The instructions for the activity are given below

1. Divide the participants into four or five small groups consisting of an equal number of participants in each group.
2. Assign distinct names to each group. (For e.g.: Group 1/2/3/4 or Group Cheetah, Group Elephant)
3. Ask each group to decide a funny noise and an action for their group.
4. Each group will demonstrate their noise and action to all other groups one at a time and the other participants must remember which noise and action belongs to which group.
5. Next, the trainer will call out random group names, one after another, and all the participants have to make the associated noise and action for that group.
6. The trainer will do a trial run so that participants are acquainted with all the noises and actions.
7. The trainer will quickly repeat this process 8-10 times.
8. Whichever group doesn't perform the noise and action will be eliminated. This process will continue until one team wins.



MODULE 1



INTRODUCTION TO THE TERM 'GENDER'; SOCIALISATION ACROSS THE LIFECYCLE

CONCEPT



Gender vs Sex

The term “sex” refers to the biological differences between women and men. “Gender” refers to the identities of men and women that are ‘socially constructed’, that is, they have been determined by society. Activities / roles undertaken by men and women as a ‘sex’ remain largely permanent while those under gender can change. For example, only women can give birth to a child (owing to their biological construct) while both men and women are capable of using machinery, driving, cooking, cleaning, taking care of elders and doing other household chores.

RESOURCES

1. Chart papers / White Board (optional)
2. Marker pens

TIME

2 hours



LEARNING OUTCOMES

1. To understand the term ‘gender’ and the difference between the terms ‘gender’ and ‘sex’.
2. To understand how the roles and responsibilities of women and men are determined both on the farm and within the household.
3. To understand how ‘gender’ can determine the opportunities and choices men and women have access to.
4. To understand how these opportunities or choices influence farming households.

ACTIVITY 1



GENDER VS SEX

PURPOSE

To understand that 'gender' and 'sex' are different, though we often tend to look at them together.

RESOURCES REQUIRED

1. Chart paper / whiteboard
2. Marker pens

TIME

45 minutes

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- On the chart paper or blackboard / whiteboard make two columns with the words "men" and "women".
- Ask participants to think of the first words that come to their mind when they hear the terms 'man' and 'woman'. Give the participants 2-3 minutes to think about this.

2. Conducting the activity

10 minutes

1. The facilitator must ask participants to share the first few words that come to their mind when they think of the term 'man' or 'woman'. Note these words down on the chart paper / whiteboard.
2. The facilitator must remind the participants that no one should laugh or make any judgment while the participants are sharing their thoughts.
3. The facilitator must ensure that the words listed in the columns cover both biological traits (for example 'penis' or 'moustache' for man and 'breast' or 'menstruation' for woman) and social traits (for example 'driving a motorbike' for man and 'cooking' for woman).
4. It will also be good to list down words that are specific to agriculture. For example, farmers and harvesters.
5. In case the participants are unable to think of a wide variety of words, the facilitator may pick up specific words and ask the participants to assign them to one of the columns (either man or woman). For example, the facilitator may ask, "Where will the word farmer fall?"
6. Table 6 given below provides a list of words that the facilitator can use. The facilitator can pick up words at random and ask the participants where each of these words fall (whether under 'man' or 'woman').

3. Questions for discussion with the participants

10 minutes

Once the words have been listed on the chart paper / board, the facilitator can initiate a discussion with the participants using the questions given below. While the discussion is under progress, the facilitator must start marking each word as either 'SEX' or 'GENDER'. In case the participants are unable to answer these questions, the facilitator can share a few examples (using words given in Table 6).

- Which of these words are biological? That is, which of these are traits that men or women are born with.
 - Can any of the 'man' words also describe women? Which ones are those? Why?
 - Can any of the 'woman' words also describe men? Which ones are those? Why?
 - What are some of the things that only men can do or only women can do? Why?
- Spend time to clear out any misunderstandings that the participants may have with regards to the difference between sex and gender.

Note for the facilitator

There may be differences of opinion during the discussion. The facilitator will have to nudge the group to understand the right answer by providing adequate reasons and examples. For example, why can't men be gentle or why can't women be strong? Why can't men cook dinner at home or why can't women drive motorbikes? The facilitator can explain to the participants that it is quite normal to think that certain social characteristics or traits only belong to 'men' or 'women' since we have been associating either men or women with those traits / characteristics for a long time. For example, we know that typically men drive tractors. But it is important to also explain to the participants that these traits / behaviours / characteristics have been socially constructed and they are not biologically determined.

4. Points for discussion with the participants

10 minutes

The facilitator can share the following examples to differentiate between 'Sex' and 'Gender':



Sex:

- Only women can get pregnant and give birth
- Only men can supply sperms
- Only women can breastfeed children
- Only women menstruate





Gender:

- Women typically do household chores, but men can too
- Men typically earn money for the house, but women can earn too
- Men plough agricultural land and drive tractors, but women can too
- Women perform sowing, weeding, harvesting but men can too
- Men also have emotions and can cry or be gentle
- Women can also go to the market
- Men take decisions but women can too

The facilitator can then share the definitions of 'sex' and 'gender' with the following inputs:

Table 5: Difference between Sex and Gender

 Sex is:	 Gender is:
Biologically defined (that is, we are born with it)	Determined by society (that is, it is not something we are born with)
Determined by birth	Learnt through life
Universal (applicable across all geographies and social groups)	Differs within and between cultures and social contexts
Largely permanent (can be surgically changed)	Can always be changed

5. Questions for discussion with the participants

10 minutes

Once the terms gender and sex have been discussed at length, the facilitator can ask the participants the following questions:

- What are some of the roles played by men and women that are determined based on their 'biological sex'?
 - What are the traits men and women are born with? For example, breastfeeding.
- What are some of the roles played by men and women that are determined based on their 'gender'?
 - What are the traits that men and women learn through social interactions / through society? For example, women cooking food within the household.
- What are some of the roles played by men and women that cannot be changed? Why can't it be changed? Use this question to help participants understand that largely only 'biological traits' cannot be changed while everything else can be changed.
- How have expectations from 'men' and 'women' changed over the last 10 or 20 years? For example, earlier women did not go to college at all but now they can.
- What does this tell us about our understanding of 'gender'? Explain that it changes over time, it is not permanent.
- Can you think of some ways in which we typically confuse the terms 'gender' and 'sex'?
- From the 'gender' words that are listed on the board, we can see that the social traits of 'men' and 'women' are different.
- Does different also mean 'unequal'?
- Are certain traits more important than others? For example, being strong is more important than being gentle.
- Explain that different does not necessarily mean 'unequal' and that each trait carries its own unique value.
- Why is it important for us to understand the difference between 'gender' and 'sex'?
- For example, so that we can break through the limitations that we place on the capabilities of men or women.
- For example, we often believe that only men can take decisions related to cotton farming but so can women.
- How can understanding the difference between gender and sex help us in our day to day lives? What are some of the key learnings that we are taking away from this discussion?



Preparing for participant questions:

There may be instances of participants feeling hesitant to discuss topics related to biological sex, particularly within communities where biological sex may not be openly discussed. In such instances, the facilitators can refer to the suggestions outlined below:

- Talking about biological sex can be an uncomfortable conversation in many societies. Facilitators must ensure that they do not pressurise participants to do or say something that they are uncomfortable with. Instead, facilitators can reassure participants that the training room is a safe space for participants to discuss the subject.
- In order to encourage participants to talk about biological sex, facilitators can start by sharing instances of how they became comfortable talking about the topic. The facilitators can then encourage participants to share similar stories.
- If participants continue to feel uncomfortable, facilitators can encourage them to talk about why they are feeling uncomfortable. This can become a starting point for addressing their discomfort. The facilitators must continue to invite more responses from across the room to normalise discussions around the subject.
- Facilitators can also choose to share the benefits of discussing topics such as biological sex. For example, discussions on topics such as pregnancy, menstruation, and breastfeeding can allow for dialogue on the health challenges women face during pregnancy or menstruation.



Table 6: Example of words describing men and women

 Men	 Women
Breadwinner (G)	Cooking (G)
Spray pesticide (G)	Talkative (G)
Power (G)	Shopping (G)
Strength (G)	Mother (G)
Freedom (G)	Emotional (G)
Businessman (G)	Breastfeeding (S)
Penis (S)	Gossip (G)
Testicles (S)	Harvesting (G)
Ploughing (G)	Beautiful (G)
Bullock Cart (G)	Cleaning (G)
Dominant (G)	Sowing (G)
Loud (G)	Uterus (S)
Noble (G)	Sensitive (G)
Consume alcohol (G)	Gentle (G)
Strong (G)	Farm labour (G)
Decision-maker (G)	Kind hearted (G)
Aggression (G)	Menstruation (S)
Husband (G)	Weeding (G)
Rational (G)	Childbirth (S)
Moustache (S)	Housekeeper (G)
Tractor operating (G)	Passive (G)
Friends/fun (G)	Obedient (G)
Brave (G)	Pregnant (S)
Testosterone (S)	Tolerant (G)
Humorous (G)	Cotton picking (G)
Aggressive (G)	Child rearing (G)

ACTIVITY 2



SOCIALISATION ACROSS THE LIFECYCLE

PURPOSE

To understand how society shapes the understanding of what is expected from men and women. To understand that these norms also determine the kind of opportunities that men and women have access to.

RESOURCES REQUIRED

1. Chart paper / whiteboard
2. Marker pens

TIME

50 minutes

CONCEPT INVOLVED (For the facilitator's reference)

Socialisation:

- Throughout our lifetime, we interact with society through:
 - Different groups of people such as parents, elders, siblings, teachers, friends.
 - Different systems such as education, marriage, government, religion.
- From the time we are born, we learn the practices, customs and beliefs that are common to our culture and incorporate these into their own thinking and actions.
- As we grow older, they become deeper parts of our personality and they influence the way we view ourselves and others.
- Socialisation is the process through which an individual learns these norms, values, behaviours, and social skills which are 'appropriate' to his or her 'gender'.
- Socialisation determines the roles that women and men perform. For example, men are taught to be strong, never cry, lead the family or be the breadwinner of the family. Similarly, women are often taught to be caring, to be housewives, become a good cook and take care of the children.

STEPS TO BE FOLLOWED

1. Introduction to the activity

5 minutes

Each participant must identify a partner for this activity. Since the participants will be sharing personal experiences, they are free to choose a partner that they feel comfortable with.

2. Sharing stories from our childhood with our partners

20 minutes

- The facilitator will ask participants to close their eyes and think about the first memory they have of being a boy or a girl. The facilitator must help the participants in visualising this memory by thinking about the details. For example, "how old were you?", "where did this take this?", "who else was present?".
- The facilitator can share an example from his or her own childhood to help participants understand what is to be shared. For example, a male facilitator may say: "I remember being made fun of because I used to cook with my mother instead of going on the farm with my father".
- Explain that a newborn child does not know whether they are a girl or a boy. We usually understand this because of something someone says or does to us. For example: A woman may remember the first time she was told not to go out and play because she had to help with cooking the dinner. A man may remember a time when his friends teased him because he cried.

- Each participant needs to think of such an experience from their own life and share it with their partner keeping the following questions in mind:
- When was the first time you realised that you are a girl or a boy? For e.g.: a girl realised that she loves wearing bangles or a boy realised that he wants to grow his moustache.
- How did this realisation happen? For example, where did this happen? Who else was there? What was the specific incident or conversation that took place?
- How did this situation influence the man or woman that you are today?

Note for the facilitator

The participants may try to generalize stories instead of focusing on specific, personal experiences. If you notice this during the group discussion, remind them that in this exercise it is important to reflect on real, specific stories from our childhood.

3. Discussion with all the participants (large group discussion)

20 minutes

The group discussion should cover each of the three questions given below. The facilitator can use the additional prompts and discussions points to guide a meaningful conversation.

- Request 4-5 participants to share very brief descriptions of what happened that made them realize that they were either a girl or a boy by covering the following questions:
 - Question 1: How did you first learn that you are either a 'girl' or a 'boy'?
 - Question 2: Who was involved / present when you first learnt that you are a 'girl' or 'boy'?
 - Question 3: How does being a girl or boy / man or woman influence our lives in the long term?
- Pick up stories from any 3 participants, and briefly discuss each story by asking:
 - Through this story, what can we say about the differences between boys and girls?
 - What did this incident teach you about what a girl or boy is supposed to do or supposed to be like?
 - Society expects girls and boys to behave differently and this is taught to us from the time we are born. We become aware of gender differences at a young age, and these differences continue to be present throughout the course of our lives. Do you agree?
 - When we are young, we may learn this in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc.). Do you agree? What are your thoughts on this?
 - When you were young, what did you learn about being a boy or a girl? For example, boys are taught that they can socialise, negotiate and compete, while women are taught that they must be gentle, help out at home and stay safe.
 - How does this influence your life today as a 'woman' or a 'man'? Can you share a few examples?
 - How does this influence the way in which we perceive the roles of our sons, daughters, wives and other family members? How does it influence the opportunities that are made available or not made available to our sons, daughters, wives and other family members? For example, households may prioritise sending their sons to college while daughters may get married earlier.
 - How does this influence the way in which we perceive the roles of men and women on the agricultural farm? How does this influence the agricultural opportunities that men and women get?
 - Can we think of some ways in which our understanding of what 'women' and 'men' can or should do may limit our own lives? For example, not giving girls a chance to study further or restricting women from taking part in agricultural programmes.
 - Do you think these learnings are permanent or can they be changed? What can be some of the benefits in changing the way we see the roles of 'men' and 'women'?

Note for the facilitator

1. This activity is to help participants understand that every person has different beliefs about their gender and how they are supposed to behave in a society.
2. It is important that the facilitator must share several examples while answering each of the questions. Sharing examples will enable the participants to visualise the learnings and thus, will enable better understanding of the concepts shared. For example, A boy and girl till age 12 are treated the same but then suddenly society's expectations change when girls grow older. They are expected to stay inside the house, help in the kitchen, and wear different clothes.

4. Debrief with the participants

10 minutes

The facilitator should summarize the key points from the discussion.

- When we are young, we may learn about being a 'boy or 'girl' in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc).
- It is through these experiences that we form our 'gender identity'. That is, it is through these experiences that we determine what it means to us to be a man or woman. For example, a woman starts to see herself as a housewife rather than as a doctor or engineer. A man starts to see himself as the head of the household, who is responsible for earning the income.

End with asking the participants

What are the key learnings that each one of us can take away from the session today?



ACTIVITY 3



GENDER NORMS

PURPOSE

To experience how gender norms, roles, and associated expectations defined by the society impact our thought process and actions.

RESOURCES REQUIRED

1. 1 Bottle
2. 3 Blindfold / Napkin
3. Open space

TIME

25 minutes

CONCEPT INVOLVED (For the facilitator's reference)



Gender norms are the standards and expectations which men and women are supposed to conform to. They are the informal rules and expectations that define how men and women must act and behave. For example, women are supposed to be emotional, caring, soft spoken while men are supposed to be strong and dominating.

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- Ask the participants to sit in a circle.
- 3 participants will be called inside the circle and a bottle will be placed in the middle of the circle.
- The participants will jump over the bottle one by one.
- For the next round, all 3 participants will be blindfolded and then asked to jump over the same bottle.
- Whoever jumps over the bottle successfully, wins.

2. Conducting the activity

10 minutes

Round 1

1. Choose any 3 participants and call them inside the circle.
2. Place a bottle in the middle of the circle and ask participants to jump over it one by one.

Round 2

1. For Round 2, blindfold the 3 participants.
2. This time, the facilitator will not place any bottle in the middle of the circle.
3. Do not reveal this to the 3 participants and ask them to jump over the bottle once again.
4. Each blindfolded participant will try to jump over the bottle. Participants will be given 2-3 minutes to do so.
5. Once all 3 participants are done, reveal that there was no bottle placed.

Note for the facilitator

The bottle will be deliberately not kept inside the circle to convey the message for the activity: The participants trying to jump over an imaginary bottle can be compared to individuals blindly following society's expectations and norms.

3. Discussion with the participants

10 minutes

- The imaginary bottle can be compared to societal rules and norms. They exist as long as we continue to believe in them.
- We understood from the socialisation activity that the society tells us how to behave, what activities to pursue, and what to become based on our gender, caste, class among other things. These rules and norms established by society are only true as long as we believe in them. It is up to us to discard them. Do you agree with this? If not, why?
- For example, in some societies it is believed that girls should not go to school or children to be married early. Do you think such norms can be broken?
- Do you think it's necessary to follow every norm and rule established by a community or society? Why?
- What are some other examples of the societal rules and expectations which could be discarded?
- How do you think such norms could change?
- Can you think of some examples of the norms and patterns followed on the farm or for agricultural activities?
- Which of these norms are beneficial for the farm? Which of these norms are not beneficial?



MODULE 2



GENDER ROLES, GENDER DIVISION OF LABOUR

CONCEPTS



1. Gender roles

Gender roles refer to the roles learned and performed by a person as deemed appropriate to their gender. Gender roles determine how men and women should think, speak, dress and act, as determined by their society. Gender roles are typically determined by society and are often based on the cultural norms of that society. Gender roles are typically learnt in childhood and continue into adulthood.



2. Gender division of labour

This refers to the allocation of different jobs or types of work to women and men. This division is determined by society and defines the typical tasks that men or women living in that society are supposed to take up. For example, women are supposed to take care of household responsibilities while men are expected to earn a living.

RESOURCES

1. Chart paper / white or black board
2. Marker pens

TIME

1 hour 30 minutes



LEARNING OUTCOMES

1. To understand how the roles and responsibilities of women and men are determined, on the farm and within the household.
2. To evaluate how the current division of roles and responsibilities can be better optimised on the farm and within the household, with a focus on improving the lives and livelihoods of farming households.

ACTIVITY 4



DAILY ACTIVITY CLOCK (24-HOUR DAILY CALENDAR)

PURPOSE

This exercise will help map the activities carried out by men and women through a given day to understand how activities are divided and how work may be divided more efficiently within a household.

RESOURCES REQUIRED

1. Chart paper or whiteboard/blackboard
2. Markers

TIME

30 minutes

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- The facilitator must copy Table 7 on the chart paper or board. This can be done beforehand to save time.
- The table displays the different hours of the day.
- The facilitator will go through each hour and the participants can raise their hands to suggest the activities carried out by men and women during the given time slots. For example, at 4 am if men or women are sleeping, note down the word 'sleeping'.

2. Conducting the activity

10 minutes

- The facilitator will go through each hour one by one and the participants have to provide input for the activities conducted by both men and women in that particular hour.

Note for the facilitator

Every small activity done during the day by either men or women must be captured. For example, leisure time, speaking with friends or family, sleeping. This will help understand how men and women spend their time and how it differs for the either gender.

3. Questions for discussion with the participants


15 minutes

The facilitator can use the following questions to initiate a meaningful discussion:

- What did you learn from this exercise?
- How is the workload distributed amongst men and women?
- What did you learn from this activity that surprised you, in terms of how men and women spend their time?
- How many hours of work do men do, on the farm and household both?
- How many hours of work do women do, on the farm and household both?
- According to the chart, women work for 10-12 hours on average. Do you think such a woman can be considered employed?
- What are the reasons due to which roles and activities are divided between men and women in the current manner?

- Should the distribution of workload change? Why?
- How does the workload impact women’s health?
- Biologically, men and women are born with the same capabilities. Why is it that we believe men or women to be better at certain tasks? Explain that this is because of the opportunities and exposure that they each receive.

Table 7: Daily activity chart

 Time	Daily activity	
	 Men	 Women
02:00 am		
03:00 am		
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		



ACTIVITY 5



ACTIVITY PROFILE

PURPOSE

To understand the gender division of labour (roles and responsibilities) on the farm and within the household and the contribution of men and women within the cotton cultivation process, with a focus on strengthening gender awareness within farming communities.

RESOURCES REQUIRED

1. Chart paper or Whiteboard/blackboard
2. Markers

TIME

40 minutes

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- Draw out table 8 on the chart paper or whiteboard/blackboard.
- The first column of the table lists the various activities undertaken in the household and the farm.
- The next two columns will be used to mark whether the task is done by either men or women or both.
- The last two columns will be used to mark whether the activity is done daily or seasonally and manually or through a machine.

Explain the importance of the activity to the participants:

- This tool helps us understand the division of roles and responsibilities between men and women, on the farm and within the household. This will include:
 - Division of work across both household activities and farm activities.
 - Understanding work done by women that often does unrecognised.
 - Impact of farm work on women's health.
 - Mechanized vs. non-mechanized division of labour between men and women. That is, how use of tools and farm implements is divided across men and women.

2. Conducting the activity

10 minutes

- The facilitator will go over each activity and the participants are expected to share whether the activity is done daily or seasonally and manually or through a machine.
- Against each of the tasks provided, the participants must tick whether that particular task is done primarily / majorly by men or women. For example, if sowing is primarily done by women, then they must tick the column marked 'women'.
- In the subsequent columns, they must select whether the particular task is:
 - Done daily or seasonally
 - Done by machine or manually (by hand)

3. Questions for discussion with the participants

25 minutes

Once the charts have been filled out, the facilitator can ask participants the following questions to initiate a meaningful discussion:

- What part of men's tasks are daily and what part of seasonal? What does this information tell you about men's tasks?
- What part of women's tasks are daily and what part of seasonal? What does this information tell you about women's tasks?

- What part of men's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about men's tasks?
- What part of women's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about women's tasks?
- Given the manual nature of women's work, how do you think this impacts their health?
- What can we do to improve women's health? Such as reducing backache or malnutrition?
- What kind of resources would enable women to do their tasks more effectively / would help improve their health?

Spend time discussing the following questions

- Can men perform the activity of weeding, cotton picking? Can women perform the work of ploughing / tractor operating? Why? Revisit the concepts of gender and sex.
- Why does this gender division of labour exist?
- Given the tasks done by women, how do you think women's involvement on the farm influences cotton production? Go through each task that is primarily done by women and discuss how they influence cotton production.
- Given women's involvement in agricultural activities, what are the ways in which they can contribute to decision making to improve farming within the household? What are the ways in which their experience in agriculture can be made beneficial to the household?
- What are the areas where we can leverage women's knowledge, given the time that they spend on the farm?
- Given the time spent by women on the farm, what resources and information do you think they should get access to, to further strengthen cotton production?
- How can we improve quality and quantity of cotton production by strengthening inclusion of women in cotton production? Emphasise here that is not about women spending more time but about their involvement in decisions and greater access to resources.



Preparing for participant questions

There may be instances wherein participants do not agree with women's household / unpaid responsibilities being classified as 'work'. In such instances, facilitators can refer to the following prompts:

- Explain that daily activities can be broadly classified into work and leisure. Work can be further classified into paid and unpaid work. Paid work includes work that is done for compensation (that is, it involves a monetary exchange) and unpaid work is done without compensation (that is, no monetary exchange). Tasks such as getting children ready for school or cooking lunch can be classified as "unpaid work" since these tasks are not done for leisure and they do not involve any monetary compensation either.

There may be instances where participants do not agree that women are capable of performing farm-related tasks that are typically performed by men. Facilitators can use the following prompts in such instances:

- All tasks and roles, except for biological ones, can be performed by both men and women. Division of work exists to ensure that there is equitable distribution of work between men and women. This distribution, however, is not permanent. Non-biological roles or gender roles are interchangeable. For example, men can cook and take care of children and elders. Men can also sow seeds, harvest crop and conduct weeding. Similarly, women can carry heavy weights and make decisions.
- However, it is also equally important to note that it is not suggested that men and women should exchange all roles. The activity is to help participants recognise that these tasks can be interchanged, when it is proven beneficial.
- It is equally important to ensure that redistribution of responsibilities does not increase the work burden on women. For example, if women are occupied with household and farm work all day, adding a new task to their schedule will only increase the burden.
- On the other hand, certain redistribution of responsibilities can also prove beneficial to the farming household. For example, women spend large quantities of time on the farm and observe the crop closely. Involving them in decisions related to purchase of seeds or pesticides would allow for better decision-making within the household.

Table 8: Activity Profile to be filled out by the participants

Activities	Major responsibility of		When (Daily/ Seasonal)	How (Manual-by hand/Machine)
	 Men	 Women		
Household-related tasks				
Cleaning the house				
Washing the clothes				
Fetching drinking water				
Feeding livestock				
Cooking				
Helping children get ready for school				
Dropping children to the school				
Helping children study				
Taking care of elders / family members who are unwell				
Taking elders / family members to the doctor				
Collecting fodder for livestock				
Purchasing groceries				
Purchasing household assets (TV, fridge)				
Preparing for festivals				
Managing the household income and budget				
Repair and maintenance of the house (fixing, etc)				
Coordinating external services (for example, if an electrician needs to be called)				

Farm-related tasks				
Land preparation				
Uprooting of old plants				
Ploughing				
Stubble picking				
Spreading of manure				
Harrowing				
Making rows for sowing				
Planting seeds				
Application of fertilizers				
Weeding				
Weedicide application				
Collecting water for making pesticides				
Preparing pesticides				
Spraying pesticides				
Cotton picking				
Transportation				
Selling cotton				



DAY 2

 **TIME: 2 hours 40 minutes**

GENDERED ACCESS TO RESOURCES AND DECISION MAKING WITHIN COTTON FARMING HOUSEHOLDS

 Day 2 consists of two modules:

MODULE 3

- Gender relations

MODULE 4

- Access to resources
- Decision making

 The format for the day would be the same as Day 1 wherein:

- Each module will be delivered in an activity-led format.
- Activities will be followed by discussions between the facilitator and participants to discuss key learnings and how these learnings are relevant to the everyday life of the participants.
- There will also be short breaks between the modules, which can be used for informal interaction between the facilitator and the participants.

RECAP OF DAY 1

Recall the following learnings with participants

5 minutes

- What gender is and how it differs from sex.
- How society shapes the understanding of what is expected from men and women.
- How the society and its norms impact the roles, responsibilities and behaviour of men and women.
- The gender division of labour in cotton farming households.
- The social and economic value that can be unlocked by strengthening the role of women on the farm and within the household.

EXPECTED LEARNING OUTCOMES



To understand how access to and control over resources are distributed amongst men and women



To understand the division of decision-making responsibilities amongst men and women



To identify ways to strengthen the role of women, towards improving both social and economic outcomes on the farm and the household

STARTING THE DAY

Welcome participants

15 minutes

- Welcome the participants to the second part of the gender sensitisation workshops.
- The facilitator can start the session by recapping learnings from the first part of the gender sensitisation workshops. The facilitator can then share the agenda and expected learning outcomes for the day, before starting the workshop.

MODULE 3



GENDER RELATIONS



RESOURCES

1. Chits of paper
2. An open space where participants can walk around



TIME

1 hour



LEARNING OUTCOME

To understand how the perceived roles of men and women influence each other and the impact of gender relations on the farm and within the household.



ACTIVITY 6



POWER WALK EXERCISE¹³

PURPOSE

- To understand how men and women experience empowerment and disempowerment.
- To understand how gender relations influence cotton farming households.

RESOURCES REQUIRED

1. Chits of paper
2. An open space where participants can walk around.

TIME

50 minutes

Note for the facilitator

- This activity demonstrates gender and social discrimination and how inequalities are created between men and women. The facilitator will have to be mindful while conducting this activity to ensure that participants are not offended / to ensure that intended outcomes are achieved in a sensitised manner.
- This activity often has a significant impact on the participants. It is important for the facilitator to steer the reactions and responses of the participants in a gender aware direction, without offending them.
- This activity is most suited to be conducted in an open space where participants can walk around.
- The identities given on table 9 will have to be written down on the chits of paper, prior to starting the activity. Ideally the facilitator should prepare this before coming to the session.

STEPS TO BE FOLLOWED

1. Introducing the activity

10 minutes

- Explain to the participants that this exercise will be conducted in two rounds and participants should listen to the instructions carefully.
- For each round, participants will pick up chits with an 'Identity' written on it. For the entire activity, the participant is expected to take on that particular identity. For example, a participant can get the chit for a 'Female Sarpanch' and for the entire round they will assume the identity of a 'Female Sarpanch'.
- The identities given to participants must not be shared with anyone else until the facilitator asks them to do so.



2. Conducting the activity

20 minutes

ROUND 1

10 minutes

1. Each participant will pick up 1 chit. The chit will tell the participant which 'identity' they will be assuming for the activity.
2. Once participants have picked up their identity chits, ask them to stand in one straight line in the middle of the room. From this point on, the participants have to assume that they are playing the role of the person mentioned on their chit.
3. The facilitator will explain to the participants that during the session various sentences will be read out and the participants have to follow a simple instruction.
4. Participants should either take a step forward (if they agree with the statement) or backward (if they disagree). This has to be done assuming the role of the person, as per the chit selected by them.
5. There should be no discussion between participants during the exercise.
6. The sentences to be read out by the facilitator are given below.

Power walk statements for ROUND 1:





My parents encouraged me to get an education
I can access a bank loan directly
I usually am the first person to eat at home
I can go meet my friends when I wish to
I am a legal owner of a house
I can go out of my house at night if I want to
I can go for trainings/meetings without pressure of household work
I can go for work outside of my home whenever I want to and without anyone's permission
I have control over my family income
I have the time to watch television, listen to the radio, or read a newspaper
I take the major / important decisions related to my household



7. Based on the sentences above and based on the role assumed by the participants, they will take a step forward if they agree with the statement or take a step back if they disagree.
8. Once all the sentences have been read out, the participants should be asked to continue standing where they are and to not move.
9. The facilitator asks the participants who have moved forward to share how they feel. Then, they are asked to reveal their identity to the rest of the participants and explain why they think they are at the front.
10. Next, the participants standing at the back are asked to share how they feel, reveal their identity and explain why they think they are at the back.

Table 9: Identities for Round 1

	Male District Collector		Female District Collector
	Male Thanedaar		Female Thanedaar
	Male Sarpanch		Female Sarpanch
	Male farmer		Female farmer
	Male farm labour		Female farm labour
	Businessman		Housewife

ROUND 2

10 minutes

1. Participants will be asked to pick up a chit again and assume a different identity. For this round, the chits will contain identities given in Table 10. Depending on the number of participants, the facilitator can make as many chits as required with repetition of identities.
2. The rules of the activity remain the same.
3. The facilitator can proceed to narrate the power walk statements which are given below:

Power walk statements for ROUND 2:





I have access to trainings
I can decide which fertilizers and pesticides to buy without consulting anyone in the family
I have control on the farm income
I am considered to be a farmer
I have attended a training on the use of pests and pesticides
I have access to agricultural machines such as tractor
I get agricultural alerts through SMS
I am the legal owner of the family farmland
I can visit the cotton market whenever I want
I am not judged by society when I stay out late at night
I can interact with business salesmen
I take the major decisions for my farm



4. Once participants have completed round two of the power walk, the facilitator asks the participants who have moved forward to share how they feel. Then, they are asked to reveal their identity to the rest of the participants and explain why they think they are at the front.
5. Next, the participants standing at the back are asked to share how they feel, reveal their identity and explain why they think they are at the back.

Table 10: Identities for Round 2

	Male farmer		Female farmer
	Male labour		Female labour

3. Discussion with the participants

20 minutes

Once the activity has been completed, the facilitator can use the following questions to initiate a meaningful discussion:

- All participants began the walk as equals on the starting line; however, at the end of rounds, some participants were far ahead than others. Why did that happen?
- What differentiated the participants who moved ahead from the participants who moved towards the back?
- Do you think the power walk exercise is similar to life? If yes, in what way?
- How did you feel when the other participants moved ahead of you?

The facilitator may share the following points with the participants:

- The aim of this power walk is to understand how experiences vary for men and women.
- Certain identities hold more power than others. For example, when a female farmer tries to visit the market, she will face social stigma and safety issues.
- In many cases, those in positions of power may still face different kinds of restrictions. For e.g.: A female Sarpanch still cannot stay out late at night or avoid household chores.

The facilitator must then spend time discussing the following questions. The facilitator must guide the participants towards breaking through any gender discriminations and stereotypes that may emerge and nudge participants towards identifying the benefits of gender equity on the farm:

- Based on the activity that we have just done; how do the experiences vary for men and women across the different identities? The facilitator may share specific examples to initiate a discussion.
- Do men get an advantage in agriculture occupation as they have access to training, can visit the market, and access a bank loan?
- Based on activities done on the previous day, we know that both men and women play a significant role in cotton farming. Yet we see that men and women have different privileges when it comes to factors such as accessing training or accessing markets. What would be the benefits of providing similar privileges to both men and women? What would be the challenges in making this happen?
- What are the ways in which farming households would benefit if women had access to the similar resources and opportunities as men?



Preparing for participant questions:

In the power walk exercise, certain participants may be many steps behind others. To initiate further discussion on why this gap exists, facilitators can refer to the following prompts:

- Gender roles influence the opportunities and resources that men and women can access. For example, boys are encouraged to gain productive skills, socialise outside the house, and gain access to resources such as higher education or agricultural training. At the same time, girls are encouraged to stay inside the house, contribute to household tasks such as cooking/cleaning, and may even be denied access to training, education, or financial resources. These differences result in certain participants being many steps behind others.
- Similarly, on the farm, women do not get access to the same training, resources, and decision-making opportunities as male farmers do. For example, male farmers typically have the land registered in their name, making them the ultimate decision-makers. The facilitators can use the following questions to engage the farmers in further discussion:
 - How do you think lack of training and resources may impact women farmers' decision-making abilities on the farm?
 - How do you think manual labour impacts the efficiency of women farmers on the farm?



MODULE 4



ACCESS TO RESOURCES; DECISION MAKING



RESOURCES

1. Chart paper
2. Markers



TIME

1 hours 20 minutes



LEARNING OUTCOMES

1. To understand how access and control over farm resources/assets differ for men and women.

2. To understand how decision-making responsibilities are divided between men and women.

3. To bring gender awareness into access to resources and decision-making, in order to strengthen the inclusion of women and optimise economic gains on the farm.

ACTIVITY 7



ACCESS TO AND CONTROL OVER RESOURCES

PURPOSE

- To understand the difference between having access to and control over resources.
- To understand what resources men and women in farming communities have access to and control over.

RESOURCES REQUIRED

1. Chart paper
2. Markers

TIME

40 minutes

Note for the facilitator

- The objective of the activity is to convey the difference between having access to farming resources and having control over them.
- Access refers to the opportunity to make 'use' of a resource while control is the 'power' to make various decisions regarding the resource.

STEPS TO BE FOLLOWED

1. Introducing the activity

5 minutes

- The facilitator must first draw out Table 11 (given below) on a chart paper / board.
- Explain to the participants what 'Access' and 'Control' means: Access refers to the opportunity to make 'use' of a resource while control is the 'power' to make various decisions regarding the resource.
- This activity will be conducted in a group where the facilitator will go over each resource listed in the first column of Table 11 and ask participants about who they think has 'Access or Control' over the particular resource.
- Participants have to raise their hands to answer.

2. Conducting the activity

15 minutes

- The facilitator will read out the 'Resources' one by one and ask participants to state who has 'Access' to it and who has 'Control' over it. The participants must vote either 'men' or 'women'.
- The activity can follow a voting system, wherein the participants raise their left hand for men, their right hand for women and both hands if they wish to select both men and women. The facilitator then selects the option that receives the most votes.
- For example, when the facilitator reads out the term land, the participants must first vote for who has access to the land. It could be men, women or both. Then the participants must vote for who has 'control' over it. That is, who takes decisions related to land. Participants may raise their hand depending on whether they want to vote for either men, women or both.

3. Discussion with the participants

15 minutes

Once the participants have completed the activity, the following questions can be asked to initiate a meaningful discussion:

- What are the differences in the way men and women access resources?
- What are the differences in the way men and women have control over resources? Who has greater control over resources and why?

- Women have access to resources such as fertiliser, seeds, harvesting equipment but they do not have ‘control’ over the resources. What are the various reasons due to which women have lesser control over resources as compared to men?
- Given the tasks done by women on the farm, what are some of the resources that women would benefit from accessing? How would it help women to have greater access to these resources?
- Given the tasks done by women on the farm, what are some of the resources that women could have control over? How would this benefit the farm / household?
- What are the benefits that a household could gain if both men and women had control over resources? The facilitators can share examples to guide the discussion.
- Women are important contributors on the farm. Can giving women access to knowledge resources such as training help improve outputs on the field? How / why?



Preparing for participant questions:

There may be instances of participants questioning the ability of women to operate farming machinery / control farming resources. In such instances, facilitators can refer to the following prompts:

- All skills are acquired over time, through training and regular practice. Lack of knowledge to operate a machine by either gender can be associated with lack of knowledge, training or practical application. For example, men may not know how to use a mixer grinder or a sewing machine. However, by building knowledge, getting access to training and through regular practice one can acquire a new skill.
- It may be beneficial for women to learn to operate certain farming machinery to reduce manual labour. This can lead to positive outcomes such as labour time reduction on field, decreased costs, increase in farm income, and enhanced health of women farmers.

Table 11: Access and control chart for participants

Resources	Access		Control	
	Men	Women	Men	Women
Land				
Seed				
Fertiliser				
Pesticide				
Tractor				
Bullock cart				
Agricultural equipment				
Training				
Credit				
Market space				
Businessmen				
Govt schemes				
Income				

ACTIVITY 8



DECISION-MAKING

PURPOSE

Understanding how roles and responsibilities towards decision making are divided amongst men and women, both on the farm and in the household.

RESOURCES REQUIRED

Printout of 'Table 12: Decisions made by women and men', one for each group. Participants may be divided into groups of 3-4 each.

TIME

30 minutes

STEPS TO BE FOLLOWED

1. Printouts of 'Table 12: Decisions made by women and men' should be provided to each of the participant groups. Each group may consist of 3-4 participants. **5 minutes**

2. Instructions for the activity **10 minutes**



On the chart, select either one of the columns. That is, either 'men', 'women' or 'both', depending upon who is responsible for taking that particular decision. The column selected should be based on who is 'primarily' responsible for the decision. For example, if most women take the decision-related to cotton picking but the participants know a few instances where men take that decision, they should still select 'women' who are in a majority of cases responsible for it.




3. Questions for discussion with the participants **15 minutes**

The facilitator can use the following questions to initiate a meaningful discussion:

- Women are engaged in the majority of agricultural operations, including sowing, applying fertilizer, weeding and cotton picking. Yet, women do not play a major role in making decisions. Including decisions related to the tasks that are performed by them. What do you think are the reasons because of which women do not play a greater role in decision making?
- Have you seen instances of women being involved? Can you share some examples? Encourage farmers to share examples of situations women were able to play a greater role in decision making and this led to positive outcomes on the farm or in the household.
- What do you think will be all the benefits of involving women in decision making?
- For example, women do all the sowing of seeds. Since they are so involved in this process, what do you think would be the benefits if they could decide which seeds to buy or when to sow the seeds?
- Similarly, women do a majority of the weeding. It is believed that weeding is the best time to look for pests. If women were involved more in decisions related to pest management, what do you think would be the benefits?
- What would be the benefits of involving women in more household-related decisions?
- What are the other benefits that you can think of? Ask each group to share at least one benefit of involving women in decision making. It could be related to the farm or the household.

Table 12: Decisions made by women and men

Decision	 Men	 Women	 Both
Within the household			
Deciding what food to cook			
Deciding which school or college the children will go to			
Deciding what clothes to buy for the family			
Deciding what the children will study in college			
Deciding when to clean the house			
Deciding what livestock to purchase			
Deciding what vegetables and groceries to purchase			
Deciding which doctor or hospital to go to if someone is sick			
Deciding how to feed, clean, manage the livestock			
Deciding how to manage the household income			
Deciding which bank to go to			
Deciding who the daughter or son will get married to			
Deciding how many children to have			
Deciding what television, fridge or motorbike to purchase			
Deciding when a particular asset needs to be purchased			
On the farm			
Deciding what seeds to sow			
Deciding when to sow the seeds			
Deciding which fertiliser to apply			
Deciding when to apply fertiliser			
Deciding which pesticide to use			

Decision	 Men	 Women	 Both
Deciding which pesticide to use			
Deciding when we apply pesticide			
Deciding when to use the tractor / bullock cart			
Deciding when to pick the cotton			
Deciding for how much to sell the cotton			
Deciding how much to pay the labour			
Deciding when to buy or rent land			



Preparing for participant questions:

There may be instances of participants objecting to women playing a greater role in decision making on the farm, citing reasons such as lack of knowledge, experience or information. In such instances, facilitators can use the following prompts:

- Women spend 7-8 hours each day doing a significant number of agricultural operations such as sowing, applying fertilizer, weeding and cotton picking. Given the close involvement of women with the cotton crop, involving them in decision-making can improve the decisions that are made for the farm.
- Facilitators can also encourage participants to share any positive experiences that they have had wherein households have benefitted from women being involved in decision-making. Facilitators can start by sharing a few examples that they are aware of so that farmers are also encouraged to share their own experiences.



CLOSING AND FEEDBACK

20 minutes

Post test and feedback form:

Share the 'Post test form' with the participants and explain that it is the same test that they took at the beginning of Day 1. Ask them to take 5-7 minutes to complete the test, keeping in mind the learnings from the training. In case, participants cannot write, facilitators can individually speak to the participants and note down their responses.

STEPS TO BE FOLLOWED

- The facilitator can thank the participants for their attention and participation in the workshop. Share that this has been an intensive day with a lot of important inputs and discussions which participants can use in their day-to-day work with male and female farmers.
- The facilitator must ask each participant to share:
- “One key learning that I am taking away from today’s session”.
- “One new behaviour / attitude / learning that I will put in practice in my interaction with women farmers”.
- The facilitator must also share his / her takeaways using the same points mentioned above.
- Once each participant has shared their learnings, the facilitator must ask each participant to be seated and close their eyes. The facilitator must then guide the participants to:
 - Start by taking a few deep breaths. It has been a long and tiring day. It is now time to relax.
 - Think about the most enjoyable moment the participants have had during the session today. It could have been a moment where they smiled, laughed or learnt something new.
 - After a few moments, open your eyes and in one word share how you are feeling. Each person can take a second to share how they are feeling.
- The facilitator can formally close the session.





ANNEXURES 1



RESOURCES FOR CONDUCTING TRAINING

HANDOUT 1

TRAINING OF TRAINERS (TOT)

Gender Analysis

Gender Analysis is the process used to identify and understand gender differences and to study how gender roles, responsibilities and dynamics play out in a particular context. In this module, gender analysis will help in determining the differences in the constraints and opportunities faced by men and women within cotton production.

Why is gender analysis done and how can it help us?

- To understand the problems and opportunities faced by both men and women in cotton farming.
- To plan programmes that are beneficial for both men and women in cotton farming.
- To achieve greater participation and development of women farmers and co-farmers.
- To implement projects / programmes that promote gender equity.
- To ensure that the challenges of and opportunities for women cultivation, who are a key stakeholder in cotton cultivation, receive adequate attention in agricultural programming.
- During programme implementation, monitoring and evaluation, gender analysis helps to assess differences in participation and differences in the benefits received by men and women.

What gender analysis tools will we use during the training?

1. Activity profile
2. Daily activity clock (24-hour daily calendar)
3. Decision making

These tools have been selected for the purpose of the training to give participants an understanding of what gender analysis entails. In addition to these, there are various other gender analysis tools that can be further explored and implemented for robust gender planning and programming.

ACTIVITY 4: ACTIVITY PROFILE

Handout 2: Activity profile to be filled out by the participants

Activities	Major responsibility of		When (Daily/seasonal)	How (Manual-by hand/machine)
	Activities	Activities		
Household-related tasks				
Cleaning the house				
Washing the clothes				
Fetching drinking water				
Feeding livestock				
Cooking				
Helping children get ready for school				
Dropping children to the school				
Helping children study				
Taking care of elders / family members who are unwell				
Taking elders / family members to the doctor				
Collecting fodder for livestock				
Purchasing groceries				
Purchasing household assets (Motorbike, TV, fridge)				
Preparing for festivals				

Managing the household income and budget				
Repair and maintenance of the house (fixing, etc)				
Coordinating external services (for example, if an electrician needs to be called)				
Farm-related tasks				
Land preparation				
Uprooting of old plants				
Ploughing				
Stubble picking				
Spreading of manure				
Harrowing				
Making rows for sowing				
Planting seeds				
Application of fertilizers				
Weeding				
Weedicide application				
Collecting water for making pesticides				
Preparing pesticides				
Spraying pesticides				
Cotton picking				
Transportation				
Selling cotton				

ACTIVITY 5: DAILY ACTIVITY CLOCK (24-HOUR DAILY CALENDAR)

Handout 3: Daily activity chart

Time	Daily activity	
	Man	Woman
2:00 am		
3:00 am		
4:00 am		
5:00 am		
6:00 am		
7:00 am		
8:00 am		
9:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		

ACTIVITY 6: DECISION-MAKING

Handout 3: Decisions made by women and men

Decision	Men	Women	Both
Within the household			
Deciding what food to cook			
Deciding which school or college the children will go to			
Deciding what clothes to buy for the family			
Deciding what the children will study in college			
Deciding when to clean the house			
Deciding what livestock to purchase			
Deciding what vegetables and groceries to purchase			
Deciding which doctor or hospital to go to if someone is sick			
Deciding how to feed, clean, manage the livestock			
Deciding how to manage the household income			
Deciding which bank to go to			
Deciding who the daughter or son will get married to			
Deciding how many children to have			
Deciding what television, fridge or motorbike to purchase			
Deciding when a particular asset needs to be purchased			

Decision	Men	Women	Both
On the farm			
Deciding what seeds to sow			
Deciding when to sow the seeds			
Deciding which fertiliser to apply			
Deciding when to apply fertiliser			
Deciding which pesticide to use			
Deciding when we apply pesticide			
Deciding when to use the tractor / bullock cart			
Deciding when to pick the cotton			
Deciding for how much to sell the cotton			
Deciding how much to pay the labour			
Deciding when to buy or rent land			



ANNEXURES 2



PRE / POST TEST EVALUATION FORM

Pre/Post Test evaluation form

1. Which of the following roles/activities played by men and women are determined based on their 'biological sex'? (Mark all that apply)

- a. Breastfeeding
- b. Taking financial decisions
- c. Childbirth
- d. Weeding
- e. Menstruation
- f. Cooking
- g. Supply sperms
- h. Operating the bullock cart

2. Do men and women have equal capabilities to work on a farm?

- a. Yes
- b. No

3. Which of the following words can be used to describe women? (Mark all that apply)

- a. Strong
- b. Decision maker
- c. Gentle
- d. Breadwinner
- e. Talkative
- f. Sensitive

4. Which of the following words can be used to describe men? (Mark all that apply)

- a. Fragile
- b. Rational
- c. Emotional
- d. Loud
- e. Shy
- f. Aggressive

5. Do men have the ability to make decisions by birth?

- a. Yes
- b. No

6. Provide your views on the statements given below:	Agree	Disagree
a. Women can harvest the cotton but cannot transport cotton to the market		
b. Men can cook food and clean the house		
c. Women can manage household income		
d. Only men can purchase household assets (TV, fridge)		
e. Women can operate the Bullock cart/Tractor if required		
f. Only men should take up sales and marketing for cotton		

7. Which of the following tasks do women farmers contribute to? (Mark all that apply)

- a. Manual labour
- b. Decision making
- c. Income generation
- d. Bringing important knowledge to the farm
- e. Saving costs
- f. Increasing the production of cotton
- g. I am not sure
- h. None

8. For which of the following decisions will women's involvement be valuable? (Mark all that apply)
- Selecting the type of seeds
 - Choosing when to sow the seeds
 - Choosing what fertiliser to buy
 - Choosing what pesticide to buy
 - Choosing the time of cotton picking
 - Deciding what price to sell the cotton at
 - None
9. What is your view on the division of tasks between men and women?
- Women work significantly more than men
 - Women work a little more than men
 - Men and women work the same amount
 - Men work a little more than women
 - Men work significantly more than women
10. Which of the following factors limit women's contribution on the farm? (Mark all that apply)
- Women do not have access to formal training
 - Women do not put in enough effort to learn
 - Women do not get to interact with NGO staff / extension workers / market
 - Women do not have adequate access to resources on the farm
 - Women lack the ability to learn and lead
 - Women do not have access to government schemes, extension services
 - Women are more interested in clothing and jewellery
 - Women need to focus on household responsibilities
 - None
11. Why should women attend formal training? (Mark all that apply)
- To increase their agricultural knowledge
 - To increase their confidence
 - To increase their independence
 - To increase agricultural income
 - To increase cotton production on the farm
 - To increase savings
 - Formal training provides no benefit to women
12. Who should have the final say in decisions relating to the farm and household?
- Men
 - Women
 - Both equally
 - Mostly men with some support from women

13. Provide your views on the statements given below:	Agree	Disagree
a. Women should participate in deciding what seeds to sow		
b. Women should participate in deciding how the household income is managed		
c. Women should participate in deciding who the daughter or son will get married to		
d. Women should participate in deciding which fertiliser to apply and when to apply		
e. Women should participate in deciding how many children to have		
f. Women should participate in deciding when and how much pesticide to use		

Scoring Matrix for evaluating Pre/Post test

S. No.	Questions	Q. type	Correct answer/s	Scoring metric	Scoring (points)
1	Which of the following roles/activities played by men and women are determined based on their 'biological sex'? (Mark all that apply) a) Breastfeeding b) Taking financial decisions c) Childbirth d) Weeding e) Menstruation f) Cooking g) Supply sperms h) Operating the bullock cart	Mark all that apply	a, c, e, g	Any 2 correctly marked	1
2	Do men and women have equal capabilities to work on a farm? a) Yes b) No	Single choice	a	Correct choice	0.5
3	Which of the following words can be used to describe women? (Mark all that apply) a) Strong b) Decision maker c) Gentle d) Breadwinner e) Talkative f) Sensitive	Mark all that apply	a, b, d	Any 2 correctly marked	1
4	Which of the following words can be used to describe men? (Mark all that apply) a) Fragile b) Rational c) Emotional d) Loud e) Shy f) Aggressive	Mark all that apply	a, c, e	Any 2 correctly marked	1
5	5. Do men have the ability of decision making by birth? a) Yes b) No	Single choice	b	Correct choice	0.5
6	Provide your views on the statements given below: (Agree/Disagree)				
6 (a)	Women can harvest the produce but cannot transport the produce to market		Disagree		0.5
6 (b)	Men can cook food and clean the house		Agree		0.5
6 (c)	Women can manage household income	Agree/Disagree	Agree	Correct choice	0.5
6 (d)	Only men can purchase household assets (TV, fridge)		Disagree		0.5
6 (e)	Women can operate the bullock cart/Tractor if required		Agree		0.5
6 (f)	Only men should take up sales and marketing for cotton		Disagree		0.5

7	<p>Which of the following tasks do women farmers contribute to? (Mark all that apply)</p> <p>a) Manual labour b) Decision making c) Income generation d) Bringing important knowledge to the farm e) Saving costs f) Increasing the production of cotton g) I am not sure h) None</p>	Mark all that apply	a, b, c, d, e, f	Any 2 correctly marked	1
8	<p>For which of the following decisions will women's involvement be valuable?</p> <p>a) Selecting the type of seeds b) Choosing when to sow the seeds c) Choosing what fertiliser to buy d) Choosing what pesticide to buy e) Choosing the time of cotton picking f) Deciding what price to sell the cotton at g) None</p>	Mark all that apply	a, b, c, d, e, f	Any 2 correctly marked	1
9	<p>What is your view on the division of tasks between men and women? (choose one)</p> <p>a) Women work significantly more than men b) Women work a little more than men c) Men and women work the same amount d) Men work a little more than women e) Men work significantly more than women</p>	Single choice	a or b	Any 1 correctly marked	0.5
10	<p>Which of the following factors limit women's contribution on the farm? (Mark all that apply)</p> <p>a) Women do not have access to formal training b) Women do not put in enough effort to learn c) Women do not get to interact with NGO staff / extension workers / market d) Women do not have adequate access to resources on the farm e) Women lack the ability to learn and lead f) Women do not have access to government schemes, extension services g) Women are more interested in clothing and jewellery h) Women need to focus on household responsibilities i) None</p>	Mark all that apply	a, c, d, f, h	Any 2 correctly marked	1
11	<p>Why should women attend formal training? (Mark all that apply)</p> <p>a) To increase their agricultural knowledge b) To increase their confidence c) To increase their independence d) To increase agricultural income e) To increase cotton production on the farm f) To increase savings g) Formal training provides no benefit to women</p>	Mark all that apply	a, b, c, d, e, f	Any 2 correctly marked	1

12	Who should have the final say in decisions relating to farm and household? a) Men b) Women c) Both equally d) Mostly men but sometimes women	Single choice	c	Correct choice	0.5
13	Provide views on the statements given below: (Agree/Disagree)	Agree/ Disagree		Correct choice	
13 (a)	Women should participate in deciding what seeds to sow		Agree		0.5
13 (b)	Women should participate in deciding how the household income is managed		Agree		0.5
13 (c)	Women should participate in deciding who the daughter or son will get married to		Agree		0.5
13 (d)	Women should participate in deciding which fertiliser to apply and when to apply		Agree		0.5
13 (e)	Women should participate in deciding how many children to have		Agree		0.5
13 (f)	Women should participate in deciding when and how much pesticide to use		Agree		0.5
Maximum Score					15

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